

REFLECTIVE ACCOUNTS FORM

You must use this form to record five written reflective accounts on your CPD and/or practice-related feedback and/or an event or experience in your practice and how this relates to the Code. Please fill in a page for each of your reflective accounts, making sure you do not include any information that might identify a specific patient, service user, colleague or other individuals. Please refer to our guidance on preserving anonymity in the section on non-identifiable information in *How to revalidate with the NMC*.

Reflective account: Back to school – an unexpected tip

What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?

A (completely unrelated subject matter) invitation to attend a talk at the school my kids attend.

What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?

The way the session was introduced put me in the state of mind that my delegates must feel when they are not really sure what to expect at the start of the course. I liked how they introduced the session, outlining clearly the following things:

- People can leave at any point if they want to
- People can step out of the room if they feel a bit overwhelmed
- No-one is going to be 'picked on'
- A clear message that it's a safe space where people can contribute if they want to – and they can NOT contribute if they don't want to.
- An understanding that not contributing does not mean 'not learning'. The fly on the wall technique is a learning mechanism, especially if one is not crippled by fear that they might have to talk in front of everyone. And this was ENCOURAGED.

I like that. I felt at ease. I felt like I wasn't under pressure and I was able to relax into the session, not being afraid of something unexpected happening mid-way through. OR feeling like a failure if I didn't say anything. In fact, the opposite – I was left feeling like even if I didn't contribute, I was still actively learning rather than 'avoiding' contributing. My usual feelings of guilt and shame for 'not putting my hand up' seemed slightly relieved during this session.

How did you change or improve your practice as a result?

Anxiety does not aid learning. Putting people at ease and outlining expectations is paramount at the start of a session. It was a good reminder that whilst I might have taught a course 400 times and know it inside and out – the delegates don't.

It shone a spotlight on the things I should be emphasising at the start of a course to put people at ease. I will always make these points clear in my teaching too, as I strive to put people at ease for an optimum learning experience.

One is not just a good learner because they 'answer every question' or share all their anecdotes. Some excellent learners also sit in the wings, absorbing everything. Perhaps reserving their thoughts for the pub later while they digest the information as it passes through them.

How is this relevant to the Code?

Prioritise people – Putting learners first means they become better placed to put their patients first.

Practise effectively – Adapting to learning styles, personality and preferences facilitates effective learning

Preserve safety – Safety isn't just physical – it's mental too. It's a feeling as well as a state of being

Promote professionalism and trust – trust is key in any interaction, whether it be a learning environment or a caring one.