



# Reflective practice regarding MIND EC SO5003

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## What is reflective practice?

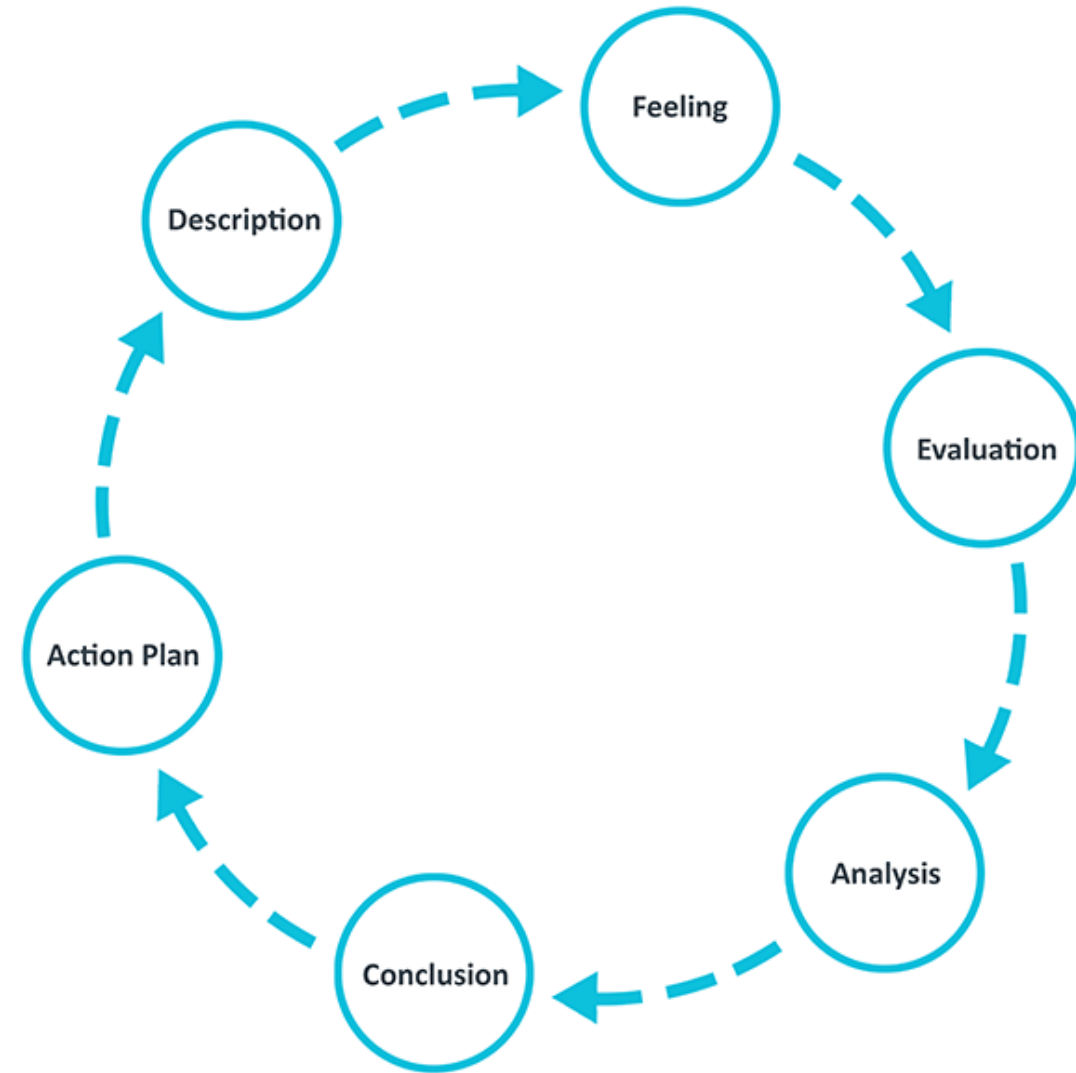
- 'Reflective thinking is a process concerned with encouraging individuals to take time to think about their current practices. This process of reflective practice might be helpful as you pause to think about what study practices you draw on, and why, and which practices require adaptation' (Newcastle university, 2024,n.p.)

Furthermore,

- 'Being reflective will also make sure you have a wider range of skills as you find new ways to teach. This will develop your confidence in the classroom as you find the best ways to deliver your knowledge of a subject' (Cambridge assessment, n.d, n.p.).

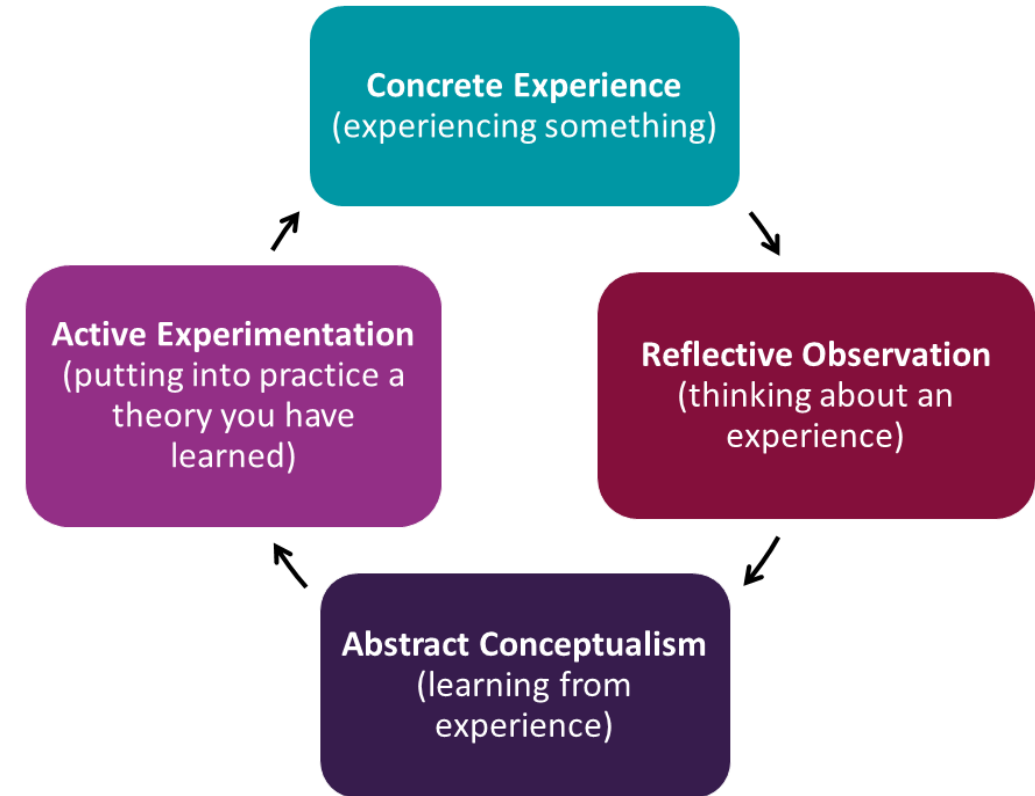
## What is the research behind reflective practice?

- 'Gibbs Reflective Cycle was developed by Graham Gibbs in 1988 to give structure to learning from experiences, It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well. It covers 6 stages' (The University of Edinburgh, 2020.,n.p.).
- 'Gibbs originally advocated its use in repeated situations, but the stages and principles apply equally well for single experiences too, If done with a stand-alone experience, the action plan may become more general and look at how you can apply your conclusions in the future' ( The University of Edinburgh, 2020,n.p.).



# Further research into reflective practice

- 'The **Learning Cycle** emphasises reflective observation to analyse and draw conclusions from an experience. The aim is to take this learning into new experiences, completing the cycle' ( University of hull,2024,n.p.).
- 'Kolb's cycle gets you to consider the action you have taken as well as the consequences and consider what might have been done differently. In doing so you create knowledge that is new to you and which you can apply in future situations' (The open univeristy,2024,n.p.)
- 'For example, you might recognise that you had knowledge that you didn't apply or that you needed more knowledge or information, or that your feelings, personal beliefs or expectations influenced your thinking without you realising it' ( The Open University, 2024,n.p.)



# How do we reflect as individuals?

'Reflection is a state of mind, an ongoing constituent of practice, not a technique, or curriculum element.

Reflective Practice can enable practitioners to learn from experience about themselves, their work, and the way they relate to home and work, significant others and wider society and culture' (Hampton, 2009, p.3)

'Change and development take time, energy and commitment. Instructional how-to and information-giving can seem to give instant 'results' making reflective practice seem 'soft and unquantifiable' (Regan 2008, p. 219), 'self-indulgent' (Bulman and Schutz 2008) *cited in* (Hampton, 2009, p.6)

# What are the main benefits of reflection?



- 'The role of reflection in education has created an upsurge of interest amongst educators and researchers since Dewey's (1991) ground-breaking work, which emphasized the positive roles that reflection might play in fostering students' self-reflection, critical thinking, and in the demonstrable development of professional values or skills' (NIH,2011,p.5)

## Furthermore,

- 'A 2014 study by Harvard shows that the reflection and sharing group performed an average of 18 percent better on the second round of brain teasers than the control group. However, there was no significant performance difference between the reflection and the sharing group' (Nobel,2014,n.p.)
- From this, it is said that "When we stop, reflect, and think about learning, we feel a greater sense of self-efficacy," Gino says. "We're more motivated and we perform better afterward." (Nobel,2014,n.p.)

# Theory supporting reflection



'The subject of this study is Lenin's theory of cognitive "reflection." Essentially, this theory consists of two assertions:

- (1) a world exists "independent" of and "external" to consciousness
- (2) knowledge consists of approximately faithful "reflections" of that world in consciousness' (Hogan, 1997, p.5).
- 'In epistemology, a tendency that changes and develops but that does so because of the way Lenin originally set it going, we wish to understand how a consistent Marxist-Leninist would today conceptualize the Leninist theory of reflection and evaluate its future possibilities' (Hogan, 1997, p.6)



## Marxism and the reflection theory

- 'The human mind is a reflection of the external natural and social world, This reflection is produced for individuals in the course of their inactivity in the world. Since human activity is social, the dependence of human psychology on the social world and on the social activity of the individual' (Nahem, 1992,p.1)
- 'According to Locke, 'objects and forces in the external world act upon the senses; a stimulus is transmitted through the nervous system, eventually giving rise to ideas in consciousness. A physical process gives rise to a mental one, and the connection between them is causal and contingent' (Sayers, n.d,p.2)

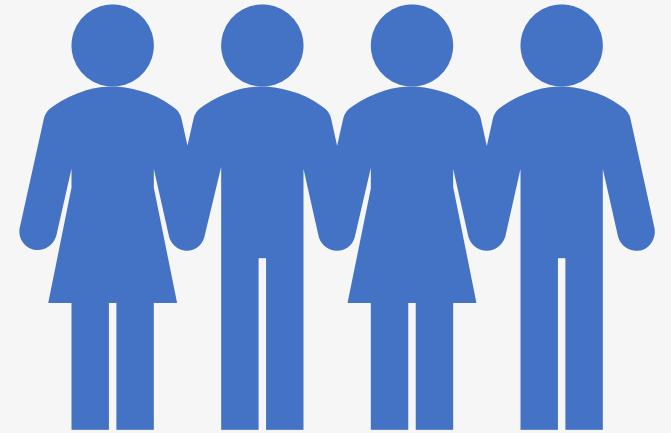
## Information regarding MIND

- 'We fight for better services and rights for people with mental health problems and push to improve public attitudes to mental health whilst also working together to become a more inclusive and effective federation' (Mind,2024,n.p.)

### Furthermore, in 2023 alone mind accomplished:

- 'We responded to 130,973 queries to our support and information helplines..
- Our mental health information was accessed 23.3 million times.
- Local Minds supported almost 470,000 people.
- 34,628 people campaigned with us to improve services and push for justice'.

( Mind,2022-2023,p.10-11)



## How does MIND incorporate reflective practice within their research?

- 'One example of mind ensuring reflective practice is included is The Department of Health has published a revised code of practice for the Mental Health Act' (mind,2015,n.p.)

It contains new and updated chapters on:

- 'Guiding principles
- Human rights, equality and health inequalities
- Mental capacity and the deprivation of liberty
- Police powers and places of safety
- Safe and therapeutic responses to behavioural disturbance'

(Mind,2015,n.p.)





## Further information regarding the revised code for the mental health act

- 'The Mental Health Act 1983: Code of Practice gives guidance to health care and social care professionals to inform their practice, safeguard patients' rights and ensure compliance with the law. The Code also aims to help people who are detained or otherwise subject to the Mental Health Act and their families, carers and advocates know their rights ' (Department of health, 2015,p.10)

### Furthermore,

- 'This Equality Analysis (EA) accompanies and informs the new 2015 Mental Health Act 1983: Code of Practice ('the Code'). The EA is divided into 11 main chapters, including this executive summary whilst the EA analyses the potential impact of the revised Code on the advancement of equality of opportunity, the fostering of good relationships and the elimination of discrimination, harassment and victimisation that is prohibited under the Equality Act 2010' (Department of health,2015,p.5-7)

# Government response to the Joint Committee on the draft Mental Health Bill

The draft bill contains provisions to:

- 'Tighten the criteria which govern when someone can be detained ('sectioned') under the act to ensure detention only happens where strictly necessary, and where there is a clear therapeutic benefit' (Gov.uk, 2024,n.p.)

AND

- 'further limit the extent to which people with a learning disability and/or autistic people can be detained and treated under the act and support such individuals to live fulfilling lives in their community' (Gov.uk, 2024,n.p.)



# The Rapid review on mental health

- 'The rapid review was commissioned by ministers in response to concerns that the right data and information to provide early alerts to identify risks to patient safety in mental health inpatient settings. We consulted with over 300 experts in mental health inpatient pathways, including experts by experience'

## **Summarised findings:**

- 'We have divided the findings in our report into 5 key themes. These are:
- Measuring what matters
- Patient, carer and staff voice
- Freeing up time to care
- Getting the most out of what we have
- Data on its own is not enough'



(GOV.UK, 2024,n.p.)



# How does MIND support their staff's mental health?

## Mind state that:

- 'Valued employees are more productive, stay with organisations longer, and deliver better outcomes' (Mind, 2024,n.p.)
- 'People with lived experience of mental health problems drive everything we do. We listen to their needs and make sure their experiences guide our work' (Mind,2024,n.p.)

## Mental health awareness at work:

- 'The course has 8 modules, exploring a variety of topics covering mental health and wellbeing. You can use it as part of an induction programme, or initiatives focused on better mental health in the workplace' (mind,2024,n.p.)
- 'On average employers see a return on investment of £5.30 for every £1 invested in staff mental health. Training offers one of the highest returns on investment and is an easy intervention to implement' (Deloitte, 2022) *cited in* (Mind,2024,n.p.)



# How does mind use reflective practice in their policies?

- 'Mind uses people's experiences, thoughts, feelings and ideas to understand what we need to change in mental health, social care and welfare policy for example, people with lived experience help the charity influence practice in service provision' (Mind,2024,n.p.)

'Mind recruited a panel of 12 people from across England and Wales to work with us and shape our strategy plans to:

- 'To be able to work with a consistent group of people.
- To Get to know our strategy work in detail
- Mind chose to run a focus group, so we could explore what drives people to prioritise certain things and not others. A focus group allowed us to have a rich discussion, in a way that a survey wouldn't' (Mind, 2024,n.p.)

How did a focus group benefit those?

- 'They found this hugely rewarding and empowering, especially as they were people who care a lot about mental health and often haven't had the best experience of mental health services '(Mind,2024,n.p.)
- 'We asked what support people might need and adjusted our plans based on this. For example, 2 panel members with attention deficit hyperactivity disorder (ADHD) wanted their activity pack printed in certain colours, which made it easier for them to focus' (Mind,2024,n.p.)



## How does using focus groups help with reflective practice?

- 'To invite the participants to share experiences and developments from their daily practice and from their association whilst also providing a summary of the views, similarities, and differences regarding the theme “Reflective Practice” as discussed in your Focus Group' (Jan,2023,n.p.)
- 'Implementation of reflective practice groups in psychiatric and mental health contexts might improve the quality of care through promoting self-awareness, clinical insight, and facilitating stress management and team building' (Jan,2023,n.p.)

To ensure focus groups allow reflective practice to remain ethical its important to consider:

- Understand what the analysis has revealed
- Consider your role and your approach
- Reflect on what you can learn from this.
- What conclusions you can draw about the challenges and successes?
- What you could build upon, what could you change?

(Colwell,2019,n.p.)



# How does reflective practice work regarding mental health?

- 'Implementation of reflective practice groups in psychiatric and mental health contexts might improve the quality of care through promoting self-awareness, clinical insight, and facilitating stress management and team building' (BMC Nursing,2019,p.2)
- 'Professionals may also engage in *reflection-on-action*. By reflecting on their own practice, health care professionals can learn from experience and develop their ability and willingness for reflection-in-action' (BMC Nursing,2019,p.3). 'From this, reflective practice is believed to be supported by various reflective practices, e.g. reflective clinical supervision, self-reflection, group reflection and reflective writing' (BMC Nursing,2019,p.3)
- 'Reflective practice helps healthcare workers (in clinical and non-clinical roles) manage the complexity and uncertainty inherent in their day-to-day practice. This is important given the high rates of burnout, turnover, and trauma-related stress among healthcare workers. It is critical that reflective practice is conducted within a psychologically safe environment and a network of strong trusting relationships. These factors have been found as key to reflective practice being successful (Osofsky and Weterhson, 2016) *cited in* ( NSW Government, 2022,p.9)



# Example of the importance of reflective practice within mental health services

## Example: NHS England

- 'Access to consistent, supportive, and high-quality spaces for reflective practice is challenging across many mental health services there's a significantly higher demand from clinical services requesting reflective practice, either individually or as group sessions. it would suggest nurses are experiencing the benefits of reflective practice actively seeking out the support' (NHS England,n.d,n.p.)
- 'The lived experience practitioner element of the initiative has had profound effects for all those who took part. Although the pilot was small there is significant scalability and translatability across other clinical services which could also impact placement capacity in the organisation' (NHS England,n.d,n.p.)

## Quotes from those that took part include:

- *“It is so important that the nurses hear from people with lived experience because the whole nursing concept is to empathetically interact with patients By talking and listening to the LXPs, nurses can gain valuable person to person insight into what it feels like to be a patient and what matters to the patient. This aids the whole therapeutic experience”* (NHS England,n.d,n.p.)



# How does MIND ensure that their staff will not burn out from mental health issues?

- 'Following the news of the tragic death of customer assistant, Shaun Winstanley, Mind reminds all employers of their responsibility in promoting wellbeing and looking after their employees at work' (Mind,2019,n.p.)

Emma Mamo, Head of Workplace Wellbeing at Mind said:

- “Our thoughts are with the loved ones of Shaun Winstanley at this incredibly difficult time. It’s important anyone bereaved in this way asks for help if they need it. Every suicide is a tragedy, and most are preventable” (Mind,2019,n.p.)
  - 'The Government has committed to investing in mental health services after years of underfunding, but we also want to see different agencies working together to tackle the underlying social issues that can affect our mental health such as debt, housing, access to benefits and employment' (Mind, 2019,n.p.)
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# Importance of legislation to MIND

- 'The Equality Act 2010 is the law that protects you from discrimination. It also gives you the right to challenge discrimination. You're protected by the Equality Act if you have certain protected characteristics' (Mind,2023,n.p.)

for example: (Mind,2023,n.p.)

- 'age
- disability (this can include mental health problems)
- gender reassignment
- pregnancy and maternity'

What is mind doing in support of the legislation?

- 'Mind joins more than 200 high-profile signatories to call for equality and increased funding for mental health in the NHS' (Mind,2015,n.p.)
- 'The campaign has been launched by Liberal Democrat former mental health minister Norman Lamb MP, Time to Change ambassador and former Labour government communications director Alastair Campbell, and former Conservative Cabinet minister Andrew Mitchell MP ' Mind,2015,n.p.)

# Example of protection under the Equality act 2010

## Example of protection by the Equality Act

- 'Esra doesn't consider herself disabled. This is because she doesn't receive disability benefits and she is physically healthy.
- Esra has been living with an anxiety disorder for the past 3 years. Because of this, it takes her a longer time to do things like get up in the morning, dress herself for the day and do the shopping. She takes medication to control the symptoms.

## Esra would be protected by the Equality Act if she can show that:

- 'She has a mental impairment – an anxiety disorder
- It is long term – she has had it for the past 3 years
- It has a substantial effect on her daily life – her mental health has a major effect on her daily life when you ignore the effect of her medication
- It has an adverse effect – her mental health problem makes things more difficult for her (Mind, 2023, n.p.)

# Conclusion



It is prominent to see that 'around 1 in 6 (16%) adults experienced moderate to severe depressive symptoms; this is similar to rates found in summer 2021 (17%), however higher than pre-pandemic levels (10%)' (Office for national statistics,2022,n.p.)



'The Reflective Cycle is about the content and the process. It is both identifying the important ideas and investigating the strategies for successfully analysing and understanding' (BC Campus,2015,p.188)



'Minds main aim is to change minds across England and Wales by making mental health an everyday priority. By standing up to the injustices in healthcare, in work, in law – which make life harder for those of us with mental health problems' ( Mind,2024,n.p.)

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