

HPSET'S GUIDE TO REFLECTION

Reflective writing is more than a description of what happened; it is a thoughtful exploration of events which can highlight both your strengths and areas for future learning and development.

To complete this part of your profile, you need to think about your learning from your CPD and tell us how you have used it in your practice. Your reflective writing must refer to a specific example of your CPD or practice-related feedback and show us how the learning gained was used in your practice.

The following list provides guidance about the elements of reflection. It is followed by an example which illustrates the nature of reflective writing.

Choose an example of your CPD, such as:

- a course you have attended
- feedback you have received in the course of your work
- a new or challenging clinical experience/event
- some research you have done
- journals or government policy documents you have read

Think

- how your learning has helped you to develop your professional skills, knowledge and understanding
- how you have used your learning in your practice, especially in circumstances that include a degree of unpredictability or uncertainty

Consider relevant theory and research

- current theories, concepts, principles and techniques
- policies relevant to your current role
- current law and guidance
- your previous experience

Evaluate the Learning

- what aspects of your learning have you taken forward in your practice?
- why did you take this learning forward?
- were there aspects of learning that were not so positive for you?
- why were these aspects not so positive
- did you use support from others, if so, how did you use it?

Future Practice

- how do you intend to make use of your learning to develop your future practice?
- what benefits will your learning bring to the service you work in, and to the people who use your services?

Example which illustrates the nature of reflective writing

Please note that the headings used in the following example are provided as a guide to the different elements of reflection (described above). You do not need to include them in your reflective accounts, although you may find it helpful to do so.

Example of learning that has impacted on my practice

I have recently been appointed as a senior play specialist in a paediatric hospital. I have been reflecting on our organisational values and how they influence the working of our team. I have focussed on how my colleagues and I demonstrate these values to the different people we meet on a daily basis. These include children, parents and carers, families, communities and other agencies and partnerships with whom we work. I understand that values are unique to each individual and to each organisation and it has been helpful to reflect on my own values and practice in relation to the collaborative working of our team. I see teamwork as a crucial part of our service, because it is necessary for colleagues to work well together to ensure they value themselves and each other and support the development of positive and caring relationships with each child and family. I recently attended a study day on team leadership skills and realised that a lot of learning from that could be applied to developing collaborative working within our team.

Think

I have a professional responsibility to contribute to my own personal and professional development, as well as to that of my colleagues. As a senior play specialist, I want to optimise the skills of all team members. This means must get to know them, by talking to them and listening to their concerns and by providing opportunities for us all to develop as a team. I believe that good practitioners are a genuine asset to any setting, as well as to the

children and young people in their care. I was recently asked to lead at one of our upcoming staff meetings, with the emphasis being on collaborative working. I asked each staff member to bring ideas to the meeting about working together to achieve the best possible results for effective teamwork and partnership working. In preparation for the meeting I accessed the Code of Professional Conduct on the Healthcare Play Specialist Education Trust website. I was aware of the information available in this document but wanted to familiarise myself further. I looked at Principle 3, Duty of Care and Professionalism, in particular 3.2 ('be responsible for maintaining your registration and continually reflect and improve your practice') and Principle 5, Standard of Practice, in particular 5.3 ('work in a collaborative and cooperative manner with other professionals, respecting and recognising their expertise and contributions'). The staff meeting allowed us to work in partnership with each other, while also respecting confidentiality and personal and professional boundaries. Using the staff meeting as a way of sharing ideas and listening to staff members' points of view allowed me to start thinking about how best to develop a culture of collaboration and co-operative working between colleagues, both within my own professional area and with other disciplines.

Theory

Reflecting on collaboration and co-operative working, I utilised theory from several sources. Bennis (2001) sees the effective leader as someone who has vision and is supportive. However, I am also influenced by management theory which emphasises a more task-centred approach to getting things done (Grint, in Martin, 2003, p.24)

Evaluate

What I gained most from the learning from the seminar on team leadership skills was confidence and a change of attitude. As a senior member of the team, it is my job to take responsibility, along with others, for making our team work. I must have confidence in myself and in other team members so that we can all take ownership for the way forward. To be an effective Senior Health Play Specialist I need to be supportive and to have vision. This helps to create, and embodies, the ethos of our work with children, young people and families.

Future Practice

In my future practice, I will utilise my learning to maximise team involvement in how we collaborate with colleagues and others. I now recognise the importance of involving other people in the decision-making process and have the confidence to take a more collaborative approach.

References

Bennis, W. in Van Maurick, J. (2001) *Writers on Leadership*. London: Penguin.

Martin, V. (2003) *Leading change in Health and Social Care*. London: Routledge.

HPSET (2019) Healthcare Play Specialist Education Trust and National Association of Health Play Specialists Code of Professional Conduct for Registered Practitioners and Students. Online. Available:

<https://hpset.org.uk/HPSET_copc.pdf> (accessed 31st August 2019).