Overview

• Definition of reflection and the reasons for its’ importance to supervision and practice
• Video and interactive exercise and Group Work Discussion
• Afternoon Tea
• Scenario and Group Work Discussion
• Facilitation of Reflection
• Conclusion
Reflection

• Reflection is an essential element of supervision.
• Reflection encourages supervisees to reflect on their experiences with the client and on their practice.
• Reflection encourages a deeper level of engagement with the therapeutic process, and thereby with the patient/client.
Questions of Reflection for Pip’s Video

• What was the student trying to achieve?
• Why did the student act as she did?
• What were the consequences of her actions for herself and the patient?
• How did the student feel about the experience when it was happening?
• How did the student know how her supervisor would feel about it?
Questions for Pip’s Video

• What could the student expect of a supervisor?
• How could the supervisor behave in a manner that the student would have confided in her?
• What other choices did the student have?
• How could they have dealt better with the situation? What have the student learned?
Questions for Scenario 11

• Prior to the assessment how could the student anticipate the session would go?
• How did the supervisor respond?
• What does this teach the student?
• How does the nurse respond?
• How could the supervisor respond differently?
• What effect does this have on the patient?
Questions for Scenario

• Prior to the experience what did the student expect from the supervisor?
• What could the student expect from a supervisor?
• How did the supervisor respond?
• How could she have responded?
• What will the student learn from this experience?
Case Analysis Questions

• Tell me briefly about the case.
• How do you feel about the issue/situation?
• How do you think that x understood the situation?
• Where do you have your ideas from?
• Getting in touch with assumptions and values. What influenced your assessment?
Facilitating Reflection

• Exploring differences and presenting alternative contingencies.

• Before and after questions and prompts.

• Before seeing a client: What are your thoughts before seeing the client?

• What are your thoughts now-? Learning Questions.
Atkins and Murphy’s Framework for Reflection

- Self Awareness
- Description
- Critical Analysis
- Synthesis
- Evaluation
Format of Reflection (Atkins and Murphy, 1995)

• Awareness of uncomfortable thoughts and feelings
• Identify any learning that has occurred
• Describe the situation including thoughts and feelings
• Analyse feelings and knowledge relevant to the situation.
• Evaluate the relevance of knowledge- does it help to explain the problem?
• Atkins and Murphy, 1995, P. 32
The Reflective Learning Model

• Event
• Exploration
• Impact
• Experimentation
• Evaluation

• (Davys and Beddoe, 2009)
Creating Change

- Reflection involves examining basic assumptions in a safe learning environment.
- Appreciating how each player can influence the situation
- An ability to engage in a process of creative thinking so that personal experiences act as a springboard to broaden understanding
- A capacity to question and to utilise this as a catalyst to change.

(Fook) 2007.
Advantages of Critical Reflection in Supervision

• Improved Supervisory Practice
• Reduction of Oppressive Practice
• Better Teamwork
• Increased Accountability
• Capacity for Personal Growth
• Increased Confidence
Conclusion

• Reflection encourages the practitioner to think about what they are doing.

• Critical reflection is a way of improving practice and potentially using social and emotional intelligence in addressing issues of disclosure.

• Integration of theory and practice.
Conclusion (cont’)

• Schon (1987) Conditions for reflective learning in supervision:

• The freedom to learn with access to supervisors who initiate and help students to see their own position and in their own way what they need to see.
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