



STAR Program

Supervision, Training and Readiness

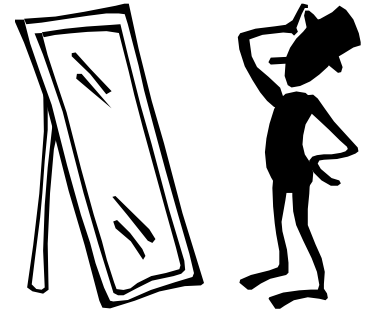
St Vincent's Hospital

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

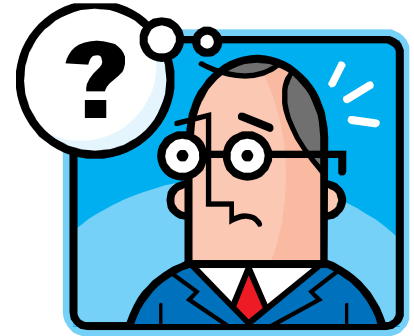


- Reflection is an essential element of supervision.
- Reflection encourages supervisees to reflect on their experiences with the client and on their practice.
- Reflection encourages a deeper level of engagement with the with the therapeutic process, and thereby with the patient/client.

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?

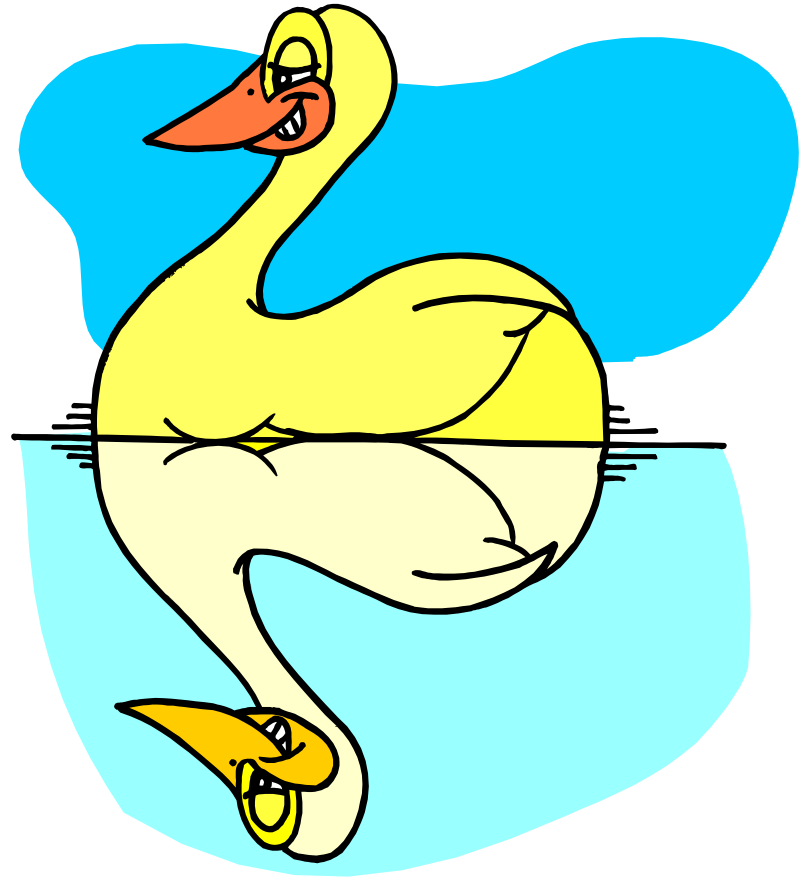
Facilitating Reflection



- 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

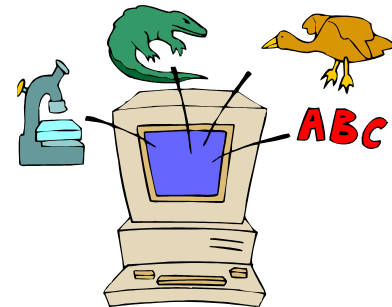
- (Davys and Beddoe, 2009)



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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