



## Reflective Self-Evaluation – sample 2

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Week \_\_\_\_ of 10

Summarise the key proficiencies that you attempted in recent days and which form the basis of this RSE.

1.2: Organised for duties

4.2: Contributes to the delivery of a dietetic initiative, programme, project, or presentation

5.4: Identifies the priority actions required to advance practice

Select the domain(s) to which these proficiencies principally belong.

- ☒ Professional Autonomy and Accountability      ☐ Communication, Collaborative Practice, and Teamworking  
☐ Knowledge and Skills      ☒ Safety and Quality      ☒ Professional Development

Reflect on your application of these proficiencies in recent days, making reference to:

1. Situation(s) in which you demonstrated the proficiencies;
2. Perception of performance in the situation(s) outlined;
3. Learnings from the experience; and,
4. One published source of information to ground your RSE in the evidence base.

As part of our project on the provision of texture modified diets in the hospital, I had to deliver a presentation to other staff on how the project was progressing and our recommendations from the work. Given the nature of the topic, several departments were interested in attending, e.g., speech and language, catering, and nursing.

I woke up feeling a bit nervous about the presentation, and that feeling of nervousness grew throughout the day. I had thought that no more than 10 people would arrive, but about 25 people attended. As more and more people came into the room, I could feel my nervousness increasing, even though it was great to see so many people interested in the project.

When we started presenting, I was really nervous that there might be inaccuracies in the presentation and that we might offend one of the departments by not acknowledging them enough or if we said something incorrect about their roles and input on the project. I overcompensated with an excessively positive attitude and I found myself repeating myself several times and using more simplistic terms, as my nerves made it more difficult to speak concisely. If I had practised a bit more beforehand, I might have been able to adopt a more balanced approach and use a more extensive vocabulary.

The whole way through the talk, I was really conscious of people writing things down as I was speaking. I couldn't stop thinking about all of the questions they might ask and if I would be able to understand or answer their questions properly. I found myself thinking of answers to possible questions while I was trying to deliver the presentation, which ultimately made my delivery more distracted and less clear.

I was incredibly relieved when it was over, and while it went better than I thought it would, I was glad to get feedback from the dietetic department afterwards. I found most of what I knew I'd do differently next time was reflected in the feedback, so that was positive in terms of my own awareness of my practice. The



dietitians also offered to listen to my presentation (or part of it) in advance of the next presentation, to help with nerves and to verify that there were no issues with accuracy.

I took my learnings from my last presentation and applied them to my presentation this week. I knew this was coming up, so I asked my PE if she would be willing to listen to me practice for 10 minutes in advance. I asked her to do this a week in advance, so she would have time in her diary, and I practised a section of the presentation with her the day before the presentation, to give me time to fix anything. This settled my nerves a lot and I was able to sleep better the night before. Although the presentation this week was with service users and on a different topic, the same principles applied in terms of preparation and trying to stay focused during the presentation.

I had found some guides on the [NHS website](#) on [breathing exercises](#) and [stress management](#). I found alternating between the 5-second breathing and [Mindful Feet](#) exercises useful as the room was settling in advance of the presentation and while I was waiting for my turn to speak. I made a conscious effort to say 'not now' to myself when I found my mind drifting into possible questions and answers, so I was able to stay more focused and grounded. Even though I was still a bit nervous and drifted at times, this presentation was a much more pleasant experience and I enjoyed the conversation and showing the knowledge I've gained over the course of placement so far.

I know I won't need to practice with a PE in advance of every presentation, but I know I can ask if I need to. If there are any particular questions I have on the accuracy of content, I'll build in time to make sure that I can ask someone and make changes if needed. I've developed a lot in terms of organising myself and being more confident in communicating the knowledge that I have, through these presentations.

**What actions will you take over the next 1-2 weeks to advance your practice on foot of this RSE?**

Use more calming and mindfulness techniques to help me to feel more grounded. This will help build my confidence in what I'm saying and will prevent me from getting to far ahead of myself in conversations.

**Supervising Dietitian: Record any additional observations on student progress.**

Remember that you can always ask for support with presentations. Nervousness presenting is very common, so we've all been there!, and most people will happily give a few minutes of their time to help someone who is feeling a bit worried about a presentation.

Your suggestion to build in time to ask someone for input is very important, not just for the quality of your own presentation, but also to demonstrate respect for everyone's time, well done. Specific questions on accuracy also helps focus other people in their feedback to you, and it shows good awareness of your own knowledge and areas for work, well done.

Student signature \_\_\_\_\_

Print name \_\_\_\_\_

Supervising Dietitian signature \_\_\_\_\_

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