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|  | **DAILY RECORD OF VISIT TO THE PLACEMENT**  **REFLECTIVE PLACEMENT LEARNING  JOURNAL TEMPLATE 2019/20** |

You will need to keep a regular, detailed record of your time on placement. This process is an important part of experiential learning and will also help with the assessment task. This template is designed to help you reflect on your experiences. Reflection should take place before, during and after your placement. It is also important to return to your reflections after a period of time.

You should decide with your University Placement Tutor (UPT) how you will record your reflections. One way you may wish to do this is by setting up an Edublog. The Marjon eLearning Team have produced comprehensive guidance on how to set up and determine who sees your Edublog accessible via: <http://sites.marjon.ac.uk/elearninghelp/category/help-for-students/edublogs-help-for-students/>.

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| Date: | 13.11.19 |
| Group or individual with whom I worked: | Mick Smirthwaite |

**BEFORE my placement …**

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| What am I aiming to achieve from my placement today? What do I need to be mindful of? What issues/questions need to be addressed to ensure I achieve my aim? Do I need to be aware of particular theories, or have particular skills? Have I thought about all of the ‘what ifs’? |
| To observe Mick treating his clients and to get some hands on experience using soft tissue techniques.  To listen carefully to the clients when they talk about what they want from their visit to the clinic and gain an idea of the Musculoskeletal or functional problem that they are experiencing.  Mick has a full diary of appointments this afternoon, so I am expecting it to be busy. His first appointment for the afternoon is at 1 p.m. I arrived a little earlier so that I could talk to Mick about the appointments during the afternoon and be ready for the first client. |

**DURING my placement …**

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| What did I notice happening around me today? What was I thinking and feeling? How was I involved? Did I do anything to intervene and change the situation that I found myself in e.g. how I conveyed a point or whether I decided not to do something I had planned to do? Did my reflections at the time change the session I had planned or my actions? |
| As each week goes by I feel more relaxed working with Mick, however there is always the anticipation of what each case will bring.  I believed that one of the afternoon appointments was a follow-up with the client who had torn his hamstring a few weeks ago. Unfortunately the client cancelled his appointment due to business commitments. It was a shame because it would have been good to see the effects of Mick’s treatment and how well the muscle tissue was healing. |

**AFTER my placement … (based on the Gibbs (1988) Reflective Cycle)**

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| Describe the activities you undertook whilst on placement today. Set the context, what you did and what happened. |
| Client 1 – The first client was a female weightlifter. She had tight hips and lower back, tight shoulders and upper back and she also wanted Mick to work on her Pectoralis Major muscle on the left anterior side of her chest. I observed Mick palpate the muscles and bony points in the lower back and hips. Mick let me palpate her lumber region. I noted that her gluteal muscles were tight. I observed Mick closely as he mobilised the Sacroiliac Joint (SIJ) and lumber spine. He also applied soft tissue massage (STM) and the Neuromuscular Technique (NMT) along the Erector Spinae, Quadratus Lumborum and the Gluteus Maximus and Medius. Mick showed me the mobilisation technique of the SIJ and Lumbar Spine and with the client’s encouragement I applied the technique on the right hip. I haven’t covered mobilisations in my Injury and Treatment Modalities module. We are due to cover joint remobilisation and mobilisation during late November and early December.  During the massage of the upper back, Mick gave me the opportunity to massage the client’s upper back on the right side of her body. The trigger points near the inferior medial border of the scapular were very hard and ‘knobbly’. I had to use my elbow to work on them to take the pressure away from my thumbs. Mick showed me how to massage deep under the medial border of the scapula to stretch the transverse muscle fibres of the Rhomboids.  Mick carried out mobilisation and stretching of the shoulder joints and also carried out NMT and Slow Tissue Release (STR) on the client’s left Pectoralis Major muscle.  Mick gave me feedback on the positioning of my thumbs and my hands when applying massage. It was good to receive this feedback. He said that it was important to position hands well during massage to avoid unnecessary stress on the fingers and thumbs. It was important for masseurs to look after their hands.  Client 2 – is a male business man who spends long periods of his working day driving. His lower back was stiff. There was stiffness on the right side of the body but the issue was on the left side. This may be due to the client guarding the tightness in the Quadratus Lumborum (QL) on the left side of the body.  Mick carried out joint mobilisation of the lumbar spine and high joint. He massaged the trigger points in the QL with NMT and also STR. He also massaged the client’s hamstrings and applied STR. I observed the treatment but was not involved in performing massage techniques.  We were expecting a third client but she did not turn up due to a mix up regarding the appointment date. She thought the appointment was next week.  Client 3 – The next client, a male cyclist/runner in his mid-forties – turned up earlier, so Mick saw him straight away. He said that he had an issue in the Sacroiliac Joint (SIJ)/lumbar region. His chiropractor thought that he may have a prolapsed disc. He also said that his Iliotibial Band (ITB), and his right shoulder were both tight and needed working on. The client was in prone position and Mick asked me to palpate his lower back. I could feel a raise in the tissues around the spinous processes L4 – L5, which appeared to be inflammation. Mick did not want to aggravate the vertebral discs in that area and decided not to apply joint mobilisation of the lumber spine and SIJ. He started to massage the Gluteus Medius and Maximus, the Tensor Fascia Latae (TFL) and the Iliotibial Band. He didn’t feel any issues with any of muscle tissue on palpation. The muscles were in good shape. He worked on the right shoulder and upper back. There were trigger points in the neck – Trapezius and the Rhomboids. Mick began massage of the area and allowed me to work on the trigger points. It felt very satisfying to help a client and ease the tension in the upper back. |
| Document how you felt through-out your placement today. Were you anxious, confident, pleased or disappointed? |
| I didn’t feel anxious or confident. I was pleased with the guidance and feedback that Mick gave me. I was also pleased that he was confident enough to let me have the opportunity to be involved in the treatment of his clients. I felt that I had learned a little bit about mobilisation techniques and how to place my hands and protect them when applying massage and during palpation. I can empathise completely with Mick’s feedback. I was part of the Marjon Sports Therapy & Rehabilitation team who provided pre- and post-event massage at the Plymouth Half Marathon event in May 2019. After the event my hands were very tired and achy. Mick’s feedback resonated well with me.  At the end of Year 1 I felt very confident about my ability to apply soft tissue massage but observing an experienced sports therapy professional working with clients has made feel inadequate. I still have a lot to learn and I guess it is normal to feel that way. |
| Evaluate today’s placement activity. What went well, what went badly, what would you have done differently? |
| I didn’t feel that anything went badly. I am concerned about the placement of my thumbs, fingers and hands when I massage after receiving feedback from Mick. He mentioned that he has seen a lot of sports therapists leave the profession due to the stress on their hands from massaging clients. I am very aware of it now. |
| Take a deeper, analytical and critical approach to today’s experiences. Can you make connections or apply academic theory or current policy to understand why today’s activities went well or went badly. |
| Posture and hand placement during massage is important. I need to go back to the drawing board and read some of my massage texts regarding hand placement and practice on my family and friends to gain confidence.  I have never done joint mobilisation before. We are due to cover this in lectures and practical sessions in the next month. I am looking forward to learning these techniques. |
| Draw conclusions. What have you learnt from today’s activities and your reflections? |
| The need to protect my fingers and thumbs from too much stress when applying massage and during palpation. I will review my massage texts and look at instructional videos and practise on my family and friends to correct my technique.  To think of other ways to apply massage without always using my hands. To get deeper into the muscle tissue and during NMT it is possible to use the forearm and the elbow.  A joint mobilisation technique of the hip. |
| Action plan. How will you apply what you have learnt from today’s activities to the rest of your placement and your future professional and personal development? Do you need to undertake further research or reading? Are there courses that you need to undertake to fill a skills gap? |
| Review massage techniques and hand placement by reading soft tissue massage textbooks and watching videos.  Practise massage on family and friends as much as possible. |
| Have any questions arisen today that I need to discuss with my Placement Supervisor or University Placement Tutor (UPT)? |
| There were no questions arising from today’s placement.  Mick said that he was very pleased with my progress. |

**RETURNING to my reflections …**

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| It is often useful to return to your reflections after a period of time. Revisit the experiences you had; think about how you felt (positive and negative feelings) and re-evaluate your experiences. Do you feel differently about the experience now time has passed have your feelings changed in light of the experience or do you now view the experience in a different light?  Am I able to complete any actions in my Personal & Professional Development Plan? Are there any actions I need to add to my Personal & Professional Development Plan? |
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**SAKE - Skills, Attributes/Attitudes, Knowledge and Experience**

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| Want to secure a graduate level job when you finish your degree?  Employers agree that placements are a great way to develop the vital skills, attributes/attitudes, knowledge and experience (SAKE) they are seeking. As a result of your experience can you include any of the following on your CV, an application form or discuss at interview?   |  |  |  |  |  | | --- | --- | --- | --- | --- | | * Imagination/creativity | | | * Adaptability/flexibility | * Willingness to learn | | * Working autonomously | | | * Working in a team | * Planning/self-management | | * Working under pressure | | | * Oral/written communication | * Numeracy | | * Attention to detail | | | * Time management | * Coordination/organisation | | * Sector/business awareness | | | * Ethical/sustainable practice | * Problem solving/initiative | | * Self-awareness | | | * Technical ability | * Resilience | |  | Use the **STAR technique** to demonstrate your competencies on your CV, in a job application or at interview. | | | | | **S**ituation | | Describe the situation with which you were confronted, set the context. | | | | **T**ask/**T**arget | | Explain the task or target you were set (be concise!). | | | | **A**ction | | This is the most important part and demonstrates **your** competencies:   * Explain what **you** did, **your** role and what part **you** played; * Explain how and why **you** did what you did. | | | | **R**esult | | Explain what happened, the outcome. Ideally quantify the positive impact you made. You can also demonstrate your reflection skills by reviewing your decisions and making suggestions about how you would do an even better job in the future. | | | |

**Reference:**

Gibbs, G. (1988) *Learning by doing. A guide to teaching and learning methods*. Oxford Brookes University: FEU.