

REFLECTIVE GUIDANCE

REFLECTIVE PRACTICE

By three methods we learn wisdom:

- first by reflection, which is noblest;
- second, by imitation, which is easiest; and
- third by experience, which is the bitterest.

(Confucius, quoted in Hiney, 2002, p. v)



GILLIE BOLTON 2014

- Reflective practice is a state of mind, an ongoing attitude to life and work, the pearl grit in the oyster of practice and education; danger lies in it being a separate curriculum element with a set of exercises.
- Brookfield calls it a '*reflexive habit... second nature*' (2009).

DVD – TUESDAY, APRIL 30TH 2019

- **Demonstrate your use of counselling skills within a 20minute session. You should evidence your use of the communication skills that have been practiced throughout the course.**
- **Also consider the boundaries within the relationship and the qualities of helping: empathy, unconditional positive regard and congruence**

THE QUESTION**Reflective Account**

- **Critically evaluate and reflect on your use of the qualities of the helping relationship within your submitted skills practice. You should evidence the theoretical foundations of your work throughout the assignment. Ethical standards should also be highlighted.**
- **2000 word essay (+/- 10%)**
- **Turnitin Submission**
- **Submission date: Tuesday, 30th April 2019**

GUIDANCE

- **Use Counselling Skills ethically and safely Demonstrating an ability to work safely within the students level of competence; showing awareness of ethical requirements.**
- **Establish and sustain the boundaries of the helping role Use of appropriate boundaries within the helping relationship; effective communication of such boundaries.**
- **Work empathically as a helper Demonstrating the ability to form a helping relationship; showing the skills of empathy through listening and appropriate intervention.**
- **Use self-awareness in helping work Evidence reflection on own process; increasing self awareness, appropriate self-disclosure.**
- **Use a range of counselling skills to facilitate the helping interaction Demonstrating a range of interventions appropriate to the client's needs.**

REFLECTIVE FRAMEWORKS - (SCHÖN 1987)

■ **In Action:**

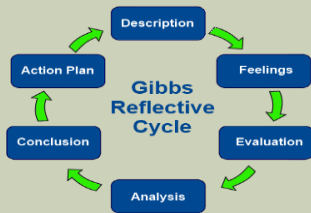
- practising, influences decisions and care at that moment,
- Promotes skilled and flexible responses of the expert practitioner

■ **On Action:**

- After the event, views different interventions, adds knowledge
- Promotes development of professional skills and knowledge

'We cannot stand outside ourselves and our work (from the cliff), in order to be objective and clear. We work in the swampy lowlands' (Schon 1987)

REFLECTIVE FRAME WORK: GIBBS REFLECTIVE CYCLE



REFLECTIVE COMMENTARY OUTLINE/FORMAT

In your essay, you may want to include the following that reflects the process of the Gibbs framework:

- Description
- Feelings
- Evaluation
- Analysis
- Conclusion
- Action Plan

Adapted from: Gibbs, G. (1988) Learning by doing: a guide to teaching and learning methods. Oxford: Further Education Unit.

DESCRIPTION

■ In this section, you need to explain what you are reflecting on to your reader. Perhaps include background information, such as what it is you're reflecting on and tell the reader who was involved. It's important to remember to keep the information provided relevant and to-the-point. Don't waffle on about details that aren't required – if you do this, you're just using up valuable words that you'll get minimal marks for.

FEELINGS

■ Discuss your feelings and thoughts about the experience. Consider questions such as: How did you feel at the time? What did you think at the time? What did you think about the incident afterwards? You can discuss your emotions honestly, but make sure to remember at all times that this is an academic piece of writing, so avoid 'chatty' text.

EVALUATION

■ For your evaluation, discuss how well you think things went. Perhaps think about: How did you react to the situation, and how did other people react? What was good and what was bad about the experience? If you are writing about a difficult incident, did you feel that the situation was resolved afterwards? Why/why not? This section is a good place to include the theory and the work of other authors – remember it is important to include references in reflective writing.

ANALYSIS

■ In your analysis, consider what might have helped or hindered the event. You also have the opportunity here to compare your experience with the literature you have read. This section is very important, particularly for higher level writing. Many students receive poor marks for reflective assignments for not bringing the theory and experience together.

CONCLUSION

■ In your conclusion, it is important to acknowledge: whether you could have done anything else; what you have learned from the experience; consider whether you could you have responded in a different way. If you are talking about a positive experience...discuss whether you would do the same again to ensure a positive outcome. Also consider if there is anything you could change to improve things even further. If the incident was negative...tell your reader how you could have avoided it happening and also how you could make sure it doesn't happen again.

ACTION PLAN

■ Action plans sum up anything you need to know and do to improve for next time. Perhaps you feel that you need to learn about something or attend some training. Could you ask your tutor or placement supervisor for some advice? What can you do which means you will be better equipped to cope with a similar event?

ACADEMIC REFLECTIVE WRITING...

...**does not** address its reader using 'you'. You are writing about your experiences.

...**does not** use slang, contractions (*it's, don't I'll*) or note-taking abbreviations (*i.e., e.g., etc.*).

...**does** incorporate information from more passive learning, such as methods from textbooks, journal articles, social theories or procedures, policies or legislations, has to offer.

...**is** critical, given the above, it reappraises and reassesses what the writer thinks, believes and does so in light of an evaluation of theory and research.

...**does** reference its sources. It is not free writing. Now is the time to look up where something you have taken for granted all these years might be from.

...**does** use careful structure, paragraphing and good grammar, spelling and punctuation. It still has good-text basics such as a clear introduction and a conclusion.

...**does not** generalise. It is specific as it can be about experience and its relationships. It makes deep observations and links these to current learning, theory and research. It does not gloss over small but significant implications.

■ **does** use 'I' judiciously. This is not to say it is simply free writing about your personal opinions and beliefs, but reflective writing cannot work if there is no ownership of the feelings, experiences and learning being explored.
