REFLECTIVE PRACTICE

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(Thanks to Sheila Fidler, Senior Clinical Lecturer in Audiology and Fiona Kevan, Clinical Reader in Speech and Language Therapy)
Why this session on “REFLECTION”?

1. We are required to deliver/teach this to students
   - Do we understand it for ourselves?
   - How are we using it?
   - Do the practice educators have skills/knowledge?

2. Requirement of professional bodies

3. Sharing of ideas……
   - HOW DO YOU DELIVER IT?
   - HOW DO YOU ASSESS IT?
Essay for my PGcertHE

Developing self-reflection skills in student speech and language therapists.

“Students must develop reflective skills to develop as a competent practitioner. However even defining reflection can be problematic.”

Hypothesis
That students need explicit teaching and support to become reflective practitioners
Teaching of reflection

• Fish and Brigley (2010) in their study described how the teaching of clinical skills within medicine encouraged only ‘superficial reflection on immediate experience’.

• McCormick (2015) described challenges in teaching reflection to SLT students. Academic lectures on models of reflection led to students’ dissatisfaction, poor understanding and did not prepare them for placements. Programmes of work where students actively engaged with reflective practice promoted understanding of the ‘process rather than a product’.
Teaching of reflection

Teaching reflection in medical education, Aronson et al (2012) recommended the following:

(i) reflection should be taught from the start of medical school as it is a complex skill that takes time and practice to master;

(ii) feedback should be provided not only on content and to improve reflective skills, but to establish a culture of reflection, signal its importance to learners, and enable recipients to learn from it.
Lots of literature

- Contradictory
- Lots of models, some easier to understand than others
- MANY health professionals have looked at this
Pause for thoughts.....

• How do you teach “reflective practice”
Session in week 0 for SLT students

Overview of course unit.

What is reflection?
Importance for SLT students
Practical activities
Why do health professionals need to reflect?

- Core skill
- Learn from experiences
- Requirement of HCPC/RCSLT
What is Reflective Practice?

Taking the opportunity to think about what you do, the way you do it and why you do it, (key way to learn from experience...this is the knowledge that is not found in books but by practicing and doing)

**Anticipatory Reflection** = Before you do it

**Reflection in Action** = As we are doing it
Is it intuitive?

**Reflection on Action** = After you have done it
(usually associated with the novice practitioner)
Enabling effective reflection

• A commitment to self development
• Honesty with yourself
• Awareness of things that you don’t know
• Openness to experience
• Questioning nature
• Willingness to take responsibility for your own actions
• Willingness to learn with and from the viewpoints of others
• Willingness to be self critical in a constructive way
Reflective Practice

• Reflection is…..The opportunity to re-experience an event
• Maximise learning
• Schon (1987) 2 types:
  • 1. reflection-in-action (thinking on your feet)
  • 2. reflection-on-action (retrospective thinking).
Meta-cognitive abilities for reflection

a) open-mindedness
b) motivation
c) self-awareness
d) description & observation
e) critical analysis & problem-solving;
f) synthesis & evaluation

(Richardson & Maltby 1995)
Reflective practice (for others!)

• Need to approach for teaching staff/practice educators as well as STUDENTS!
• Need to assess students’ performance in clinical and academic performance.

Burns and Bulman (2000, p 70) state that: ‘Reflective practice and outcomes are still such intangibles that attempting to assess them is a minefield of difficulties’
Concerns about reflection for the students…

• Not authentic (only say what people want to hear)
  Who is going to read it?
• Don’t want to admit ANY failings
• Pre-requisite is self-awareness
• Need appropriate support on placement to include; time/ safe environment/facilitative relationship)
• Has to be meaningful and motivating (if reflecting “on demand” then loses purpose)
Issues for students

• Unwilling to identify any areas of weakness which make them appear less than perfect.
• Don’t want to be seen as vulnerable and to share any perceived difficulties.
• High achieving students want to write what they think the teacher wants to read.

Concerns about reflection for assessors…

• Students don’t see the point!
• Don’t value the assessment
• Don’t want to put it down on paper
• Better in groups – discussions can be more fruitful
• Academic writing vs creative reflective writing (3rd person vs 1st)
MODEL OF REFLECTION FOR STUDENTS AND PRACTICE EDUCATORS

Back to basics
Rolfe’s minimal model (Rolfe et al, 2001)
Driscoll, 2007
(expansion on Rolfe’s model)

A Model of Structured Reflection (Driscoll, 2007)

- Having an experience in clinical practice
- What? A description of the event
- Purposefully reflecting on selected aspects of that experience occurring in clinical practice
- So what? An analysis of the event
- Discovering what learning arises from the process of reflection
- Now what? Proposed actions following the event
- Actioning the new learning from that experience in clinical practice
1. Description of the event

**WHAT?** Trigger questions
- What is the purpose of returning to the event?
- What happened?
- What did I see?
- What was my reaction to it?
- How did others react who were involved?
2. Analysis of the event

**SO WHAT?** Trigger questions

- How did I feel at the time of the event?
- What were the effects of what I did or did not do?
- What have I noticed about my behaviour by taking a measured look at it?
- What positive aspects could now emerge from this event?
3. Proposed actions

NOW WHAT? Trigger questions

- What are the implications for myself and others based on what I have described and analysed?
- What difference does it make if I do nothing?
- How could I modify my practice if a similar situation should happen again?
- What is the main learning that I take from reflecting on this event?
Pause for thoughts….

How do you assess students’ reflections?
How to assess it?

• Portfolio
• Performance on clinical placement - ask PEs to comment on competencies
• Essays
• IRIS connect (video record own reflections) on iPad


Williams, R., & Wessel, J. (2004). Reflective journal writing to obtain student feedback about their learning during the study of chronic musculoskeletal conditions. *Journal of Allied Health, 33* 17-23