**Exploring an autoethnographic stance with poetry in children’s nursing**

As a tool that facilitates reflection and reflective practice, the author has articulated the strength of poetry. The author acknowledges the subjective nature of the activity. What is noted is that the exercise and activity of poetry while solitary, has the power to exude and affect the perception and senses to self and others. As a medium that is both absorbing and provoking, the author also demonstrates that poetry is potentially a dynamic lifelong learning tool that can address personal and professional issues in the moment, past and prepare for future behaviours and practice.

In so far as using poetry as collected data and analyses, this is not only innovative but potentially explosive and as a result, extremely exciting for nurse education, practice and research. Poetry has a style and particulars that speak a language that may differ from that used regularly by the author and the reader. In so doing, poetry is personal and provokes individual and communal emotions. The subsequent effect of poetry can therefore be seen as one that is private and potentially unpredictable. This unpredictability may be unquantifiable yet meaningful in terms of truth and knowledge; both to be handled with caution! The author addresses the personal and vulnerable nature of sharing thoughts and feelings. In addition, the author could be seen as allowing the medium of poetry to captivate, communicate, teach and provide an active and passive learning platform that builds on the nurse’s life, education and practice.

The author demonstrates that self-awareness through poetry may encourage the 6Cs of compassion, competence, communication, courage and commitment (Vaughan, 2013). It could also be said that poetry in nursing as described and asserted by the author may also be used to re-validate the registrant’s purpose and practice.

***Bing Bong*** speaks with a language and uses words that may allow the reader who has shared a similar experience such as working a long day shift to re-live feelings that differ to that of the author, unsupported and unchecked. Like the individuality of people, no 2 instances are the same for different persons and for various reasons.

***The sweet chatter of malnutrition*** could be seen to speak of the values and attitudes that challenge imperialist global notions of clinical care, resources, specialist superiority and abilities that affect care within culture. This may not be the intention of the author who shares the complexity of their senses in the moment and of the moment.

***Pressure Points*** as a title, may take the reader to areas of continuing care rather than the critical anxiety moments of resuscitating a child, experienced by the author.

 ***Those Pyjamas*** for those non-parents may be one that encourages the re-living of caring for someone other than self or child. The act of ritualistic dressing for the activity of sleep may be different on an individual level but arguably, but evokes the senses for all.

The issue for nursing research may be the complex understandings of validity, hubris, ethics and what constitutes knowledge.

Vaughan P (2013) The importance of reflection with improving care and improving standards and the 6 C's, [http://www.rcn.org.uk](http://www.rcn.org.uk/), http://www.rcn.org.uk/\_\_data/assets/pdf\_file/0007/586654/ReflectivePractice.pdf (accessed 20 August 2017).