

Reflection and Reflective Practice: A Journey or a Destination?

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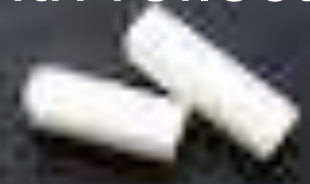
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Questions about 'reflection'

1. What is it?
2. What is it for?
3. What do we hope it will accomplish?
4. What is our role as teachers/preceptors in relation to reflection?
5. What assessment would be compatible with reflection?



WHAT IS IT?

...reflection can mean all things to all people...it is used as a kind of umbrella or canopy term to signify something that is good or desirable... everybody has his or her own (usually undisclosed) interpretation of what reflection means, and this interpretation is used as the basis for trumpeting the virtues of reflection in a way that makes it sound as virtuous as motherhood.

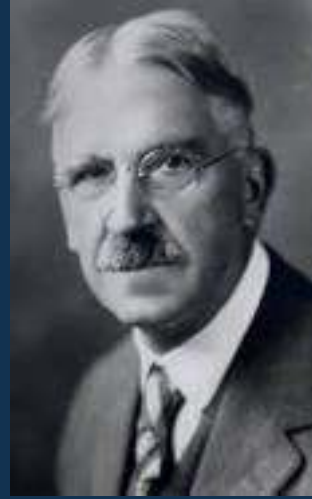
(Smyth 1992, p.285)

Definitions of reflection

A process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice.

(Reid, 1993)

Reflection according to Dewey (1933)



- “A systematic, rigorous, disciplined way of thinking that needs to happen in interaction with others” (p.7)
- Moves the learner from one experience to another, with a deeper understanding of relationships within connections, other experiences, and ideas.
- Reflection requires attitudes that value both the personal and intellectual growth of oneself and others.

The Reflective Practitioner

How Professionals Think in Action

Donald A. Schön

Reflective practice



...is a “dialogue of thinking and doing through which I become more skillful”
(Schön, 1983, p.31)

...“a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance”
(Osterman & Kottkamp, 1993, p. 19)

...is “an approach in which actions are carefully planned in relation to the theory known to the professional and consciously monitored so that outcomes of the action will be beneficial to the patient” (Jarvis, 1992, p. 177)

On reflective practice

Dewey (1933) and Schön (1987)

- Hallmark of both personal and professional development for health professionals.
- Emphasizing the necessity of critical reflection to promote transformation in beliefs and learning for professional practice.

Reflective practice draws on experience as its source of knowledge. An exploration of experience includes reference to an individual's beliefs, values, and attitudes, which are considered part of reflective practice

Donaghy & Morss, 2000

For practitioners to actively engage in critical analysis and become reflective practitioners they must develop the necessary skills, which include self-awareness, description, critical analysis, synthesis, and evaluation

Atkins & Murphy, 1993

Stages of reflective thought

(Dewey, 1933)

- Knowing-in-action
- Recognizing surprise
- Reflection-in-action
- Experimentation
- Reflection-on-action

KNOWING-IN-ACTION

- Derives from the idea of tacit knowledge
 - Refers to the kinds of knowledge we can only reveal in the way we carry out tasks and approach problems.
- The knowing is in the action
 - It is revealed by the skillful execution of the performance
 - We are characteristically unable to make it verbally explicit.

RECOGNIZING SURPRISE

- Insight/awareness into unexpected consequence
- Being caught off guard, not expecting it
- Seeing opportunities
 - for growth
 - for change
 - for learning
 - for improved practice

REFLECTION IN ACTION

- Occurs while a problem is being addressed
- Often a response to a surprise – where the expected outcome is outside of our knowing-in-action
- At least to some degree conscious, but may not be verbalized
- It is about thinking again, in a new way, about a problem we have encountered

EXPERIMENTATION

- Making changes on the “spot”
 - Change line of questions
 - Stopping to validate that there is something happening
 - Telling the client you are changing your line of questions/your plan
- Trial and error
 - If changes above do not have desired effect try something else
- Asking the client about the change
 - Engage client in the change process
 - Be explicit/honest

REFLECTION ON ACTION

- Reflection after the event
- Consciously undertaken and often documented
- You are reflecting on action if you ask yourself...

You are a clinician working in an acute care facility. You are asked to see Ms. P. before her discharge home. Mrs. .P is a 77-year old woman who fell outside her home 3 days ago. She is a widow, has 3 children and 7 grandchildren who live in different provinces.

Ms. P. did not sustain any severe injuries. You go see Ms. P. and find her in bed calm and staring out the window. You have prepared some documents you hope to give her regarding some community resources she can use once she is home. The initial part of the encounter is going really well. When you begin to discuss whether she has sufficient financial resources for purchasing some adaptive equipment for her bathroom, all of a sudden Ms.P. becomes upset and angry and she asks you to leave.

Mrs P.

- What is at stake here?
- «Where and when» is the reflection?
- What are the characteristic features of reflection?

In action

- ✓ *“ something is wrong”*
- ✓ *“ she’s getting more and more upset”*
- ✓ *“I have to do something”*
- ✓ *“ I didn’t expect this”*
- ✓ *“What is happening?”*
- ✓ *“Did I do/say something wrong?”*
- ✓ *“What do I do now to reassure her” ?*

On action

- ✓ *Could I have done anything to prevent this situation?*
- ✓ *I thought I was well prepared; Was I?*
- ✓ *I had not taken into consideration her financial situation*
- ✓ *Should she have been accompanied by a family member/the social worker?*
- ✓ *Did I miss anything in her chart?*
- ✓ *What should I do before seeing her again?*
- ✓ *Should I discuss this with the team, with a family member?*

Table 2. Extract from Johns' (1995) structured model of reflection

- How does this connect with previous experience?
- Could I handle this better in similar situations?
- What would be the consequences of alternative action for the patient, others or myself?
- How do I feel about the experience?
- Can I support others and myself better as a consequence?
- Has this changed my ways of knowing?

WHAT IS REFLECTION FOR?



Reflection

Brookfield, 1995

- *“Having a means by which to justify our actions and beliefs is important as it enables us to feel empowered and valued”*
- *“If we do not question our practice and beliefs there is a danger of remaining static in our thinking and action”*

Knowledge +++

Technical knowledge
insufficient-artistry

EBP

Complex
problems

Theory-
practice
gaps

Emerging
practices

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Too busy
managing
problems to
solve them

Burnout

Multiple roles

Clinician
Consultant
Preceptor
Etc....



Paradox

*Too busy to reflect,
but the busier we are, the more
reflective we need to be*

Reflection can...

- help us grow as a practitioner- personally and professionally
- help us to think critically about root causes of complex issues
- help us solve problems and understand challenging situations
- can give meaning to our experiences
- relieve tension and allow for re-energizing and renewal
- connect theory and practice ...and evidence
- promote client-centred practice
- lead to emancipation....



Importance for OT and PT

1. Link with being a scholarly practitioner, an expert in enabling occupation, a change agent CAOT, 2012
2. From classroom to fieldwork to clinical practice (a trajectory of competency development)
Thomas, et al., 2012; Vachon et al., 2010
3. Growth and development as a practitioner in our **multiple roles** Banigan & Moore, 2009; Kinsella, 2001; Kinsella, 2007

BENEFITS OF REFLECTION

Processes involved in the acquisition of EBP skills

Theory of Research Utilization

(*Craik & Rappolt, 2003*)

- engagement in research
- supervision of students
- experiential learning
- **structured reflection**
- consultations with peers

Model of Research Utilization Grounded in Reflection

(*Vachon et al. 2010*)

- metacognitive process of **reflection**
 - challenges current practices
 - promotes change in perspectives
- collaborative learning environments

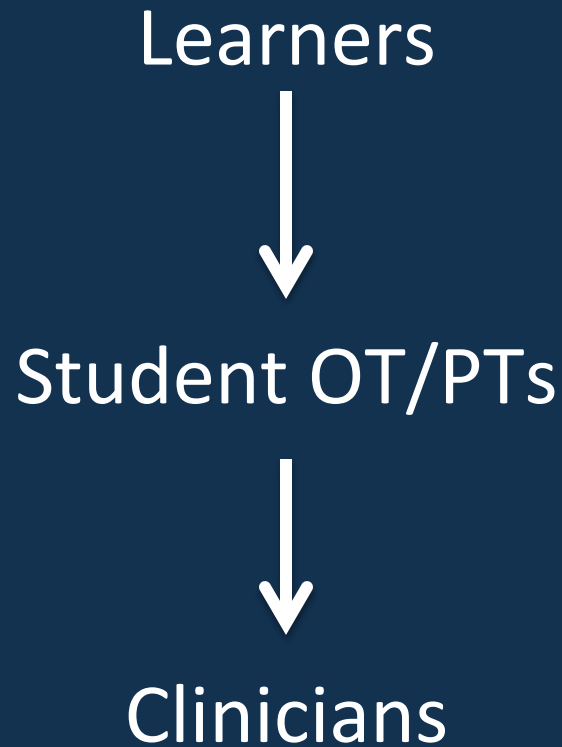
Model of Professional Thinking

(*Banigan & Mores, 2009*)

- **Integrates reflective practice and EBP for optimal CR**
- EBP and RP are not distinct skills/qualities
- Interconnected constructs that contribute to CR
- They are part of professional thinking

Developmental journey from the classroom to practice

- Experiences
- Successes
- Setbacks
- Learning
- Mentorship
- New skills
- New knowledge
- Etc...



- New contexts
- New areas of practice
- Changing health care
- Fiscal climate
- Etc...

Growth and development...



Therapeutic alliance



THE GOOD, THE BAD, AND THE UGLY CONVERSATIONS ON REFLECTION

- Debates
(CONCERNS: ethical, professional, pedagogical, conceptual)
- Why?
- What about?



« ...reflection has become part of the discourse of assessment that is inherent in the conceptualisation of competencies as pieces of knowledge and skills to be assessed.

We suggest, however, the need to proceed with caution so that reflection is not only conceived of as a learning technique to be measured and evaluated, but also as a way of being and seeing»

Ng, Kinsella, Friesen & Hodges, 2015

4 practices of reflection that are influencing medical education

Hodges, 2015

- Metacognition
- Mindfulness
- Psychoanalysis
- Confession



Practices of reflection (Hodges, 2014, 2015)

	METACOG- NITION	MINDFULNESS	PSYCHO- ANALYSIS	CONFESSION
ROLE OF THE TEACHER	Coach	Guide (spiritual guide)	Analyst (Psychiatrist)	Confessor (priest)
ACTIVITY	Think aloud protocols	Meditative practices	Verbal reports of thoughts and feelings	Recounting to another
A BETTER HEALTH CARE PROFESSIONAL THROUGH	Cognitive awareness and control	Inner peace and balance	Self under- standing	Absolution
CHALLENGES FOR ASSESSMENT	Overly cognitive focus False recall	Detached judgement	Narcissism	External locus

What are the different perspectives about?

- Be cautious when we think about what reflection is, how to promote it, how to assess it
- What the stakes are for teachers and for learners
- Ultimately... its role in education and practice

Some have argued that the very essence and purpose of reflection may be compromised when it is enforced in an overly prescriptive manner, or when it is subjected to formal evaluation and reductive approaches instead of critical dialogue. Ng et al., 2015

Rolfe, 2014; Stewart & Richardson, 2000; Sumsion & Fleet ,1996

What is the role of teachers/preceptors in relation to reflection?

What assessment would be compatible with reflection?

Promoting reflection

- Agree that it is essential
- No consensus on “how to”
- Context dependent
- Learner dependent



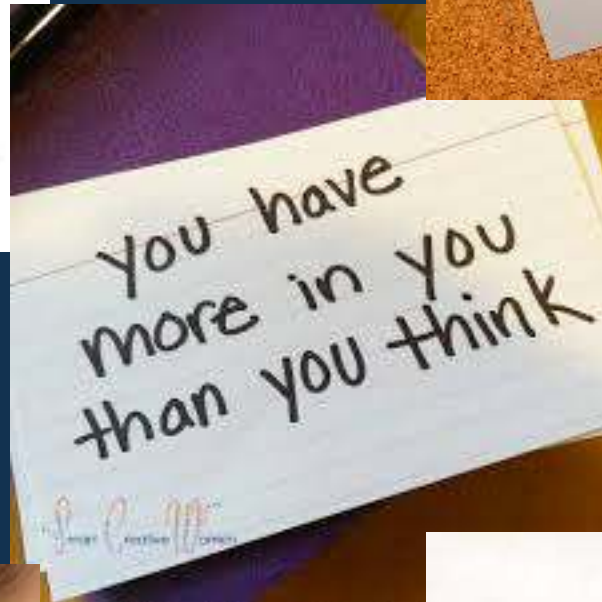
Assessment of reflection

- Should we assess?
- Formative vs. summative?
- When and how?
- Consequences of assessment?



“Unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations.

Approaching teaching as a reflective practitioner involves fusing personal beliefs and values into a professional identity”



“It is necessary for teachers to be clear about whether they are really interested in fostering reflection and whether they are prepared to take a sufficiently contextualised view of it into account.

If they are, they must confront themselves, their processes, and their outcomes. An honest self-appraisal conducted in conjunction with peers is one of the hallmarks of an effective promoter of reflection.”

Boud and Walker (1998, p. 205)



- Create a safe environment
- Make purpose explicit
- Make expectations explicit
- Work in groups/peers, discuss/
share successes
- Build in/weave it through
- Be cognizant of power issues
- Develop skills of critical analysis
- Take proper account of the context
of reflection
- Consider emotions
- Engage in reflexivity
- Our learners are very smart and
motivated!
- Also driven by assessment!
- Beware of « it must count »
- Need to see links, engage them in
the how, when and why?
- Ask for feedback

Tools for reflection

- ✓ Using your own “head” in a quiet place
- ✓ Using a journal
- ✓ Using an online tool
- ✓ Using a portfolio
- ✓ Role plays
- ✓ Critical incidents
- ✓ Dialogical exercises: supervisor/ teacher, peers in a collaborative learning environment, friend, mentor
- ✓ Other....



Assessment

- Should we assess?
- Formative vs summative?
- When and how?
- Consequences of assessment?



Concluding remarks

- Reflection is vital for professional practice, growth, and client centred practice
- If reflection becomes linked to too much “shaping” by others it takes on a judgmental, externalized, surveillance-oriented quality (like confession)
 - Elements of reflection (critical thinking – Dewey; emancipation - Habermas); personal growth are lost.
- Need mechanisms to foster reflection without losing sight of need to ensure/foster growth



Thank you

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