

EXAMPLE COMPLETED TEMPLATE FOR INTERN REFLECTIVE STATEMENT – ITA REFLECTIVE PRACTICE – INTERACTION WITH A PRESCRIBER SCENARIO

Intern name	Intern	Ahpra registration	PHA0000XY234DR
Intern training program	XYZ ITP	Stage of internship	<input type="checkbox"/> 0-3 months <input type="checkbox"/> 3-6 months <input type="checkbox"/> 6-9 months <input checked="" type="checkbox"/> 9-12 months
Date and location of activity/event/incident	xx/xx/xxxx, ABC		

About this form

This form is to be used to structure the reflective process for the intern following a specific activity, event or incident.

Instructions for interns

Use this template (or equivalent) to write a reflective statement. If you are familiar with other structures, then use the model/approach you are most familiar with. You may also adapt this template as needed. Complete sections 1 to 5 of this template (or the equivalent if using a different template) as soon as possible after an event or incident which is the target of your reflection. Schedule a discussion with your supervisor, where your supervisor can provide feedback and create a Development Plan with you to improve your skills. Complete sections 6 to 8 (or equivalent) after this discussion with your supervisor. Keep the records of this reflection in a place where you can easily retrieve them, and complete Sections 9 and 10 if there are opportunities to use the learning from this reflection in the future.

Instructions for supervisors

Ask interns to use this template if they are not familiar with developing a reflective statement using an alternative approach. After the intern has completed sections 1-5, arrange a time to discuss the reflective statement, and provide feedback to the intern using the Assessment and Feedback form.

Initial reflection by intern (sections 1 to 5). Complete these sections soon after the event/incident.

Section 1: DESCRIBE WHAT: What happened (Brief description of the details of the activity/event/incident and the outcome)?

I received a prescription for a Schedule 8 medication which was missing some of the legally required details. It did not have the quantity written in words and figures which made it invalid, and I was not allowed to dispense it. I called the prescriber to let him know and to ask for a new prescription. He was very rude to me and told me he had been writing prescriptions for years without anyone ever challenging him about this before. He refused to send a new prescription and said he would tell his patients to go to another pharmacy in future.

Section 2: DESCRIBE HOW: How did you respond (your thoughts, feelings, and emotions)?

This was the first time a doctor had responded to me like this, and I was shocked and very upset. I didn't know what to say, so I wasn't as assertive as I should have been. I thought I was right, but the doctor made me doubt myself. I felt like the doctor was disrespectful of my knowledge and competence. It left me really worried and intimidated about having to contact a prescriber again, especially him. However, I went and checked the legislation straight away, and checked with my preceptor, and I was reassured that I was right from a legal point of view.

Section 3: UNDERSTAND and LEARN: Why did this happen (what led to the activity/event/incident) and what did you learn?

The key issue was that I was not as prepared as I thought I was to speak to the prescriber, and when I was challenged, I panicked, which only made things worse. I learned that I needed to be better at getting my points across to the doctor, and to be more aware of how I say things as well as what I say, as I may have come across as a little aggressive. I also learned that it would be good for me to be absolutely confident that I am right and on top of my facts before calling the doctor so I can stand my ground if they argue with me.

Section 4: GOAL: What will you do OR what should be done differently next time?

I will definitely be better prepared next time. I will practice what I want to say before I actually make the call, and I will be 100% sure of my facts.

Section 5: DEVELOPMENT (SMART) PLAN: What do you need to do or learn so you can respond differently next time? It is important to include a timeframe for carrying out the plans as well as what will actually be done.

I would like to do some role plays with my preceptor or other pharmacists where the other person is being difficult or disagreeing with me. That way I can build my confidence to handle real situations where the other person is difficult. We have scheduled these for our weekly meetings in 2-, 4- and 6-weeks' time.

Discussion with supervisor (sections 6 to 8).

Section 6: With whom and when did you discuss this reflection?

I was very shaken by the incident, so I told my preceptor straight away. She suggested I take a break to compose myself, and then write up the incident as a reflection. Once I had written the reflection, I discussed it again with my preceptor in our next weekly meeting.

Section 7: What were the key points that arose?

We agreed that I needed some more practice at handling difficult conversations. We went through some strategies that my preceptor had found useful in the past for defusing situations, and some words I could use which were less likely to be inflammatory.

Section 8: Did the discussion change any of your responses above, and if so, how?

Not so much change as to what I thought previously. My preceptor was really helpful as she was able to share her own experiences and how she had learned from them also.

Future follow-up, if possible (sections 9 to 10). It may not be possible to use the learning from this reflection in a future episode; however, interns should be alert for any such possibility.

Section 9: Did you have a chance to use what you learned in a later incident, and if so, how?

I discovered a webinar recording called "How to manage difficult conversations in pharmacy", which I found very helpful. Although it was mostly about difficult conversations with patients, the speakers were excellent and I was able to see how I could adapt their ideas to conversations with prescribers, especially about how to de-escalate a situation. I also learned that I should keep a record of the incident as soon as I can in case the doctor wants to complain about me. A few weeks later I had to contact another prescriber about a similar sort of issue with a Schedule 8 script. I was much better prepared, stayed calm and was able to communicate much more confidently. The prescriber was initially reluctant to do what I asked but I eventually persuaded her to send me the new script.

Section 10: Any other notes or comments relating to this activity/event/incident/reflection (e.g., performance outcomes addressed)

Performance outcome 1.4 requires me to act legally, and 2.1 covers appropriate communication. I believe my skills in both of these have improved because of this incident.