

## Case study: Using Effective Practitioner Reflective Practice

### Reflective practice in action in an Acute Oncology Ward

Liz, a member of the Spiritual Care Team, works closely with the Oncology Wards and was keen to explore what they could offer in terms of counselling and clinical supervision. Clinical supervision groups had previously been set up, but sustainability was proving challenging. Funding through an Effective Practitioner project funding provided the opportunity to pilot a slightly different approach.

The aim of this project was to create a culture where 'Reflection in Practice' is valued and integrated as part of everyday practice. The project team, in collaboration with their colleagues, aimed to develop a range of tools and structured approaches to facilitate Reflection in Practice which were meaningful, workable, and most of all both realistic and sustainable so they could be integrated into practice.

It was important that practitioners had ownership of their approach to reflective practice through undertaking and participating in the project to develop, implement, evaluate and embed "Reflection in Practice".

#### Intended Outcomes

- Increase practitioners' knowledge and understanding of reflective tools and approaches available through Effective Practitioner and other key resources/personnel.
- Increase practitioners awareness of their responsibility to engage in reflection and identify their own development and support needs utilising effective practitioner tools e.g. self assessment, reflective tools and work based learning activities.



## How was Effective Practitioner used to support the project?

Firstly a questionnaire was sent to all staff exploring their views on, and experiences of, reflective practice. They were also asked about what type of approaches would suit them best. The project plan was based on these responses. The tools to be used were open questions, asked as part of the team 'p.m. huddle'. Prompt cards were designed which asked the following Questions for Reflection:

- What have we done well today?
- What has been challenging?
- What have we learnt today?
- What could we do differently?

And using the 3 C's from an Effective Practitioner resource

- What is our concern?
- What is the cause?
- What is the countermeasure?

The prompts cards were piloted and then produced as laminated credit card sized cards.

The reflection process has three levels built in; the first level being the team huddle/ team reflection, and levels two and three consist of taking unresolved issues to a team meeting and then clinical supervision if required. A resource folder was prepared containing relevant Effective Practitioner activities, forms and tools, primarily around reflection in practice.



## What has the impact of the project been?

Staff have reported how much they liked the reflective practice tool and are starting to ask themselves these questions on a regular basis. The reflection sessions resulted in staff learning much more about each other and discussing things they may not have spoken about before. They have begun to get to know each other in a deeper way and “get below the surface.”

Staff report that they value the opportunity to do this. Being valued is a priority for staff and it is anticipated that when staff feel more valued then patient care will be more person centred. “If we don't have person-centred approaches to staff then we won't have person-centred

care.” (Project Lead/Spiritual Care). Nurses often have to deal with the emotions of patients and their families and the reflection sessions give them the opportunity to talk about challenging situations. For example it can help them verbalise and understand what’s really going on with the patient: Why did they react in that way? What is the person feeling? Sharing such issues with colleagues helps staff put such reactions in context and facilitates a greater awareness of the bigger picture. It supports a person-centred approach to care.



### **How did use of Effective Practitioner facilitate this impact?**

The Effective Practitioner tools helped inform the reflective practice approach and the folder of resources now available to staff. Printing the resources/ providing hard copies of tools etc. makes them more accessible on a day to day basis, when time to access on-line resources is limited.



### **Learning for the future**

The reflective practice sessions are continuing and it is hoped that this will be embedded in everyday practice and become part of the ward culture/ approach to care. There are plans to roll it out across all the oncology wards. Other charge nurses have expressed interest and managers are ‘on board’.

The success of the project was due in part to the empowerment of the staff. They had ownership of the project from the outset through the initial questionnaire and being able to choose both the timing and approach used. A central aim was that the approach would both realistic and sustainable. This appeared to have been achieved and is seen to be a major contributory factor to the undoubted success of the project.

Find more work-based learning activities on the effective practitioner website at [www.effectivepractitioner.nes.scot.nhs.uk](http://www.effectivepractitioner.nes.scot.nhs.uk)