



While we are waiting to start, feel free to reflect on these questions:

What are my beliefs about reflective practice?

In what ways do I already engage in reflective practice?

How is my practice evidence based?

How do I hone into what works for me?



Reflective Practice

Prepared by May Chi

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HBNC Interagency Meeting

09 March 2022

Schedule

12:30 – 1:00. Introductions and thoughts on reflective practice.

1:00 – 1:45. Ways in which you engage in reflective practice.

1:45 – 2:00. Short break.

2:00 – 3:00. Evidence based practice.

3:00 – 3:20. Honing in to what works.

3:20 – 3:30. Summary and questions.



Participation

Examples of activities in this workshop:

- Being asked a question in large or small group format.
- Participating in large and small group discussions.
- Being asked to engage in experiential activities (E.g. mindful awareness exercise, thought experiments).
- Writing down or otherwise reflecting on experiences.
- Using examples you have given to explore relevant concepts.

You are very welcome to pass on any activities.



Introductions

What is your name?

What do you think reflective practice is about?

So what is the correct definition of reflective practice?!?

- ✘ 'Right' and 'wrong' rather than 'helpful' and 'unhelpful'
- ✘ 'Form' rather than 'function'
- ✘ A 'have to' rather than a 'want to'
- ✘ A one-off rather than a lifelong process
- ✘ Judging other people's practice
- ✘ Imposter syndrome
- ✘ Victim blaming
- ✘ Justification, rationalisation, naval gazing, posturing

Reflective Practice: Considering function first

FORM

- Free journaling
- Paid supervision
- Structured reflection sheet
- Thinking it through on the drive
- Setting boundaries
- A list of pros and cons
- Habit tracker

FUNCTION

- Improved organisational skills
- Better understanding of how theory relates to practice
- Deeply understand a client's perspective
- Longevity in the profession
- Prioritizing my values

Activity: Reflect on 2 – 3 functions of reflective practice for you. Then discuss these in a small group (3 – 5).

“I really want to put my hand up for more opportunities at work because I think I have some good ideas.”

“At this stage in my career, I just want to focus on being really present with each client.”

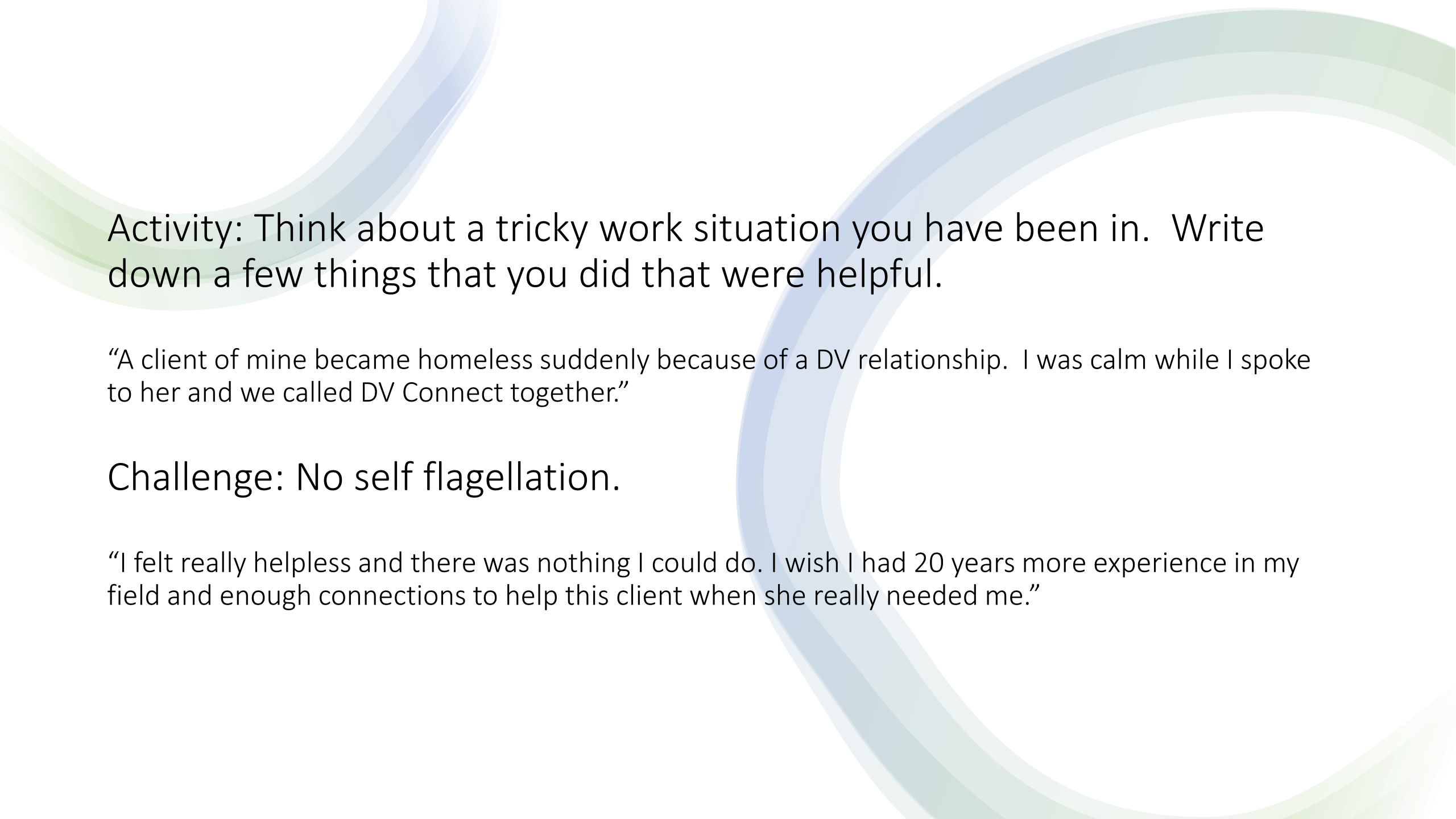
Challenge: Not to talk about the form it takes. Not to pick something that wasn't 'freely chosen'. **Not to give advice on what to do.**

“I'm going to seek supervision regarding my communication skills because my manager told me to.”

“Reflective journaling has changed my life. You should totally try it.”

But is there anything more you could have done!?!

- You're probably already doing *something*.
- Juicy scenario: May is working on her warmth and accurate empathy with a well presented client. After a number of meetings, the client confesses a romantic interest in her.
- Activity: Group role play, taking turns to ask questions that help her consider the things she did do.



Activity: Think about a tricky work situation you have been in. Write down a few things that you did that were helpful.

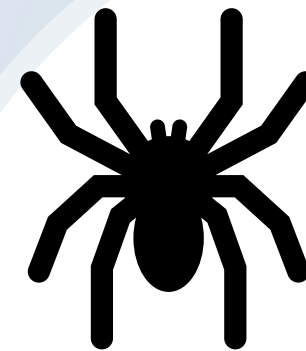
“A client of mine became homeless suddenly because of a DV relationship. I was calm while I spoke to her and we called DV Connect together.”

Challenge: No self flagellation.

“I felt really helpless and there was nothing I could do. I wish I had 20 years more experience in my field and enough connections to help this client when she really needed me.”

A note on motivation
when considering form

(appetitive vs aversive
stimulus)

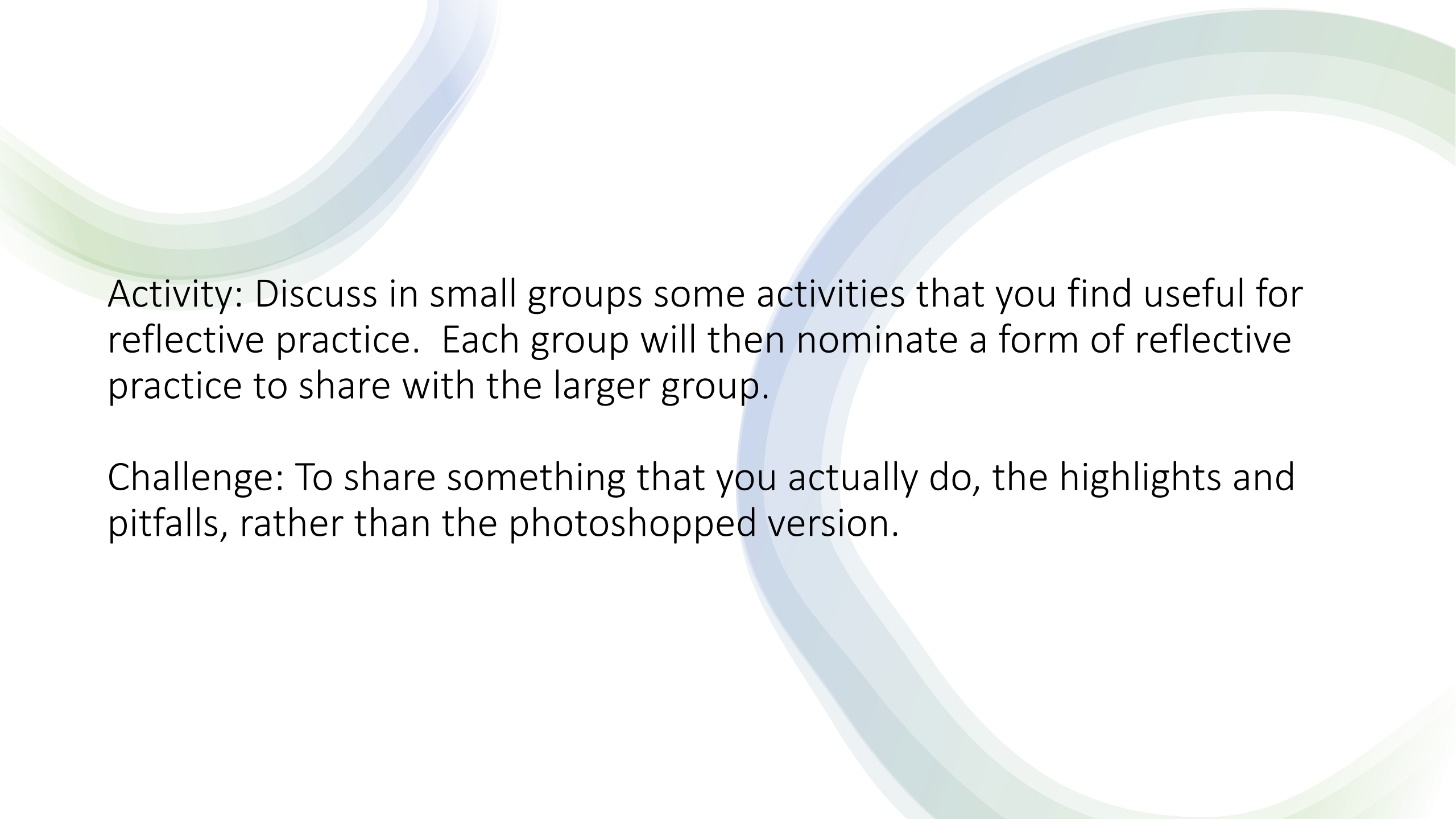




15 minute break

Some breakthrough thoughts

- Reflective practice requires self awareness.
- Punitive or coercive measures are not as effective as freely chosen values.
- You will be oblivious to some issues (and you won't even realise it).
- Everyone has a dark side (and there are upsides to your dark side).
- Learning is life long.
- Strengths are weaknesses.



Activity: Discuss in small groups some activities that you find useful for reflective practice. Each group will then nominate a form of reflective practice to share with the larger group.

Challenge: To share something that you actually do, the highlights and pitfalls, rather than the photoshopped version.

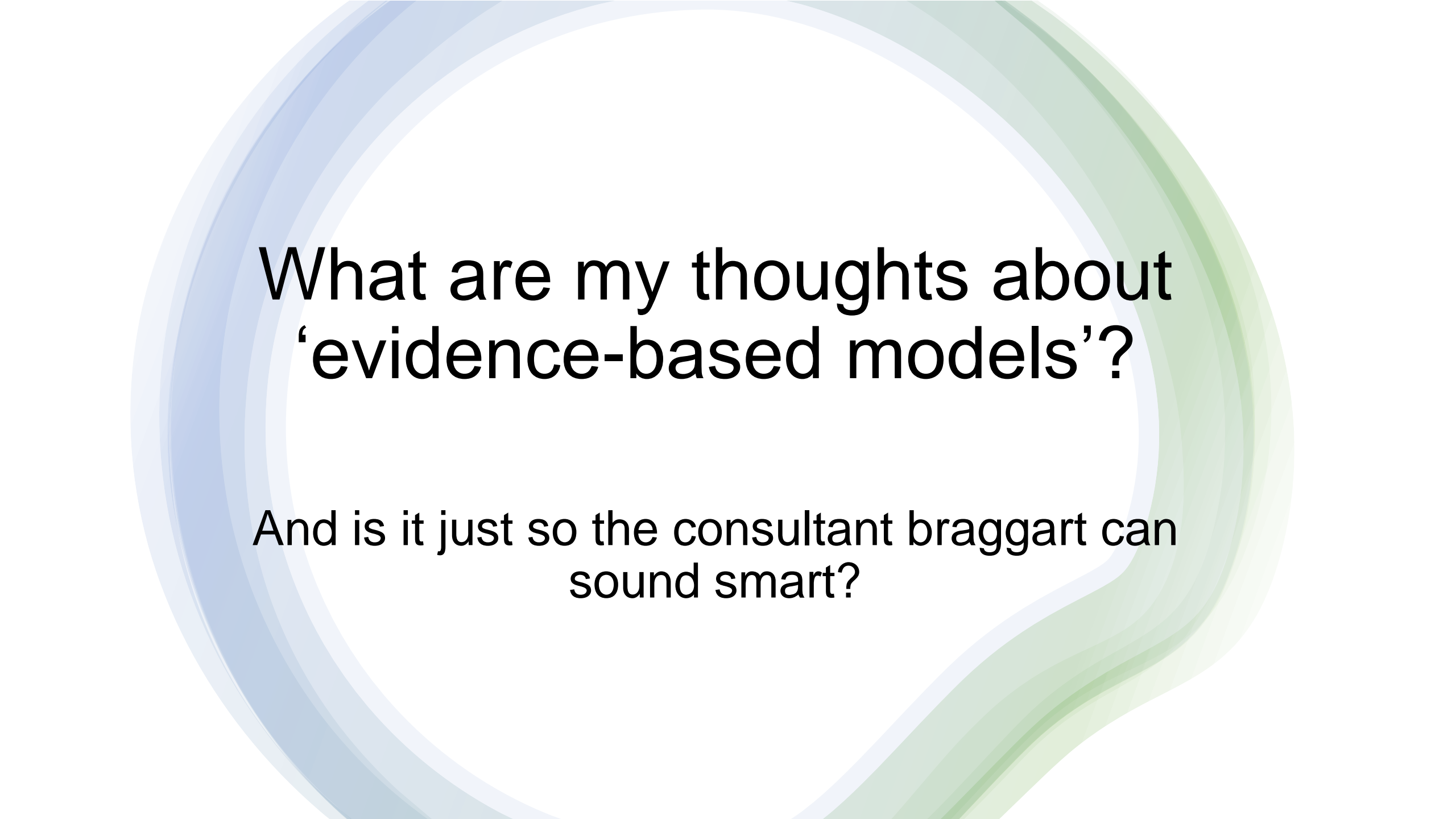
Activity: As an individual, review the 2 – 3 functions of reflective practice you previously nominated. Write down 1 – 2 forms that you would like to try for each function.

E.g. I would like to be really present with each client. I am going to try mindfulness to increase my attending ability. I always want to eliminate distractions from my environment, like my mobile phone.

Challenge: Notice your motivation for picking the forms.

“This is difficult and important to me” = appetitive

“I’d better write something” = aversive



What are my thoughts about
'evidence-based models'?

And is it just so the consultant braggart can
sound smart?

Evidence based models are lenses through which we can see the world

Helps with:

- Guidance on how and how much something can be beneficial.
- Understand the direction of an effect.
- A framework for practice.
- A short-hand for decision making.
- A common language and understanding.
- Enhancing precision, scope, and depth of practice.

Mamede & Schmidt (2004)

Table 3 Descriptive statistics for the 5 factors

Factors	No. of items	Range	Minimum	Maximum	Means	Standard deviation	Alpha reliability
Meta-reasoning	7	13.29	1.00	14.29	2.66	0.96	0.68
Deliberate induction	8	14.29	0.96	15.25	2.47	1.08	0.83
Deliberate deduction	6	18.80	- 4.96	13.83	2.28	2.76	0.81
Testing and synthesising	6	2.83	2.00	4.83	3.61	0.55	0.79
Openness to reflection	6	8.85	0.82	9.67	3.48	1.77	0.86

Mamede, S., & Schmidt, H. G. (2004). The structure of reflective practice in medicine. *Medical education*, 38(12), 1302-1308.

Collin & Karsenti (2011)

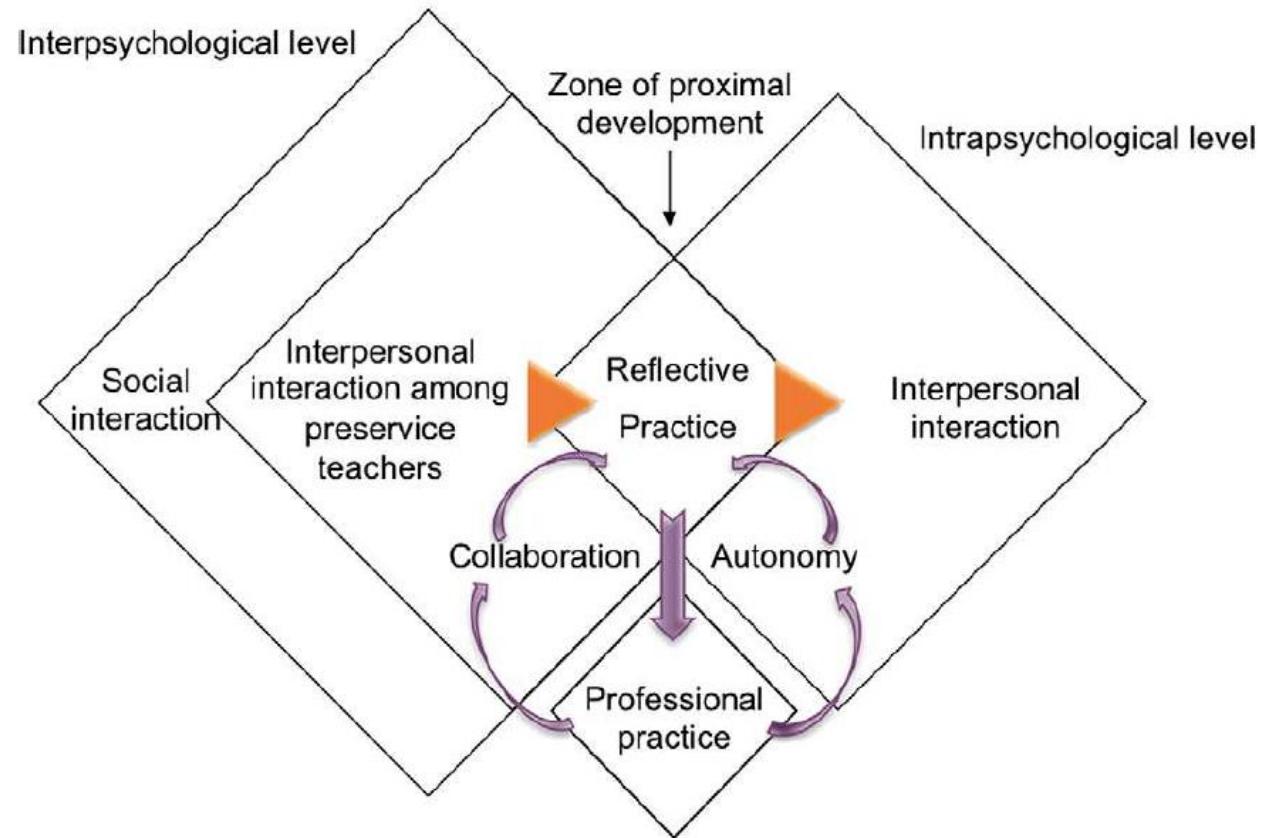


Figure 2. Model of interactional reflective practice.

Dubé & Ducharme (2015)

Table 3. Definitions of reflection or reflective practice by influential authors in the field

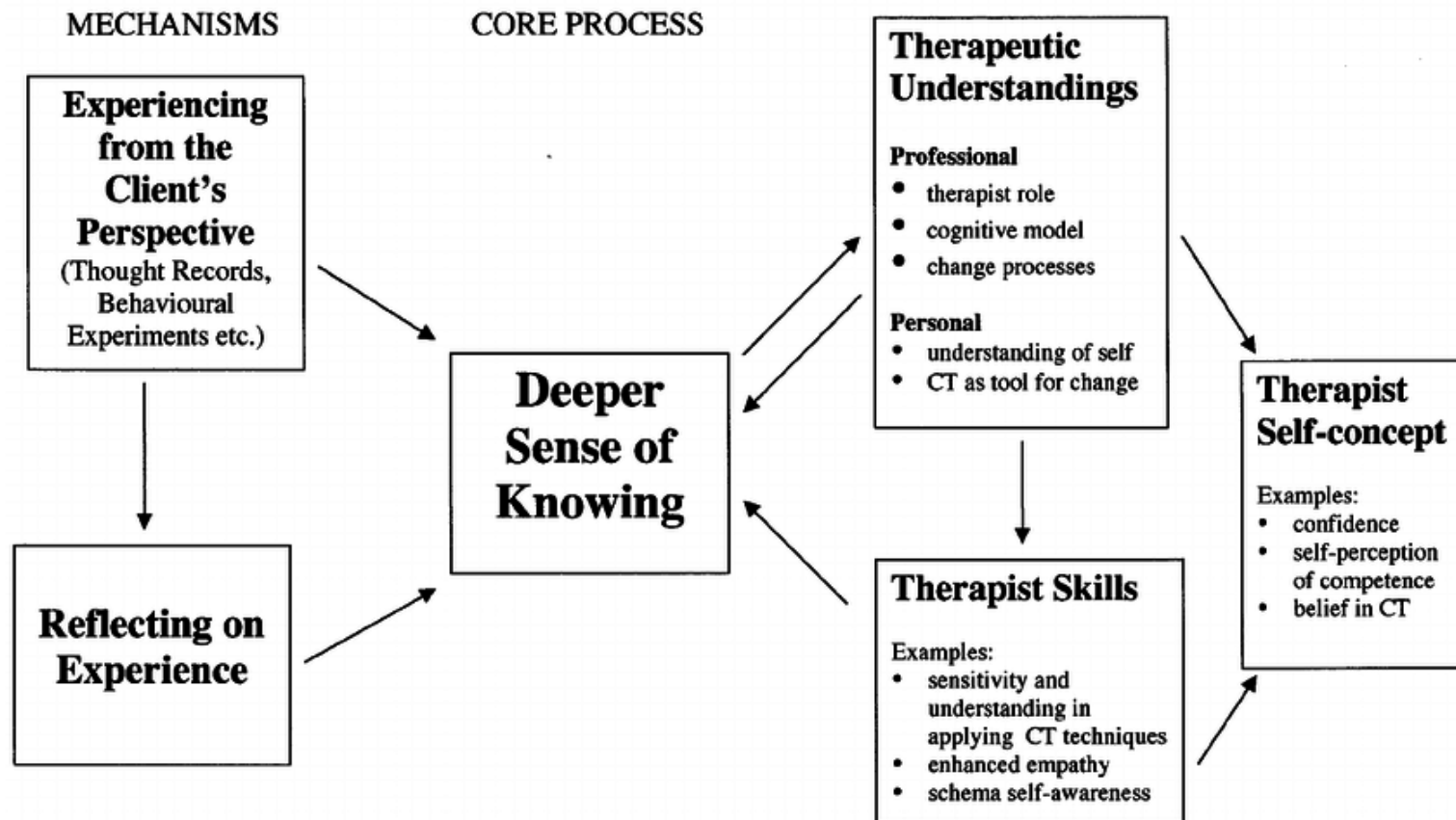
Authors	Definitions
Boud <i>et al.</i> [24]	“A generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation.” (p. 19)
Boyd and Fales [5]	“The process of creating and clarifying the meanings of experiences in terms of self in relation to both self and world. The outcome of this process is changed conceptual perspectives.” (p. 101)
Dewey [77]	“Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends [that] includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality.” (p. 9)
Mezirow [71]	“Reflection is the central dynamic in intentional learning, problem solving, and validity testing through rational discourse. Intentional learning centrally involves either the explication of meaning of an experience, reinterpretation of that meaning, or application of it in thoughtful action.” (p. 99)
Reid [6]	“Reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice.” (p. 305)
Schön [7]	“The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.” (p. 68) Reflection in action is to think what they are doing while they are doing it. Reflection on action is looking back after the event.

Dubé, V., & Ducharme, F. (2015). Nursing reflective practice: An empirical literature. *Journal of Nursing Education and Practice*, 5(7), 91-99.

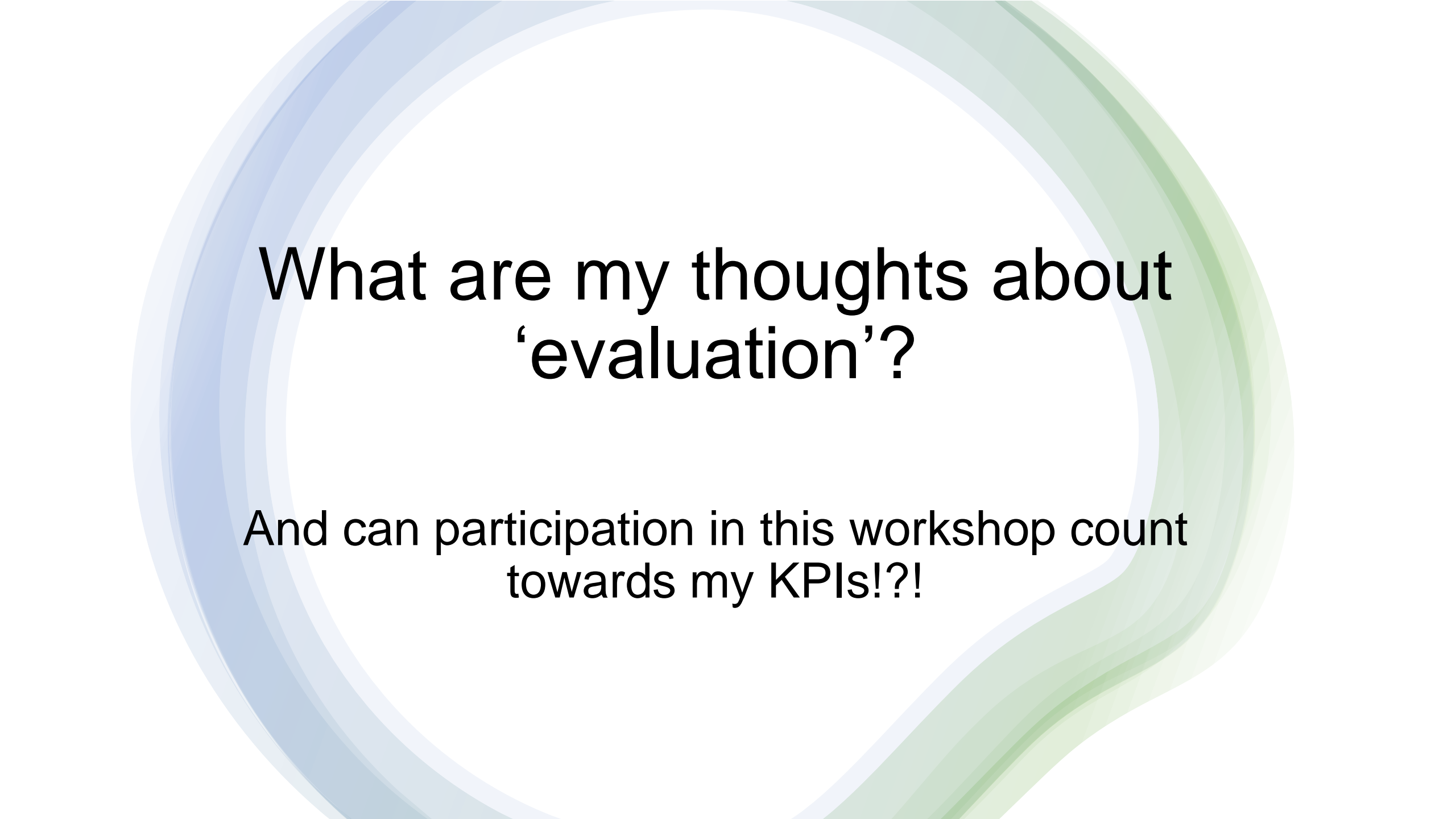
Bennett-Levy (2001)

PROCESS

OUTCOMES



Bennett-Levy, J., Turner, F., Beaty, T., Smith, M., Paterson, B., & Farmer, S. (2001). The value of self-practice of cognitive therapy techniques and self-reflection in the training of cognitive therapists. *Behavioural and Cognitive psychotherapy*, 29(2), 203-220.



What are my thoughts about
'evaluation'?

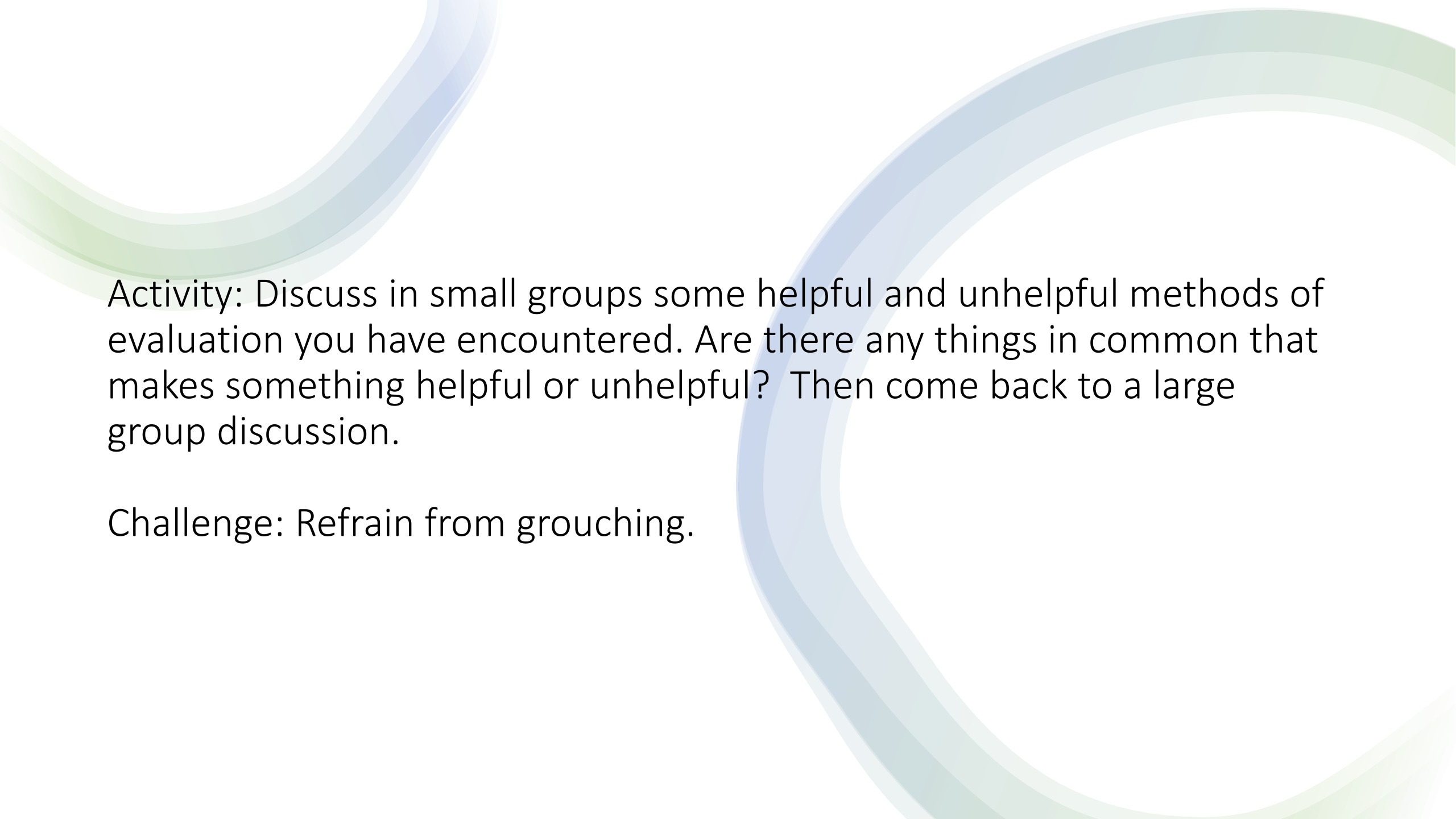
And can participation in this workshop count
towards my KPIs!?!?

Evaluation is a part of reflective practice that helps us know if something is working/ not working.

Helps with (does this sound familiar?):

- Guidance on how and how much something can be beneficial.
- Understand the direction of an effect.
- A framework for practice.
- A common language and understanding.
- A short-hand for decision making.
- Enhancing precision, scope, and depth of practice.

Evaluation is not separate from reflective practice



Activity: Discuss in small groups some helpful and unhelpful methods of evaluation you have encountered. Are there any things in common that makes something helpful or unhelpful? Then come back to a large group discussion.

Challenge: Refrain from grouching.

Activity: Return to your earlier reflections of function and form of reflective practice. Write down an evaluation method for each.

E.g. I would like to be really present with each client. I am going to try mindfulness to increase my attending ability. I always want to eliminate distractions from my environment, like my mobile phone. I will ask the client to rate their sense of my engagement. I will have a habit tracker in my calendar and tick off each day I put my mobile phone away before a session.

Challenge: Notice appetitive /aversive motivations.

“This is difficult and important to me” = appetitive

“I’d better write something” = aversive

Questions/ Comments?

Please take the time to complete the feedback page (Page 3) and return it to the presenter.

Thank you.