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EXCELLENCE THROUGH GROWTH


Strategies in OT/PT Professional Practice

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*Permission to use with acknowledgement



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Written Communication Tool: Daily Journal Guidelines

- Our health care system and professions require reflective practitioners to deal with ill-defined problems.
- Self-awareness and self-reflection are crucial requirements in professional practice (Mezirow, 1990; Schön, 1982)



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What is a Daily Reflective Journal? Through the learning lens

- Tool to assist in the development and evaluation of reflective practice
- Turns experience into learning
- Research supports its contribution to higher learning, thinking and motivation
- A learning tool to organize one's thoughts/questions/observations/gaps (Lukinsky, 1990)
- A window for clinical educators to understand student's clinical reasoning process
- Reader is a coach not a critic
- Increase observational skills, creativity, gives "alternate" voice
- Release feelings about clinical experiences
- Assists students to integrate theory, research and practice
- Occasions of reflection: in anticipation, during, in-action, after events (Boud,2001)



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Methodology

- **Students should write every day (15-20 min)**
- **Record with some descriptive detail:**
 - Most significant event of the day
 - Reflect on the impact of that event in terms of understanding the situation as well as their own attitudes and feelings
 - Identify future learning needs that arise from the specific event
- **Journals should be handed in to supervisor once/week or as per literature once/2 weeks**
- **Clinical educators guide and encourage reflective process by asking the right questions: WHY, HOW, WHAT WOULD YOU DO NEXT TIME, DIFFERENTLY**
- **Written feedback should be provided and should focus on enhancing students' awareness of their own perceptions and behaviours, clarifying value-laden approaches and offering a view from an alternative perspective**
- **Responses must be non-judgmental and supportive in order for students to become more open in their self-reflections**




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- “The process of keeping a journal is a learned skill. It can take several weeks for students to be able to reflect on their experiences rather than just report on an event. Feedback from supervisors is important for students to be able to make this shift. As time goes on, trust between the student and the supervisor increases and with this comes the personal reflections of the students” (Landeem et al., 1995)*




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Daily Journal Suggested Grid

What I've done <small>(imp. Learning activities)</small>	What I've learnt <small>(knowledge, attitudes, abilities)</small>	Difficulties I've encountered	Focus on future learning	Reflection/ Questions



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Daily Journal Guidelines Example 1

WHAT I'VE DONE (Important Learning Activities)
<ul style="list-style-type: none">• Ms. L. was so discouraged with her lack of progress today that she started to cry. She cried for a good part of the session. Nothing I said made her feel better, I did not know what to do.



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Daily Journal Guidelines (Cont')

WHAT I'VE LEARNT (Knowledge, Attitudes & Abilities)
<ul style="list-style-type: none">• I never realized how important trust is in a helping relationship. Ms L. really opened up to me. I never thought that a client would talk this way to a PT.



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Daily Journal Guidelines (Cont')

DIFFICULTIES I'VE ENCOUNTERED
<ul style="list-style-type: none">•It was difficult for me to know what to do to reassure Ms L. But I also felt that I had to continue with the treatment session (I had to finish her assessment).



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Daily Journal Guidelines (Cont')

FOCUS OF FUTURE LEARNING
<ul style="list-style-type: none">•Discuss when to stop the treatment session to comfort the client and when the treatment should continue.•What to say to reassure a client like Ms L.



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Daily Journal Guidelines (Cont')

REFLECTION/QUESTIONS

- I was not sure how to show support to Ms L. I felt very uncomfortable. What could I have done differently?
- When a client is crying, when can you stop her and continue your treatment plan?