



The diagram shows a circular process with five stages: Description (What happened?), Feelings (What were you thinking and feeling?), Evaluation (What was good and bad about the experience?), Analysis (What sense can you make of the situation?), and Conclusion (What else could you have done?). An arrow points from Conclusion to Action Plan (If it arose again what would you do?), which then points back to Description.

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Becoming a Reflective Practitioner

SPHY101
Week 4 Tutorial

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Learning Objectives



- By the end of this tutorial students will be able to:
 - Define 'reflection' and 'reflective practice'
 - Describe the difference between *reflective* and *reflexive* practice
 - Explain the four levels of reflective practice
 - Consider why reflective practice is important in speech pathology
 - Critically analyse a piece of reflective writing

Understanding Reflection



- A critical reading activity
- Larkin, H., & Pepin, G., (2013). Becoming a reflective practitioner. In: K. Stagnitti., A. Schoo., & D. Welch, D. (Eds.), *Clinical and fieldwork placement in the health professions* (2nd ed. pp. 31-42.). South Melbourne, Australia: Oxford University Press

‘Expert Jigsaw’



- I’m going to break you into smaller groups now by giving you a number from 1-5
- In your group, I am going to ask you to read a small section of the reading for this week and to discuss it with the members of your group.
 - What is it saying?
 - What does it mean?
 - How far do you agree with what is being said?
 - Is there anything you don’t understand or need to clarify?
- You’ll *all* be experts on that one part of the paper.
- When you’ve finished that, you are going to move back into your original groups of 5. You will give your group a summary of your piece of the reading. Together you will be experts on the whole piece.



You will read:

1. Group 1’s – What is reflective practice?
2. Group 2’s – Why is reflection important?
3. Group 3’s – What does it mean to be reflective?
4. Group 4’s – What contributes to reflective practice?
5. Group 5’s – Becoming a reflective practitioner?

For your part of the paper, discuss ...



- What is it saying?
- What does it mean?
- How far do you agree with what is being said?
- Is there anything you don't understand or need to clarify?
- *Try to come up with a clear and succinct summary of the main messages of that section of the paper. This is what you are going to share back to the group.*



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Return to your group to summarise your section



Each group should now have someone with the number 1,2,3,4 and 5!

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Our Critical Questions

- Can you now answer?
 - What is the definition of 'reflection' and 'reflective practice'?
 - What is the difference between *reflective* and *reflexive* practice?
 - What are the four levels of reflective practice? Where do you sit currently?
 - Why is reflective practice important in Speech Pathology?

Applying Gibbs' Model of Reflection



www.pearsonportfolio.co.uk

The 'Expert Jigsaw' Activity



- We are going to use the activity you just completed as the basis of a 'reflection' using Gibbs' Model of Reflection
- Use the steps in the model to:
 1. Reflect on the way/s you communicated with your peers during the activity
 2. Reflect on what this activity helped you to discover about your own style of learning

Reflection Matrix for Gibbs' Model, 1988 (M.B. Fisher, 2012)

1. Reflect on the way you communicated with your peers during the Expert Jigsaw activity



Phases of Model	Focus Question Responses and Notes
1.Context	
2.Thoughts	
3. Feelings	
4.Evaluation	
5.Analyse	
6.Reframe	
7.Future action	

Discussion and questions



Break



More models of reflection...



- We have looked at Gibbs' model of reflection, which is a way of 'Reflecting on Action'.
- Other ways of reflecting on action include:
 - What? So What? What now?
 - The 4 R's Model

The 4 R's



Adapted from Deakin University, Reflective Writing, Retrieved 25.2.16 from: <http://www.deakin.edu.au/students/study-support/academic-resources/reflective-writing>

Action	Description
REPORT	In the Report stage you describe, report or retell the key elements of what you have learnt, seen or experienced.
RELATE	In the Relate stage you draw a relationship between your current personal or theoretical understandings and identify aspects of the observation that have a personal meaning or that connect with your experience.
REASON	In the Reason stage you explore the relationship between theory and practice and seek a deep understanding of why something has happened. You explore or analyse a concept, event or experience by asking questions and looking for answers, reviewing the literature, considering alternatives and multiple perspectives.
RECONSTRUCT	In the Reconstruct stage you discuss improvements that could be made or identify something you need or plan to do or change. You should be able to generalise and/or apply your learning to other contexts and your future professional practice. This might involve developing general principles, formulating personal theories of teaching or taking a stand or position on an issue.

Why are we using reflection in SPHY101?



- To encourage you to make connections, between what you already know and are able to do and what you are learning
- Make connections between theory and practice or between course content and personal experience
- To indicate your understanding by identifying any questions you have, and what you have yet to learn
- To encourage you to become a reflective practitioner in your future career. This is the key to life-long learning, growth and meaningful change.

Reflective Writing



It is the language of experience, emotion, thinking, discussion and evaluation. Your writing answers the questions:

What? Why? How? So what? Now what?

https://students.acu.edu.au/office_of_student_success/academic_skills_unit_asu/academic_reading_and_writing/academic_writing/reflective_writing/language_for_reflecting

Reflective writing...



- Is subjective
- Includes description (what, when, who) AND analysis / interpretation (how, why, what if)
- Can use the first person i.e. I, me, we, us
- Links personal experiences with theory/practice/discipline specific knowledge
- Can be more emotive than other forms of academic writing
- Can use a more informal style of writing, but not colloquial
- Still uses academic conventions for acknowledging the work of others i.e. referencing
- Is well written and formatted with correct use of paragraphs, spelling, grammar, punctuation
- Tells a cohesive narrative (or story); may involve a journey over time

Reflective writing...



- The actions (verbs) when you reflect are usually those of feeling and thinking e.g. *feeling, felt, considered, experienced, wondered, remembered, discovered, learned.*
- When you are reflecting, if your opinion is not all that strong, you can modify or soften it by using words like *may, perhaps* or *might*

Examples of phrases used in reflective writing



- My experience of this leads me to believe/think/question...
- I think/feel/believe/hope/am convinced...
- I remember/recall...
- This was difficult/easy/frightening/exciting etc.
- I find this worrying/amusing/convenient etc.
- For me, this assertion is very difficult to agree with...
- I agree/do not agree with Smith (2013) when she argues that...
- Based on my personal beliefs and experiences...
- In my mind the key question/issue is...
- It had not occurred to me that ...



<http://www.deakin.edu.au/students/study-support/academic-resources/reflective-writing>

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Critical Analysis of Reflective Writing



- I will give you an example of a piece of reflective writing.
- You are going to work in pairs to critically analyse this paper by considering a series of different criteria
- There will be criteria which address:
 - Reflective writing conventions
 - Spelling, grammar, punctuation, cohesion



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Discussion



What did you think of this paper? What examples did you highlight to support your analysis?

Your presentations



Address any questions or clarifications