

# Supporting your trainee with reflective practice



Sally Clee, Education Training Manager, NSHCS

# Welcome

Sally Clee

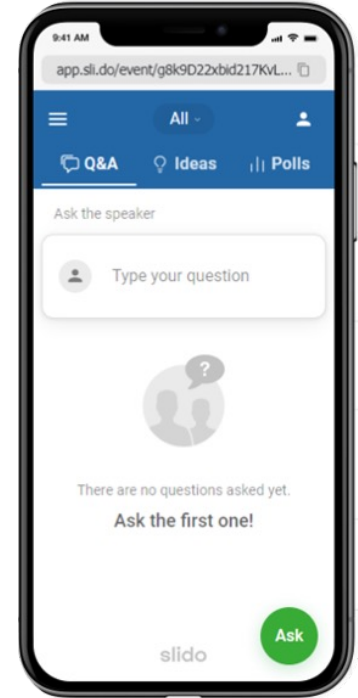
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# SLIDO

- Please use your phone to join our slido event at **Slido.com**
- Enter the event code **#Reflect** (no need to log in).

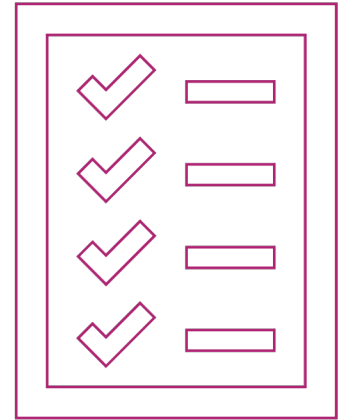


# Aims

- To gain feedback and ideas on the development of a framework to support trainers in supporting their trainees with reflective practice.
- Results will be used to develop a resource for all Training Officers on the Learning Hub.

# Objective

By the end of this session you will have developed a framework to aid you in assessing reflective practice in the workplace.



# Schedule for workshop

Briefly explore what reflective practice is.

Briefly explore the most common models of reflection.

Develop a shared understanding

# Starter Polls

## Rating Poll

How confident do you feel in supporting your trainee to be reflective?

## Word Cloud

What words do you associate with reflection and reflective practice?

# What is Reflection?





# Gallery Activity

**Read the quotes around the room.**

1. What do they tell us about reflective practice and its importance?
2. Which is most pertinent to you?
3. Share your choice with someone else in the room justifying your decision.

# Poll

## Quotes:

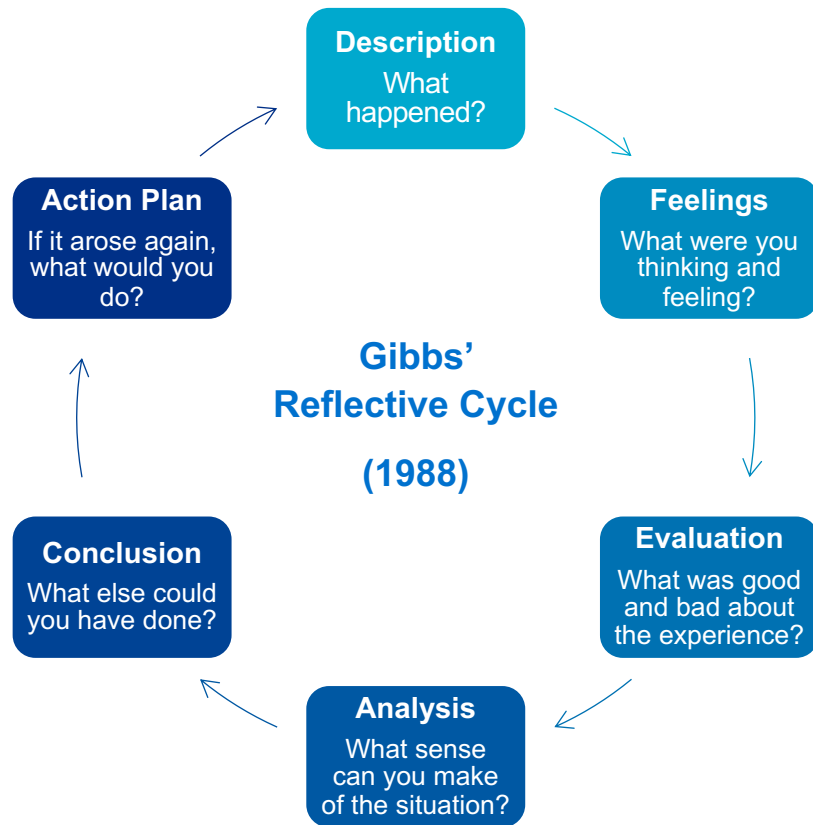
- a. What do they tell us about reflective practice and its importance?
- b. Which number quote were you drawn to?

# Models of Reflection

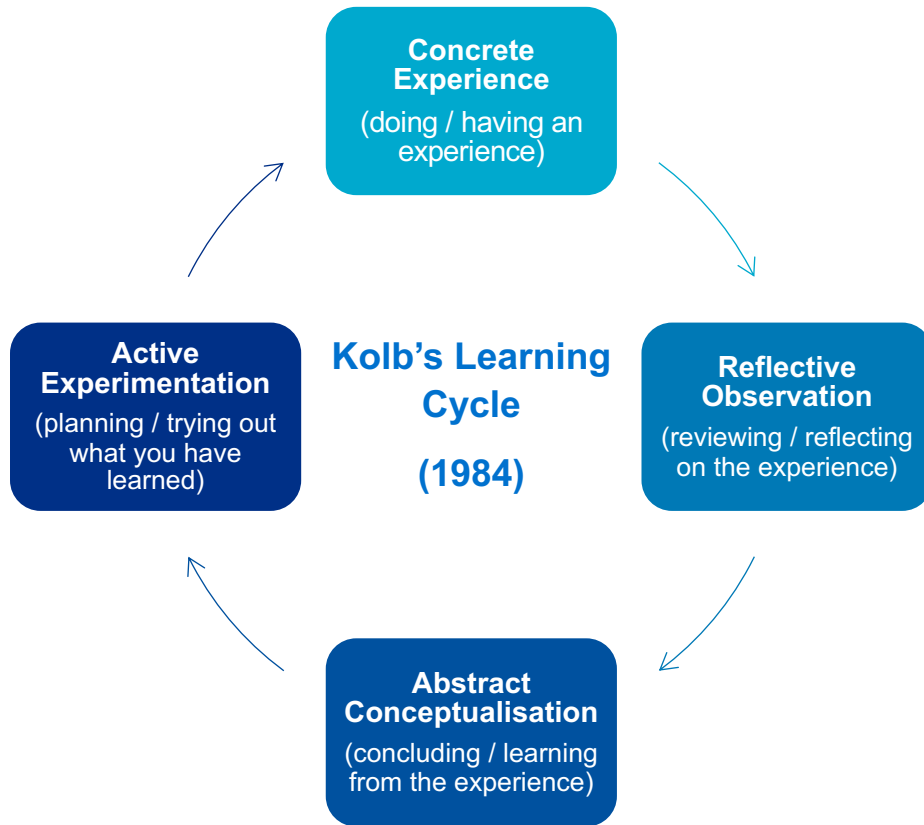


# Models of Reflection

1. Look at the different models of reflection on your table (Gibbs, Driscoll; Kolb).
2. What do these models have in common? What do they tell us about reflection and reflective practice?
3. Where in the models would feelings be acknowledged?



Gibbs G (1988). *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.



## Descriptors of each stage

Kolb, D.A (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

## What?

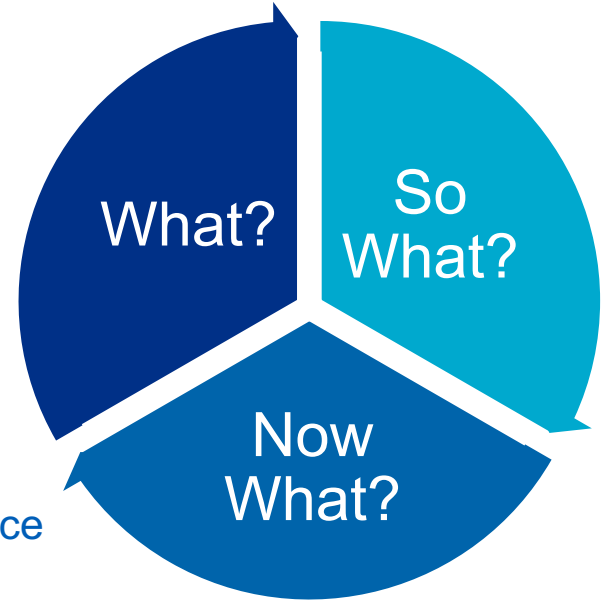
- Describe an event or action or experience

## So what?

- Explain why that action or event was significant
- Reviewing the experience

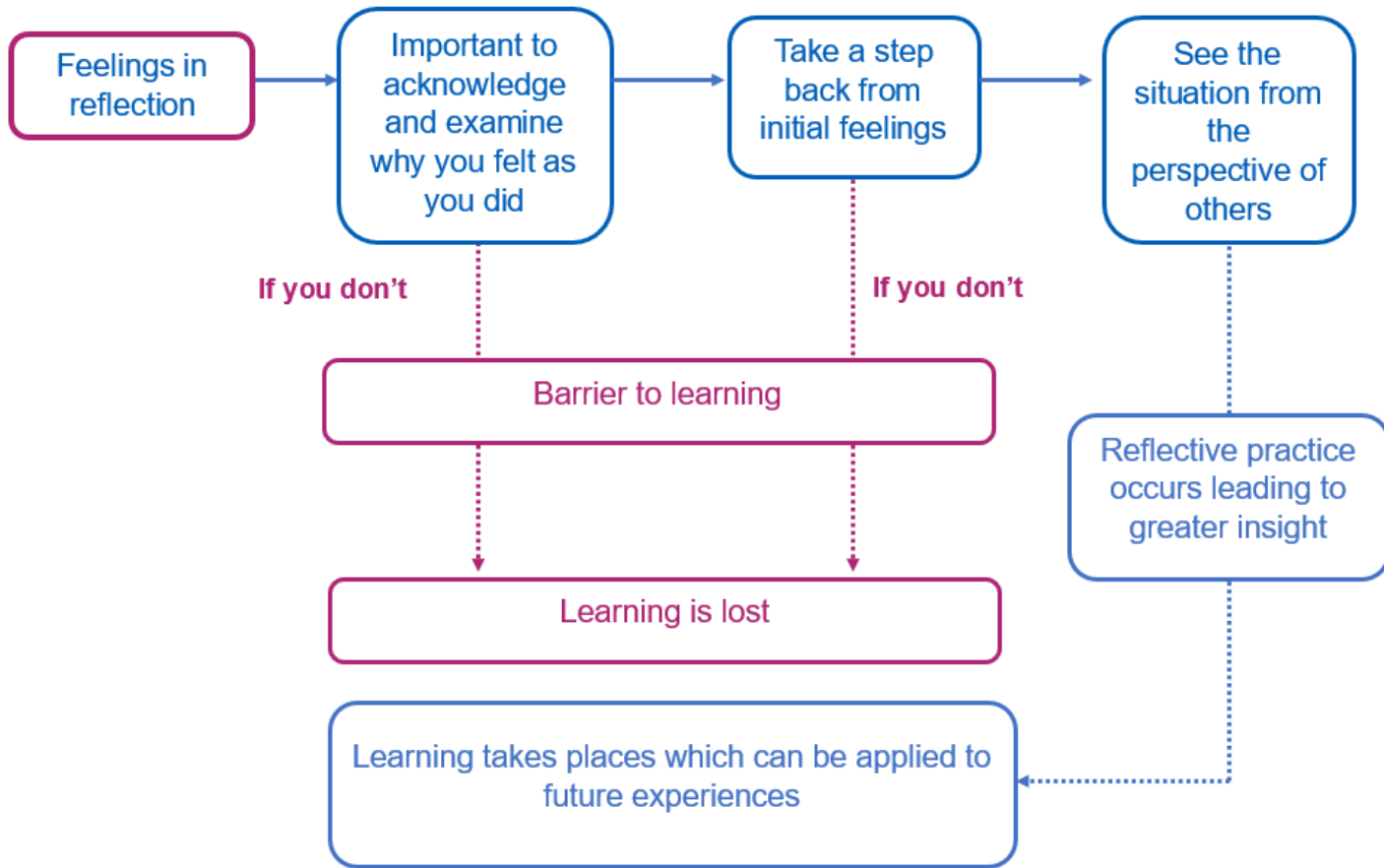
## Now what?

- Explain how you will use that information to inform practice
- Learning from the experience
- Testing and / or implementing that learning



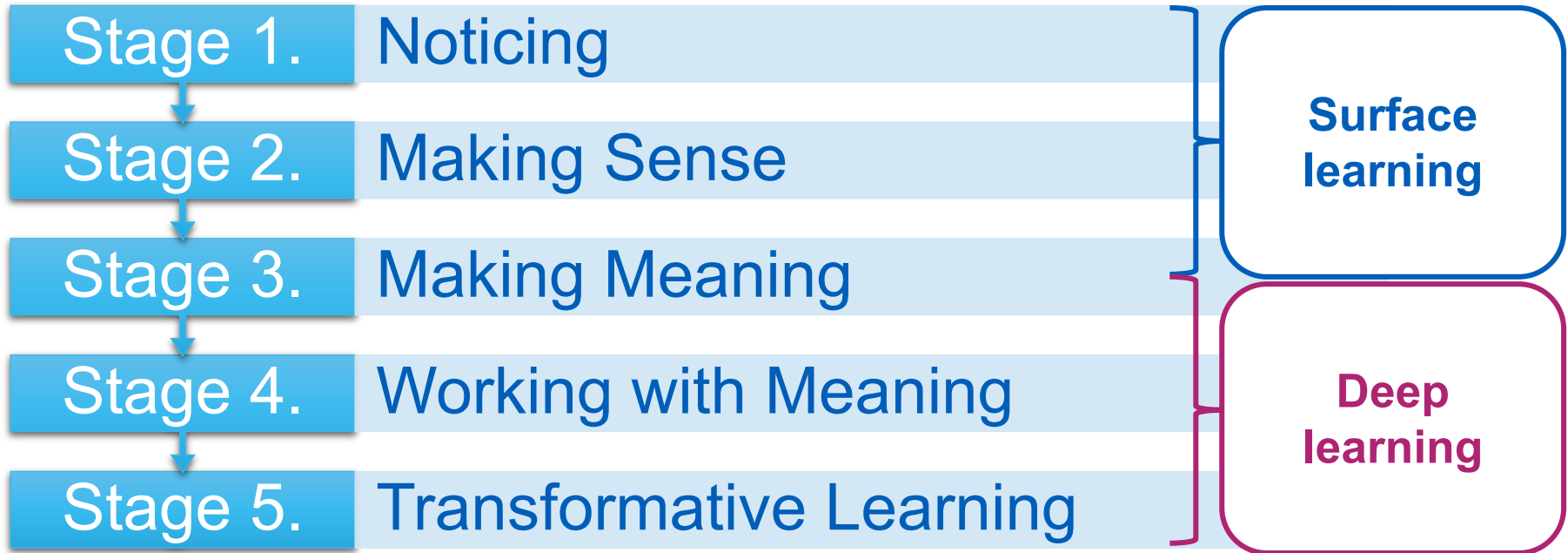
Borton, T. (1970) *Reach, Touch and Teach*. London: Hutchinson.

Driscoll, J. (ed.) (2007) *Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals*. Edinburgh: Elsevier.

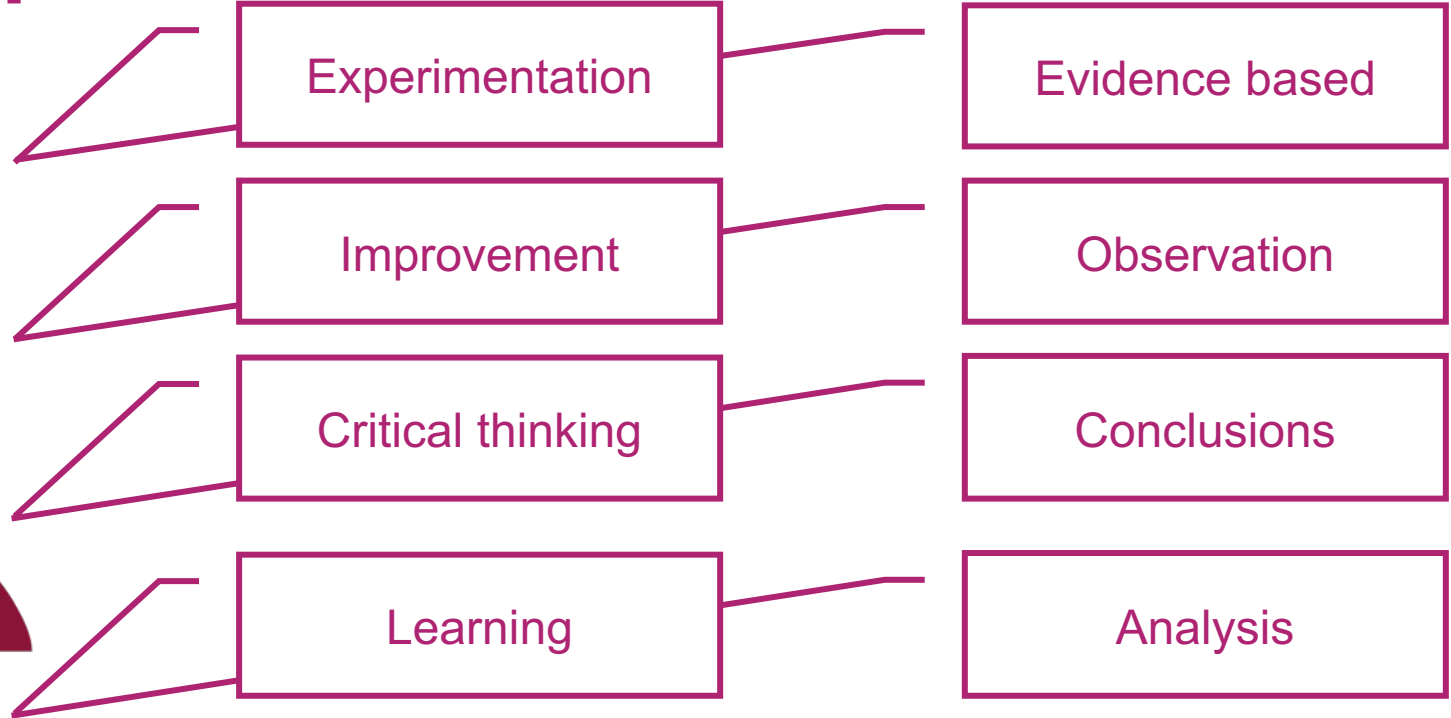




# Moon's (1999) Five Stages of Learning



# Principles of Reflection



# Summary

## Reflective practice may:

- lead to change
- provide affirmation
- support development
- support the trainee in developing into the HCS they want to be\*
- lead to greater understanding
- allow for experimentation
- support the strive for personal and professional improvement
- enable the individual to move forward and implement change

# Reflection in the Curriculum



# Group Activity

In groups, discuss at least one of the example competencies:

1. What ***model of reflection*** would you recommend that the trainee could use (record in SLI.DO poll) and why?
2. What ***guidance*** could be given to the trainees to get the most out of the experience. **Suggestion: 3 or 4 top tips or steps to take**
3. Devise a ***brief checklist*** which could aid the trainee in reflecting upon the experience and to provide you with a framework to assess. **Suggestion: 3-5 questions / prompts**

# Feedback

## Guidance and checklist:

- Look at the responses of others around the room
- Reflect: use post-its to challenge or comment

# Conclusions



# Reflective Practice

“Reflecting in action”



Followed with  
“reflecting on action”?

YES

Lead to  
improvements  
for the future

NO

Limits us in  
that event



# Guidance to trainees



Before you start be clear what the purpose and expectation is of the competency – what are you expected to gain from it? {success criteria}



Ask questions about what you observe



Take notes, write down what you see and how it made you feel



Make a note of anything you are unsure of to ask for clarification later

# Questions to Support Trainee

1. What have you observed or learnt from the experiences?
2. How do these observations or experiences fit in with your own experiences / expectations? Were there any surprises? How did you feel about it?
3. How have your views changed as a result of your observations / experience?
4. How will your observations or experience influence or impact on your own practice or behaviours? What action will you now take? What will you take from the experience moving forward?

# Assessing Competencies

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Does it satisfy the competency and demonstrate insight?

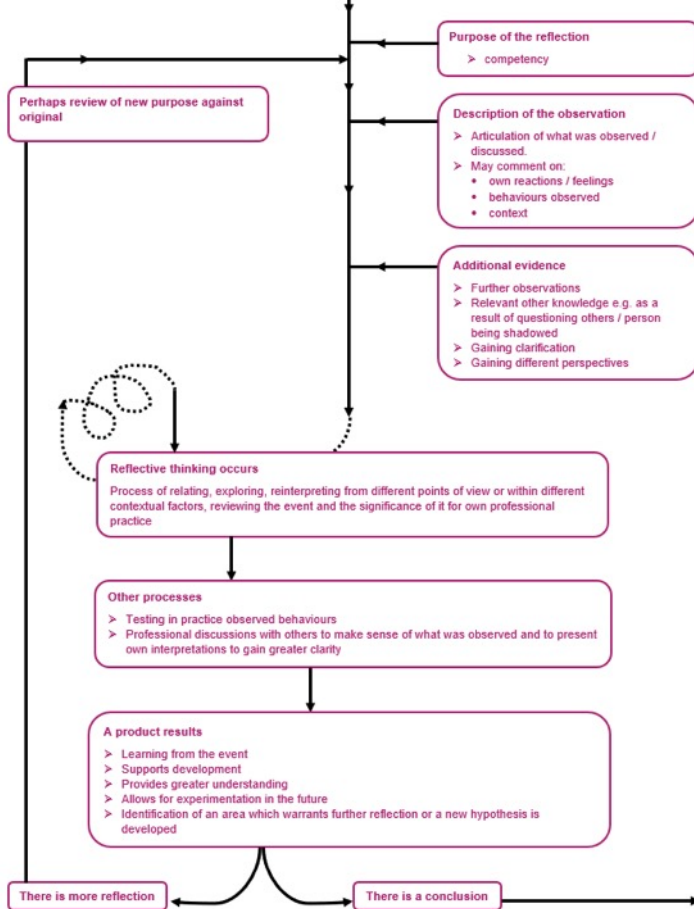
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Are the conclusions drawn from the reflections evidence based?

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**The reflection should consider the topic area set out in the competency.**

# A Map of Reflective Practice



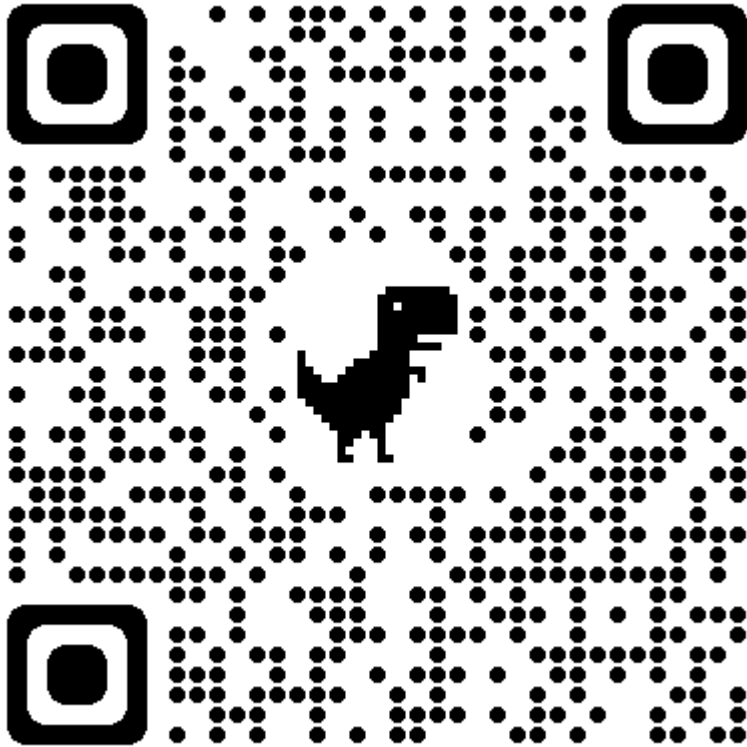
Adapted from Moon, J. (1999b) *Learning Journals: A Handbook for Academics, Students and Professional Development*. London: Kogan Page; cited in Moon, J. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge p. 185.

# Further Help





Accessing the  
reflective practice  
resources



SLI.DO feedback  
survey on today's  
workshop

# Q & A







Reflective practice begins “where practitioners are problematising and learning afresh about both the knowledge and skills and attitudes that their practice demands”

Jarvis, P (1999) *The Practitioner-Researcher: Developing Theory from Practice*. San Francisco: Jossey-Bass

True reflective practice can take us out of our own narrow range of experience and help us to perceive **experiences from a range of viewpoints** and potential scenarios. It can do this by harnessing a vital human drive – to create stories about our lives, and communicate them.

Perhaps this approach should be called *flexive*. Flexion means ‘alteration, **change**, modification’.

Bolton, G (2010). *Reflective Practice* (3<sup>rd</sup> ed). London: Routledge p.10

2

If the process of reflection has been productive, it will usually end in an **action** plan or an entire plan of action. In this sense your journal becomes an ongoing and discursive action plan, charting your concerns, your solutions, your professional needs and your successes. In other words, you are charting and planning your own **professional development**.

Wallace, S (2011). *Teaching, Tutoring & Training in the Lifelong Learning Sector*. SAGE Publications p.14

Reflective practice is the ability to reflect on one's actions so as to take a **critical** stance or attitude towards one's own practice and that of one's peers, engaging in a process of continuous **adaptation** and **learning**.

Schon, D (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books

Reflective action is bound up with persistent and careful consideration of practice in the light of knowledge and beliefs, showing attitudes of open-mindedness, **responsibility**, and whole-heartedness.

Neville Hatton and David Smith, “Reflection in Teacher Education: Towards Definition and Implementation” (1995) 11:1 *Teaching & Teacher Education* 33 at 34.

Reflection is a discursive way of creating a space for focusing on problematic situations and of holding them for **consideration** without premature rush to judgment.

Steen Hoyrup & Bente Elkjaer, “Reflection: Taking it Beyond the Individual” in David Boud, Peter Cressey & Peter Docherty, eds. *Productive Reflection at Work: Learning for Changing Organizations* (New York: Routledge, 2006) at 23.

... reflective practice at its best is neither just a set of operational techniques nor only a clearly identifiable group of academic skills but is rather a **critical** stance. Good reflective practice takes practitioners **beyond mere competence** towards a willingness and a desire to subject their own taken for granted and their own activities to serious scrutiny. Competence is not enough. The reflective practitioner has to become ...an educational critic who is willing to pursue self & peer appraisal almost to their limits”

Ron Johnston & Graham Badley, “The Competent Reflective Practitioner: Innovation and Learning in Education” (1996) 2 *Int. J. Reflective Practitioner* 4 p.10.





Reflective practice permits involvement of the whole person in their work, rather than separating out acceptable and non-acceptable feelings. This helps nurses fully engage with their work which, as well as increasing their interest and motivation, improves their care of patients.

Nursing Times (2015) Realising the benefits of reflective practice.  
*Nursing Times*, 01 June 2015



“Critical reflective practice need not take a politically or ideological stance other than its insistence on an **inquiry** that is genuine and that actually seeks out disconfirmation of immanent mind-sets. What is strange or contradictory should produce zeal in the activity of the reflective practitioner because of its potential to disclose **new knowledge**.”

Joseph A. Raelin, “The Return of Practice to Higher Education” (2007) 56(1) *J. General Educ.* 57 at 66.

Reflection is the thought process where individuals consider their experiences to **gain insights** about their whole practice. Reflection supports individuals to continually **improve** the way they work or the quality of care they give to people. It is a familiar, continuous and routine part of the work of health and care professionals. Opportunities for multi-professional teams to reflect and discuss openly and honestly what has happened when things go wrong should be encouraged. **These valuable reflective experiences help to build resilience, improve wellbeing and deepen professional commitment.**

Tony Ghaye. (2007) *Building the Reflective Healthcare Organisation*. Wiley-Blackwell cited in HCPC (2019) *Benefits of Becoming a Reflective Practitioner*. HCPC [www.hcpc-uk.org/globalassets/news-and-events/benefits-of-becoming-a-reflective-practitioner----joint-statement-2019.pdf](http://www.hcpc-uk.org/globalassets/news-and-events/benefits-of-becoming-a-reflective-practitioner----joint-statement-2019.pdf)