

A large, stylized graphic of a leaf or flame-like shape, rendered in a lighter shade of teal, occupies the left side of the slide. It has a central stem and several curved, pointed lobes that resemble a flame or a stylized leaf.

Self Evaluation and Reflection

TAEDEL301A - Element 4 (1)



Daniel Gallagher - February 2013

At the end of this session the learner will be able to...

1. Describe the benefits of self-evaluation and reflection in the learning environment
2. Critically analyse responses to events that have occurred in a learning environment to stimulate reflection and self-learning
3. Apply reflective learning's as part of the role of a clinical supervisor

Clinical Supervision is.....

A support mechanism for practicing professionals to share:

- Clinical
- Organisational
- Developmental
- Emotional

Experiences..... in order to enhance skills and knowledge

Mills, Francis and Bonner (2005 , p.4)

Reflection is self development

“Reflective Practitioners” who scrutinise their taken-for-granted assumptions and mental routines, were able to self-correct and improve their professional skills – Rudolph et al. (2006)

Discussion: When do you reflect?



A Goal of self reflection is to highlight key learning factors:

- What have I learnt from the event / experience?
- How can I use this knowledge or competency?
- How will this change my thoughts and behaviours in the future?

Discussion Question: When do you review your performance in relation to instruction and demonstration....

- ✓ After an incident or complaint?
- ✓ At the end of the day?
- ✓ Prior / During / After a training course / session
- ✓ Evaluations / feedback forms

A definition of Critical thinking:

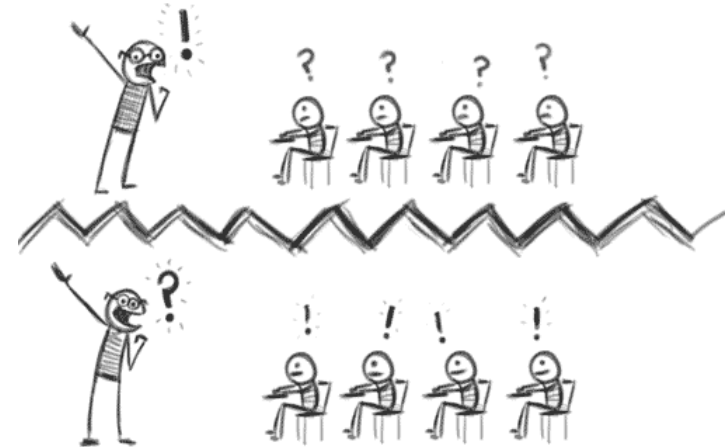
Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skilfully analysing, assessing, and reconstructing it.

<http://www.criticalthinking.org/pages/our-concept-and-definition-of-critical-thinking/411>

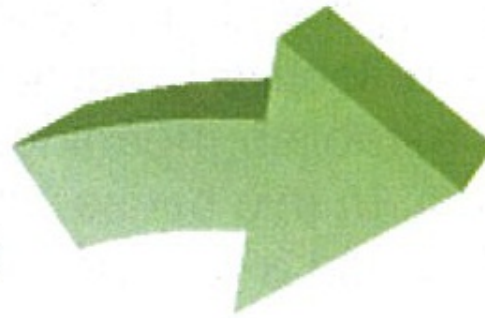
Outcome of critical analysis is: Changed Perspectives

How your critical analysis has changed your perspective:

- Emotional
- Cognitive
- Behaviours



Reconstructing
Drawing conclusions
and implications
for present
and/or future practice



Reporting
A short descriptive
account of a
situation / issue



Responding
Observations,
feelings, questions
about the situation
/ issue



Relating
Making connections
between
the situation /
issue & experience,
skills, knowledge
& understanding



Reasoning
Explaining the
situation / issue
terms of relevant theory
and/or experience



Before putting pen to paper, consider some questions:

- What was the learning situation or event?
- What thoughts / feelings did you have at that time?
- In what ways do I currently apply the things I have learnt?
- How will my new perspective assist my future practice?

Learning Activity:

Using Bain et al. (2002) reflect on an event that has occurred to you whilst on Clinical Supervision. Critically analyse your actions, thoughts and responses.

How can you use these new perspectives in relation to your existing knowledge?

(300 words / 1 page approx.)

Reference List:

Bain JD, Ballantyne R, Mills C, Lester NC (2002) *Reflecting on Practice: Student teacher's perspectives*, Post Pressed: Flaxton, QLD.

Critical Thinking.org

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Loo, R and Thorpe, K. (2002) *Using reflective learning journals to improve individual and team performance* Team Performance Management: An International Journal, 8 (5/6), pp.134-139

Rudolph, JW, Simon, R, Dufresne, RL, Raemer, DB (2006) *"There's No Such Thing as "Non Judgemental" Debriefing: A Theory and Method for Debriefing with Good Judgement"* , Simulation in Health Care, Vol. 1. No.1. Spring 2006.

Reference List - Visual Images:

http://2.bp.blogspot.com/-HDZLNob3iJY/T_hTqOkEeUI/AAAAAAAAAu4/sQzHDnCU76w/s1600/Moon-cold-lake-reflections.jpg

<http://kantianschool.blogspot.com.au/>