

Reflections on the Application of Reflective Practice for Supervision in Applied Sport Psychology

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In the UK, sport psychologists are presently supervised under the auspices of the British Association of Sport and Exercise Sciences (BASES). In the present article, reflective practice is evaluated as a process that can facilitate the supervisory exercise in applied sport psychology (Anderson, Knowles, & Gilbourne, 2004). The material presented was collated via a 3-year longitudinal supervisory process based on the process of staged reflection (Knowles, Gilbourne, Borrie, & Nevill, 2001). The benefits of staged reflective development in the supervision process are highlighted, while differentiating between reflective techniques both in and on action. The present article also considers how different writing styles develop through the different phases of discussion and revisits the challenges associated with representing reflective practice.

Anderson, Knowles, and Gilbourne (2004) recently argued that reflective practice offers a useful and appropriate framework for the professional training and development of applied sport psychology practitioners. Reflective practice is an approach to practice that involves creating opportunities to access, make sense of, and learn from the tacit knowledge in action we use in our daily work. It has been suggested that this tacit knowledge in action, which incorporates values, prejudices, experiences, knowledge, and social norms (see Anderson et al. for detailed discussion), is integral to practice. Being able to access and understand this tacit knowledge in action will make a significant contribution to a practitioner's professional and personal development. Similarly, Poczwardowski, Sherman, and Ravizza (2004) suggested that understanding one's personal and professional philosophy is among the essential prerequisites to an effective consulting practice, and ongoing self-reflection can facilitate this understanding. Mirroring developments in other

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professions (e.g., education and nursing) and in other disciplines of psychology, reflective practice has become a requirement for professional qualifications (British Association of Sport and Exercise Sciences [BASES], 2004) and continuing professional development (British Psychological Society, 2005).

Reflective practice can be undertaken as a solitary or shared activity. Anderson et al. (2004) suggested that it could offer a framework that could be used to facilitate effective supervision, which has been described as a long-term interpersonal relationship designed to develop competent, knowledgeable, and ethical practitioners and ensure the welfare of athlete-clients (Van Raalte & Andersen, 2000). The supervision process involves the development of the supervisee's self-knowledge and understanding of practice. It is likely that reflective practice could offer a suitable mechanism for sharing experiences and monitoring and documenting this development. The usefulness of reflective practice for structuring supervision has been reported in other disciplines, such as nursing (e.g., Johns, 1994), which has a well-developed culture in the use of reflective practice.

Supervision is an important aspect of the training and development of practitioners in sport psychology. There has been limited discussion on this process, however. Surveys on supervision have provided information on the number of practitioners who are being supervised, how frequent and how long supervisory sessions are, and brief details on the content of the sessions (e.g., Watson, Zizzi, Etzel, & Lubker, 2004). Although this survey information is useful, it provides limited insight into the actual processes and intricacies involved in supervision. Reflective accounts of the supervision process are more illuminating. For example, in a case study, Andersen, Van Raalte, and Harris (2000) detailed a developing supervisee-supervisor relationship from the perspective of the supervisor. Furthermore, Holt and Streat (2001), Tammen (2000), and Tonn and Harmison (2004) provided reflective accounts of trainee practitioners' first forays into practice and offered valuable insight into the role that supervision plays at this time. For example, Tonn and Harmison discussed how often and when the supervisor and supervisee met, as well as the content of the sessions, the supervisees' expectations of supervision, and the supervisees' thoughts and feelings after a supervision session. These personal accounts of practice and supervision help increase our understanding of the supervision process.

In this article we aim to add to this increased understanding of the supervision process through the writing of a supervisor and supervisee who explore their experiences of using reflective practice in the supervision process. The idea that practitioners might be motivated to share personal thoughts and associated feelings about their practice brings with it writing and stylistic challenges. Initially, the present article offers a commentary on these challenges to help establish a framework from which the subsequent writing of the supervisor and supervisee can be evaluated. A brief critical reflection on the writing process concludes the article.

The Challenges of Writing About Reflective Experience

Earlier articles on reflective writing have commented on the importance of bridging the divide between definition, description, and conceptual conjecture on one

hand and lived experience on the other (Gilbourne, 2000). When, in textual terms, conceptual frameworks and deduction become covertly embedded while accounts of lived experiences become overt and dominant, alarm bells sound in a profession that has been resolutely scientific since inception. Although regular examples of reflectively derived texts are not yet common, it seems important to stress that the exercise of foregrounding the personal does not necessarily result in the loss of the conceptual. This is because readers have their own history of reading conceptual and therapeutic texts and, as a consequence, will read accounts of lived experiences from a variety of perspectives. So, someone trained in psychoanalysis reads a personal account differently than someone trained in coaching, for example. Of course, the same observation might also apply to the author, because prior exposure to literature or training of a particular persuasion might also filter, maybe in covert and unconscious ways, into the writing exercise. This discussion might appear, in places, rather abstract, yet there is a pragmatic rationale for why such debate is important. If we are to encourage applied practitioners to reflect on their experiences, it is vital to stress that it is *their experiences* that matter more (in the first instance) than any associated theory that may or may not be illustrated through the narrative. This creates an essential freedom to write about self first. For people brought up in a scientific community, this is likely to be as difficult as writing *I*, which is not common in experimental-research texts. Similarly, many qualitative articles are also author evacuated in style. Any enthusiasm for the task of writing in the first person will quickly wane, however, if such efforts do not find some support in the broader editorial community. It is important to add a caveat here. That support must, of course, come alongside rigorous scrutiny of the material, and it follows that reviewers must be armed with the tools to critically evaluate the tales that might be submitted. With both writing and scrutiny of written material in mind, the following section briefly introduces perspectives and frameworks that could inform both processes.

In the domain of sport and exercise, the act of writing about reflective practice is in its infancy. That being the case, it seems timely to suggest that in order for reflective practice to be shared with peers, it needs to develop a particular epistemology (or voice), and logic dictates that it should be based around the notion of self-narrative. Reflective processes, of course, might embrace events, thoughts, and emotions experienced by others, but such stories would inevitably be told through the reflective gaze of the author. This form of writing, in which one's own lived experiences are central, carries generic critical risks such as accusations of self-indulgence (see Sparkes, 2002).

With those realities in mind, and returning to the broad thesis sketched out briefly by Anderson et al. (2004), writing about reflective experience needs to embrace the contextual and the personal. As suggested already, such aspirations do not fit easily into the traditional prose that is found in sport psychology qualitative reports. Biddle, Markland, Gilbourne, Chatzisarantis, and Sparkes (2001) associated typical qualitative writing predominantly with deductive processes that might be evident in the interview, analysis process, or both. The tendency for qualitative research reports to be primarily deductive in design and tone aligns the whole research process with assumptions housed in the postpositivist paradigm (see Denzin & Lincoln, 1998). Postpositivism sees value in the use of qualitative techniques because a range of methods might be needed to understand a specific

issue. This specificity, often founded on decades of experimentally based theory building, serves to tether qualitative researchers to a limited number of views or perspectives. If postpositivism can be conceived to be a process, then what Sparkes (2002) described as a realist tale might be best considered an associated outcome or output. Realist tales are associated with the absence of the author from the text and a tendency to demonstrate allegiance to a particular theory or concept (Sparkes; Van Maanen, 1998).

The more a research text moves away from these markers (be it in process, outcome, or both), the more unusual the material will seem to sport psychology readers who have been familiar with postpositivist realist tales for generations now. That is not an implied criticism; realist tales can be very informative (in a conceptual rather than a contextual or cultural sense), something acknowledged by Biddle et al. (2001) and Sparkes (2002). That said, editors and reviewers understandably tend to feel uneasy when confronted with the unfamiliar. For example, reflective writing is also likely to house qualities associated with what Sparkes termed *confessional tales*. These can be defined as critical accounts of research experiences told directly by the researchers. For the research community, these are challenging issues.

In summary, the present article seeks to provide further insight into the use of reflective practice and the process of supervision in sport psychology. More specifically, the material to follow outlines how reflective processes were embedded into a longitudinal sport psychology supervisory structure and uses confessional vignettes to illustrate examples of reflection in action. Both supervisor and supervisee comment critically on the efficacy of reflection as a development tool. In this exercise, personal tales are embedded in prose that is, essentially, scientific in nature, and associated writing issues have been outlined already to help set the tone for this material. The topic of writing is briefly returned to later in the article in the form of a reflective critique.

Using Reflection in Sport Psychology Supervision: A Supervisor's Perspective

Reflective accounts that focus on applied sport psychology practice do appear to be gaining popularity and acceptance in the sport psychology literature (e.g., Holt & Streat, 2001; Tammen, 2000; Tonn & Harmison, 2004). Furthermore, the inclusion of reflective criteria in the UK awarding body's syllabus for sport psychology (BASES, 2005) has been driven by supervisors recognizing the need to provide supervisees with the essential skills for understanding their own practice. This might have been influenced, in part, by the emergence of reflection in the professional training of other practitioners such as sports coaches (see Knowles et al., 2001; Knowles, Borrie, & Telfer, 2005; Knowles, Tyler, Gilbourne, & Eubank, 2006).

The current BASES guidelines for the 3-year supervised training period, and subsequent accreditation of sport psychology practitioners, highlight a need for conceptual awareness of reflection themes and processes, as well as evidence of its use in practice through written submission and supervisor verification (BASES, 2004). Little guidance is offered, however, as to how the latter is achieved by the supervisee or how this is facilitated by the supervisor. As a supervisor, my (Author 1) own interpretation led me to a philosophical standpoint based on three broad

principles of reflection. To be effective, first I must actively teach and engage in reflective supervision to model good practice. Second, to engender a spirit of shared reflection, the reflective process must also encompass others. Third, to develop the notion of layered reflection, facilitation of reflection should use a range of different mechanisms. Self-reflection provides the first level of the layered-reflection process.

Exploring the Theme of Shared and Layered Reflection

Reflection can be an individual or shared task. The knowledge base that underpins the reflective-supervision relationship and associated reflective-practice skills is taught and practiced in the master's program in sport psychology at the affiliated institution of the first three authors. A short practical placement acts as the stimulus for this process. As a consequence of the placement, supervisees are typically exposed to practice-based issues such as establishing rapport with diverse groups (e.g., foreign coaches, young athletes), maintaining professional boundaries (i.e., knowing how and when to refer to other professionals), and withdrawing from the consultancy relationship. Different reflective techniques such as supervisor-supervisee meetings and group meetings with supervisors and peers allow discussion and reflection on the placement experiences. In group settings, specifically, reflection might be facilitated by reframing events through reference to different applied strategies and by both supervisors and peers asking reflective questions.

In a more long-term, formal supervisory model, group meetings are central, allowing the supervisees to play an active role in shared supervision. Supervisors and peers might challenge the origins of supervisees' thoughts and feelings or offer alternative action plans for the group to consider. Role play might be used to rehearse strategies in order to reduce anxiety before a presentation or a challenging one-on-one consultancy session. Further specific examples are given by the supervisee in the following supervisee's section.

As the awarding body, BASES requires annual written progress reports from both the supervisee and the supervisor. These formal points of reference provide an ideal opportunity for supervisees to provide a reflective résumé of the applied work they have undertaken and to comment on the efficacy of the supervision associated with that exercise. Similarly, consultancy appraisal might be required from a specific client or a governing body of sport. Subsequent feedback on the awarding or governing body then serves as another layer of information from which supervisors might reflect themselves. When working well, this process promotes reflective growth in all group participants.

The preceding discussion touches on examples of individual and shared reflection for the supervisor and supervisee, and these both suggest reflection taking place in a localized community. In attempting to offer a widening perspective, based on the same sharing philosophy, it is necessary to engage with other support networks. For example, regional network meetings, national conferences and workshops, or publications focusing on applied practice can provide an additional third layer of reflection for both parties. In such settings, applied practice is presented informally or formally for independent scrutiny to peers who might (or might not) be supportive of reflective practice.

In my own practice, a supervisee is introduced to a reflective framework incorporating the three levels of reflection discussed previously. Table 1 incorporates these three levels of reflection and illustrates how the nature of reflection might change over 3 years of supervision. Also included in Table 1 is an overview of a typical applied experience a supervisee might reflect on in each year and details of how supervisees can demonstrate their reflective practice to an accreditation body. In the case-study account to follow, the supervisee was exposed to different aspects of shared and layered reflection. As a graduate of the master's program, the supervisee had a thorough grounding in both theory and practice-based elements of reflection and participated in the 3-year developmental applied-practice program and parallel reflective processes outlined in Table 1.

Using Reflection in Sport Psychology Supervision: A Supervisee's Perspective

In the account to follow, the benefits of staged reflective development in the supervision process are highlighted throughout, while differentiating between reflective techniques both in and on action. The scenarios that are sketched out here draw heavily from the applied setting of professional soccer. Excerpts from my reflective diary are shown.

Year 1: "Just Starting Out." My first year of supervision largely consisted of observation (from an applied distance) and reflection. While completing my master's degree program in sport psychology I was able to explore different theoretical approaches to consultancy. Consequently, through the aforementioned applied placement module, I observed and experienced various methods of practice. In a practical sense, I learned how to reflect following Gibbs' (1988) six-stage cyclic framework (see Figure 1) and was able to practice and assess my reflective skills during one-on-one meetings with my supervisor.

The following applied vignette is taken from my observation and experience in a professional soccer academy. My initial contact and observation had begun in January 2002 when I started my placement for a 6-month period. A requirement of the supervision process was that I maintain a reflective diary, with the purpose of sharing and discussing my reflection experiences.

It was busy in the coaches' staff room; everyone had made their way in from training, soaked from the pouring rain. . . . They needed to dry off and get ready for lunch. As they walked in and out of the room coaches talked about different players' progress and concerns that had surfaced in the training session earlier that morning.

I'm sat at a desk near the window, it looks out onto the football pitches, and begin to make notes on what happened in the morning session. In one of many discussions that had taken place earlier the coach suggested a player "would perform better if only he were able to control his emotions under pressure." More specifically, the coaches showed concern that the player was nervous on the ball and believed that if he could remain composed he stood a greater chance of scoring in a game. As I looked up from my notes I was aware of the pause in conversation as the coach had glanced in my direction. "Do you think

Table 1 Three-Year Supervision Model Integrating Applied Experience, Reflective Activities, and Evidence for Accreditation Body

Year	Applied experience	Reflective Activities			Evidence for accreditation body
		Level 1: individual or supervision role	Level 2: supervisory support group (SSG)	Level 3: widening networks	
1	24-hr short observation-based placement	reflective, consultancy, and supervisory relationship skills taught, practiced, and assessed; reflective diary maintained	group reflective skills taught and practiced; 4 SSG meetings, agenda based on peer sharing of individual reflection experiences	exploration of different theoretical approaches to consultancy explored through curriculum	module/program assessment including practicum case-study presentation and reflective summary
2	joint (supervisor/supervisee) applied consultancy projects	18 supervision meetings facilitated by supervisor; 6 x supervisee/supervisor formal observations; written reflection maintained	university-based SSG; 6 peer observations; 10 SSG meetings; 2 observation and associated reflection with other supervisors	exploration of different theoretical approaches to consultancy explored through curriculum	logbook with evidence from supervisor, formal practice-assessment sheets, event attendance certificates, joint case study demonstrating reflective entries from written individual reflection, and other activities
3	individual project work, sport psychology support program development	supervisee led supervision meetings (on request); 2 supervisee/supervisor formal observations; written reflection maintained	3 peer observations and associated reflection; 10 SSG meetings; 4 observation and associated reflection with other supervisors	4 attendance and contribution at regional network meetings; submission of applied practice publication/conference presentation	logbook with evidence from supervisor, formal practice assessment sheets, attendance certificates, publication/conference attendance, support-program evaluation, individual case study demonstrating reflective entries from written individual reflection and other activities

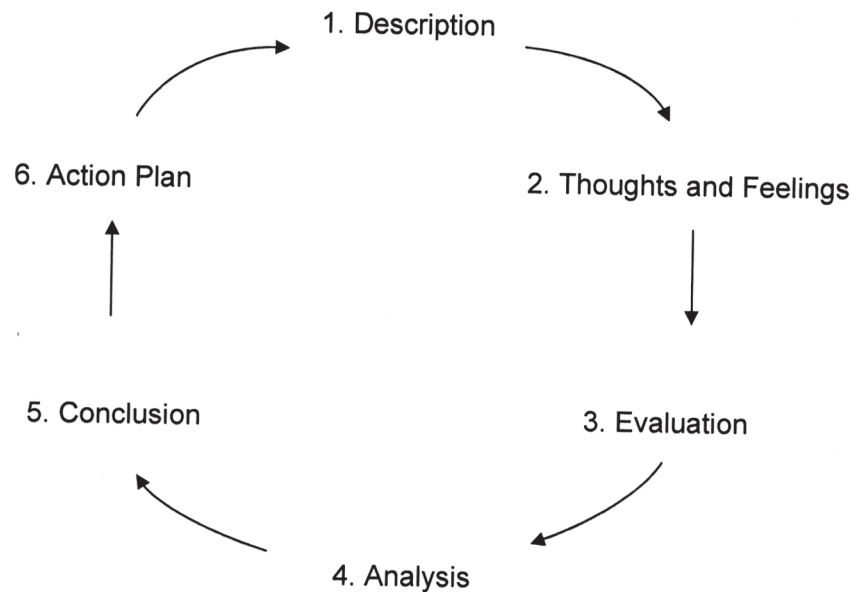


Figure 1 — Gibbs' (1988) six-stage reflective cycle.

you would be able to do some work with him . . . you know, in order to give him the chance to be able to talk to someone about it on a one to one level?" The coach had never suggested such involvement before.

I saw this as an opportunity, a starting point from which to experience applied work. . . . I realized I had a good rapport with the coaches and that there must be an element of trust there for them to give me the responsibility of working with a player.

With no previous consultancy experience, apart from observation of others, the suggestion of working with a player was a daunting prospect. During the supervision meeting that followed I addressed my concerns with my supervisor. I was particularly worried that the coaching staff presumed I had the answer to fix the problem and, in that sense, I felt unequipped to meet their expectations. Through discussion with my supervisor, however, I felt somewhat relieved to know that others (in this case my supervisor) had also encountered similar thoughts and feelings at the beginning of their consultancy experiences. Practical examples provided by my supervisor helped inform my expectations of the consultancy process, easing my initial concerns and increasing my confidence about conducting the first meeting. In an effort to outline expectations of the consultancy process, I aimed to clarify my capabilities to ensure that both the coaches and player were aware of my professional and ethical boundaries. This is illustrated in the following excerpt from my field notes.

I was nervous prior to the first meeting with the player, and apprehensive about the player's expectations of the consultancy process. Having previously been introduced, I clarified my capabilities whilst placing emphasis on confidentiality. After initiating dialogue with the player, he eased into discussion about factors raised by the coach.

At this point I became more relaxed, as my field notes later reflected "the player was willing to speak openly about the situation more than I had previously anticipated."

I found that the reflective nature of the supervisory meeting was an important step that helped me move from a state of apprehension to one of pragmatic anticipation. More generally, through the early stages of reflective supervision, I was able to gain greater awareness of my own skills and limitations and also develop my own philosophical views on applied practice (primarily Socratic in aspiration; see Corlett, 1996). In addition, being an active participant in shared reflection, I was able to learn from the applied experiences of my supervisor. I used this information to compare and contrast the experiences of my own practice and question how I could be more effective.

Year 2: "Things Have Moved On. I'm Feeling More Established as a Practitioner Now." I began to increasingly recount practice-based reflections in meetings with my supervisor. Feedback helped me gain professional direction and support, and rerunning my own thoughts also helped me consolidate how I was feeling about particular interventions or specific moments or events.

These processes were particularly valuable when coaches at the football club proposed that there should be an education program in the football academy. My role in this exercise was to design and develop a psychological-support curriculum specific to each age division. My current work would now have to change focus and move on to a much broader and strategic level.

I discussed various ideas with my supervisor: How will I decide what to include? How will I get the coaches' input? What will be the best method of delivery? My supervisor challenged my thoughts, asking reflective questions that provoked further development in thinking. We talked about the initial steps that I might take in designing the psychological component of the program. After these discussions I read work in this area focused on the development of an educationally structured psychology program (Botterill, 1990; LaRose, 1988; Loehr, 1990; Ravizza, 1990). Meetings with my supervisor also dealt with the question of how I would introduce my ideas to the coaches. This process influenced my thoughts on planning the session and challenged what I already knew. As a result, I felt prepared and confident in the aims and objectives I intended to achieve. It was decided that I would present my thoughts at the next coaches meeting.

Driving in, I sensed that I was beginning to feel nervous about the meeting. There's so much to talk about, so many points I want to address. As I went over things in my mind, worry and panic quickly crept into my thoughts. . . . How would the coaches respond to my ideas? Would they be prepared to listen, as this would be different to what they're used to? I intended to generate ideas through facilitating group discussion and as a result I expected the likelihood of debate or maybe even conflict.

More importantly, I questioned myself as the practitioner. . . . Would I be able to handle the pressure, standing in front of knowledgeable/reputable coaches, some with over 10 years experience? In basic terms, would I sink or swim? Tonight was the first time I would experience a meeting with all the coaching staff present in one room. It was a frightening thought, I have to say. As my drive came to an end and the training ground was in sight I glanced at the clock and felt increasingly anxious, the meeting was due to start in 40 min.

Initially, I was concerned that the coaches may not “buy into” such a program if they perceived that it would impinge on their contact/coaching time with the players. My main objective was to highlight the importance of psychology in soccer through effective coaching practice, indicating that coaches can integrate psychology into what they already do. I thought this would reduce any feelings of threat and get the coaches on board.

Driving home after the meeting I had time to reflect, my head was buzzing. . . . When I got home I began to write. . . . My field notes had an upbeat tone “The meeting went well. I was surprised at the staff turnout and the way in which the coaches got involved and engaged in the process.” Everyone had something to contribute, which for me made it all the more worthwhile. As my journey got underway, I begin to mull over some of the key points raised in the meeting. . . . “Everyone needs to be speaking the same language” was identified as an essential factor.

During the following meeting with my supervisor I reran these postmeeting reflections. Freese (2006), from a teaching perspective, highlights Cochran-Smith’s (1991) notion that it is important that students (who are learning to become teachers) participate in reflective conversations with mentors about their teaching and learning experiences. These sentiments applied perfectly to my own situation, because I was trying out new things and needed to talk them through with someone I trusted. Evidently, the process of supervision progressed beyond the first year, moving from an initial prescriptive approach to a shared (two-way) approach to reflection.

Year 3: “Reflection Has Become a Public Event Now.” In my final year of supervision I was able to carry out individual project work while continuing peer observations and associated reflection. I felt that a large amount of support, feedback, and reflection was generated through the supervisory support-group meetings. I used this opportunity to put forward particular case studies to the group and so was able to evaluate and reflect on my own actions and those of my peers. Also, these meetings facilitated the process of layered reflection in that I was able to reflect further on reflections that had taken place earlier in the practice domain.

Attendance and participation in the supervisory support group and Northern Network meetings opened the gateway to a more detailed sharing of my own and others’ applied experiences. This forum facilitated my ability to reflect on action (Anderson et al., 2004) and provided the opportunity for a range of feedback from a number of people. As an example, a case study that I brought up for discussion attended to issues that I was currently experiencing as a practitioner and envisaged to be ongoing.

As I followed the coach across the pitch after training he began to vent his frustrations, in particular concerning the team dynamics. . . . “That group of players are ruining training for everyone else, causing conflict and having a negative influence on those who do stand a chance of making it.” He described the ongoing problem that he faced on a daily basis. I could sense his anger and irritation, as the issue had remained unresolved for some time.

I raised this scenario within the group. I felt relaxed enough to share my thoughts, feelings and actions that related to the above incident. My notes helped me to frame my input: “Although wanting to feel of use to the coach and address his frustration, I felt an immediate need to also engage contact with the players in question, I sensed there must be an underlying issue that was leading to such behavior in the training environment.” People round the table began to ask further questions. “Whose needs do I want to meet? Who is the client? And what, if any, will be the repercussions?” Through these prompts I was able to unpick a number of my own thoughts and engaged with ideas from others also.

Through this meeting I was challenged to support and at times reflect on my actions through a different lens; I was able to take a step back and look at the situation from an outside perspective. One emerging theme dominated my thinking: How could the needs of both the coach and group of players be met? Who was the client?

Taking this opportunity to share my experiences with others created a round-table discussion that enabled views to be exchanged and further reflective practice to be generated (Knowles et al., 2001). Significantly, this procedure demonstrates reflection in action (personal accounts) and reflection on action (group discussion) taking place.

Overall, the 3-year process of supervision incorporated the development of layered reflection, generated by using a range of different mechanisms. More specifically, this section illustrates how I engaged in reflective practice procedures via personal journal writing, one on one meetings with my supervisor, and shared supervision group meetings. Over time, the combination of experiences increased my capacity to make sense of my applied experiences, to critically evaluate my own practice, and to manage my own professional and personal development (Anderson et al., 2004).

Locating Reflective Writing More Specifically

Issues associated with reflective writing have been introduced earlier in the article. The following discussion seeks to expand on the aforementioned material by suggesting ways of classifying reflective writing before briefly relating this discussion to the reflective accounts provided in the present article.

As a writing genre, reflective texts (and reflection as a process) can be associated with differential levels of cognitive engagement (Goodman, 1984). The three

levels of reflective practice (and so writing) proposed by Goodman align conceptually with the three levels of cognitive interest outlined by Habermas (1971). Goodman's first level of reflection aligns with what Habermas termed *technical* cognitive interest and relates to a limited form of reflection. Such reflection might deal with measurable issues such as efficiency, effectiveness, and accountability. In a similar manner, Level 2 reflection might be associated with practical cognitive interest, which embraces an assessment of the consequences of actions and also touches on a review of the underlying rationale for practice. Finally, Level 3 reflection contains strong intuitive associations with emancipatory processes and incorporates reflection on ethical issues. In addition, this highest level locates practice in the wider social and political scheme of things.

These levels do seem to carry a practical, as well as an informing, currency. For example, it seems reasonable to suggest that readers would be provided with a richer epistemology when reading Level 2 and 3, as opposed to a Level 1 text. Similarly, a supervisor might take the view that supervisees might be demonstrating a greater sense of applied maturity when they reflect, and maybe start to write, in a way that aligns with the higher levels of reflection.

Having sketched out some of the considerations that surround the process of writing in a personal and reflective way, it is possible to position the rationale for the different epistemology in the present article. The writing approaches vary as the article begins and ends in a realist author-evacuated manner. For example, in Part 1, a supervisor's generic view of how reflective practice might be encouraged and developed helped to set the scene for the supervisee case study to follow. More specifically, the supervisor (Author 1) does come in and out of focus as the text progresses, and so, to a degree, there are moments of the author being present in the text. In the main, however, the author remains at some distance from the reader, writing as a presenter might talk to an audience. This seemed an appropriate style to adopt as the supervisor offers general views and observations on reflection and supervision that dovetail eventually into a series of case-specific practice statements. The writing task has no need for context-specific elaboration or forays into personal or emotional matters.

In contrast, the case account provided in Part 2 adjusts the writing form to offer readers a more personalized style of communication. Here the author (third author) is present in the text. The *I* emerges immediately, and the short vignettes include direct citations, reflective field notes, and references to thoughts, feelings, and actions. The story manages to traverse early and later stage mind-sets and, in doing so, captures the vulnerability of someone starting to practice as a sport psychologist and, later, the growing confidence built partly through the reflective protocols that were followed. To return to the earlier observations on classifications and style, the realist tale becomes more distant in Phase 2 (although references to reflective-practice concepts are occasionally made in a deductive manner). Part 2 moves the writing on reflection closer to what might be described (first in reflective and then in generic terms) as Level 1 and 2 confessional narrative. The case-study account tracked the reflective stages mapped out in the supervisor's 3-year table and, in that sense, was constrained by the aims of the article to connect reflection to a systematic process of applied development. Future reflective writing might, of course, hold different aspirations, and the epistemology should align accordingly.

Summary

The present article has sought to build on the thinking of Anderson et al. (2004) and provide a more practical view of reflective practice in action. General reflections on a 3-year applied sport psychology supervisory program acted as the backdrop for case-study accounts from the same period. The material offers insights into the way that structured and systematic reflection can support applied practice. The article also outlined a number of issues that impact the development of reflective writing in sport psychology. Later elements of the discussion linked the writing process to different levels of reflection and to confessional writing more generally. Overall, the present article sought to promote both reflective practice and reflective writing and appeals to both editors and practitioners to embrace the value inherent in reflecting on and writing about the applied experience, be it good, indifferent, or plain bad.

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