

# Your Resource Pack



**Critical reflection; a dynamic process that explores how people feel, uncovers assumptions, oppressive power structures and challenges the status quo.**

We understand that when it comes to critical reflection in practice... Other things often take priority. It needs time, commitment and practice. There are a variety of ways in which practitioners use reflection. Different models will suit different settings and personalities.

## Why is it useful?

- It raises awareness
- It challenges accepted situations
- Creates alternatives
- Offers multi-perspectives
- Provides a greater depth of analysis & learning

Critical reflection and analysis is now a recognised professional capability, through each career stage, and should be an integral element of supervision and decision making.

This resource pack has been designed to equip you with a variety of tools to use in many different ways. They range from simple, individual exercises which can be carried out quickly everyday, to exercises that you can prepare and use in supervision and in-depth day long workshops that could be used for whole teams .

This pack provides practical examples of reflective models to help you to explore, challenge and develop your social work value base and practice. Common to all is the element of personal involvement, what you did or felt, and the cyclical nature of process leading to future actions or responses. Considering the why and how instead of just what.

### Results:

#### Might be action

you will literally do something different

#### Might be a changed perspective

which subtly alters the course of events

#### Might not be anything

i.e. I am making an informed decision to continue as I am. The outcome may be the same but you arrive at in a robust way. Your hypothesis / argument will stand up to scrutiny

Reproduced with the kind permission of Ali Bell - Principal Social Worker, Practice Education - Cornwall Council

Please use these tools as a starting point; talk to your supervisor about ways that we can be critically reflective in our daily practice

Critically Reflective Practice  
**Solution Focussed Reflection**

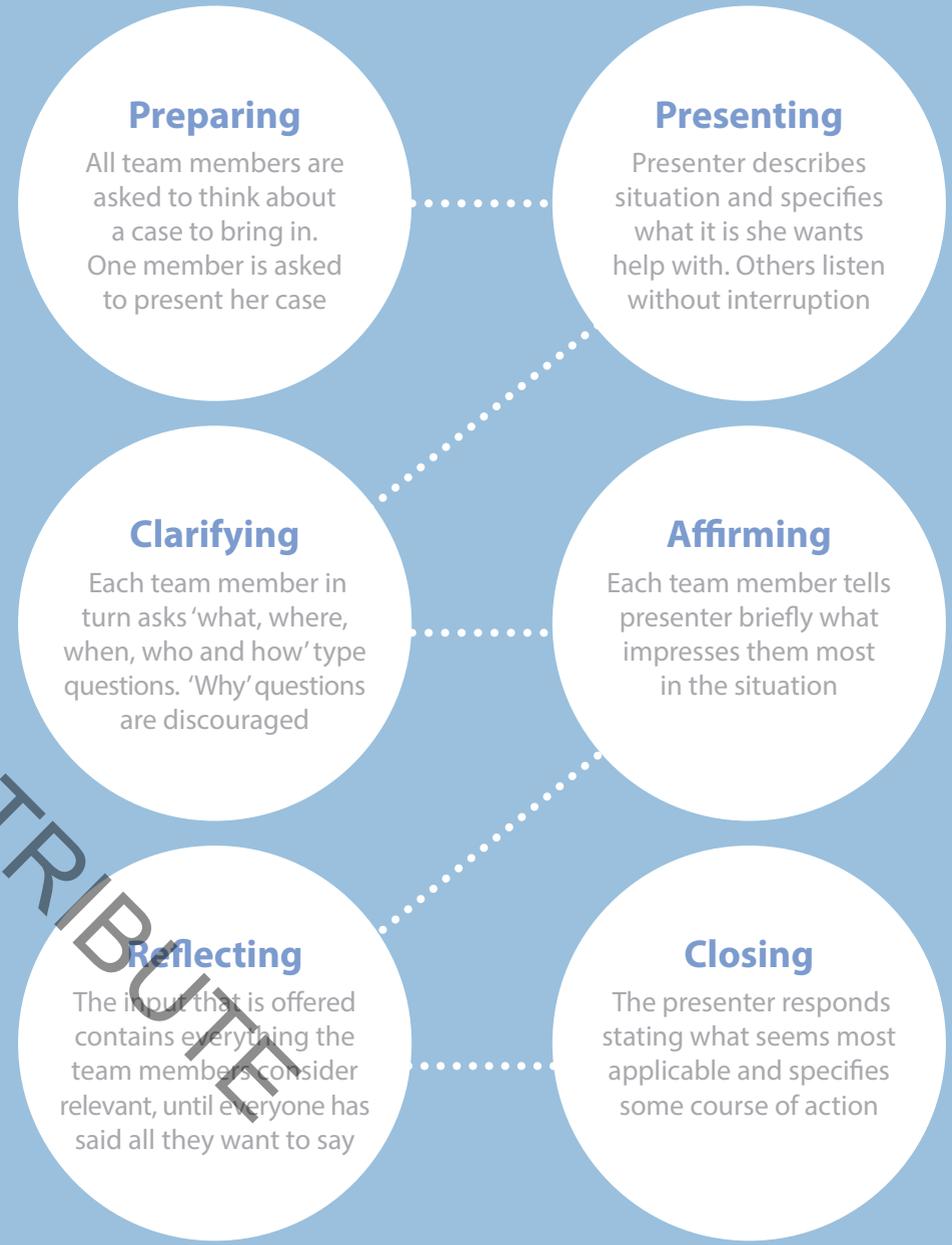


DO NOT DISTRIBUTE

**Recipe Card One of a Menu of Choices**

**In a team meeting or workshop**

A structured team reflection exercise. It should be facilitated by someone versed in the approach. Each time you run this exercise one of the team members brings in a case and the other team members are in the helping role. The exercise works best when its rules are precisely followed.



**Preparing**

All team members are asked to think about a case to bring in. One member is asked to present her case

**Presenting**

Presenter describes situation and specifies what it is she wants help with. Others listen without interruption

**Clarifying**

Each team member in turn asks 'what, where, when, who and how' type questions. 'Why' questions are discouraged

**Affirming**

Each team member tells presenter briefly what impresses them most in the situation

**Reflecting**

The input that is offered contains everything the team members consider relevant, until everyone has said all they want to say

**Closing**

The presenter responds stating what seems most applicable and specifies some course of action

**Solution focus; strengths, future, collaborating to find a way forward, optimism, possibilities, imaginative thinking, what is working, simplicity**

Individual presenters are helped in a very practical way. An atmosphere of openness and collaboration emerges. By the amount of ideas and perspectives everyone becomes more aware of the intelligence, wisdom and experience the team already contains.

# Critically Reflective Practice Gillian Ruch Model



DO NOT DISTRIBUTE

## Recipe Card Two of a Menu of Choices

### In a team meeting or workshop

Principles of relationship based practice. Focuses on the individual in context and on the psychological and social. The model has an inclusive attitude to the nature of knowledge including intuition, emotion and experience, it recognises professional vulnerability and dependency. It should be facilitated by someone versed in the approach.

### Stage 1

A group member presents an issue from their practice which is interesting, concerning or preoccupying them

Other group members are encouraged to pay close attention to how the issue is framed. Not taking notes, just listening attentively

The facilitator creates a safe space for all to explore issues of power and prejudice and keeps the ground rules (time keeping etc). Helps the group think about practice, model tolerance, contain anxiety

### Stage 2

The presenter now remains silent and observes while the group explores what the issue has provoked or evoked for them.

What has caught their attention?

What might be the significance of the additional information they are seeking?

Remain curious

Comment in a tentative way

Avoid an interrogating style

Avoid problem solving behaviours

Be respectful of others views/perspectives

Not blaming

Use everyday language

### Stage 3

Presenter comments on what has caught her attention in the group discussion.

Thinks about why different perspectives might have been explored and how these can contribute to a more informed response.

Provides ideas to inform subsequent actions.

## Critically Reflective Practice **Jan Fook Model**



DO NOT DISTRIBUTE

### Recipe Card Three of a Menu of Choices

#### In a team meeting or workshop

The process involves a small group who assist each other to critically reflect on their practice in a confidential setting facilitated by someone versed in the approach. It can take 3-4 hours to work through the process. The facilitator models the process by presenting their own example practice issue and asking the group to assist her in critically reflecting on it. A group member then presents their critical incident / significant event both verbally and in writing to the group.

#### Stage 1

##### Analysis & Deconstruction

The group asks critically reflective questions based on four theoretical traditions. Facilitator tries to ensure that presenter reaches a point where they feel able to articulate assumptions which have been discovered and identify major learning which they wish to take away and reflect further on. Facilitator draws out themes, summarises and prepares group for second stage.

#### Stage 2

##### Change & Reconstruction

Presenter reflects further on thinking which has been unearthed and presents a revised theory of practice with a view to devising specific practice strategies from it. Group assists process by asking questions focused how practice or thinking has changed.

#### Stage 3

##### Action

The facilitator may encourage the presenter to 'put a label' on this new set of actions and reflections, thus engaging in the process of creating their own personal 'theory of practice'.

Critically Reflective Practice  
**One Minute Paper**



DO NOT DISTRIBUTE

### Question 1

What was the most important thing I learnt today?

### Question 2

What question remains unanswered?

#### Recipe Card **Four** of a Menu of Choices

#### For individual use

The one-minute paper (OMP) described by Stead (2005) is an exercise usually used at the end of a class which requires students to write down answers to two questions

#### Notes

Stead (2005) has noted that the impact of the technique can be diluted through overuse. However, it does provide opportunities to: reflect upon practice, to ask questions about practice and be challenged to change or improve upon skills and knowledge.

Stead, David, 'A Review of the One-Minute Paper', *Active Learning in Higher Education* Vol. 6, No. 2, 2005, pp. 118-131.

Critically Reflective Practice  
**Critical Questioning**



DO NOT DISTRIBUTE

Identify fears about the issue  
Identify the outcome wanted  
Explore what solutions have been tried and what hindered these  
Don't offer your own solutions  
Enable the sharer to consider other options of their own, and consider what they feel about these ideas  
Ask 'what else..?' questions  
Sharer think about devising a personal action plan

**What will I stop doing?**  
**What will I start doing?**  
**What will I continue doing?**

Listener help to elicit a self-motivating statement to summarise e.g. my new approach to this situation is...

Recipe Card Five of a Menu of Choices

**In pairs: link up with peers / colleagues / students a critical friend**  
Having written your reflection, diary or some type of record of practice. Agree your ground rules / feedback models at all times. Each take a turn being the listener and the sharer. The role of the listener is to help you to fully explore your thinking and your responses. Sharer needs to feel safe and able to openly discuss their feelings. Listener must help the person remain focused about themselves rather than elaborate scene setting or long winded descriptions.

Critically Reflective Practice  
**Critical Event Analysis**



DO NOT DISTRIBUTE

Recipe Card Six of a Menu of Choices

**Individually or in supervision**

Consider an event or issue that is particularly significant for you. It does not have to be 'critical' in the sense of it being an emergency or dangerous – just an issue or significant event, that you would like to consider critically in more depth.

**Stage 1**

Aspects of the 'incident'

Context

What led up to it

Who was involved

The details of what happened

What your concerns were at the time including relevant theory / research which might have influenced you

What you were feeling during and after

What might you have wanted your response to be?

**Stage 2**

If you were faced with similar feelings / issues again is there anything you would want to change

How were your values confirmed or challenged? Were you aware of any conflicts?

What have you learned about yourself?

Did you identify any gaps in your knowledge or experience?

If so - what were they?

What did you or could you do about them?

Identify one or two areas for development for yourself as a social worker following this analysis

Identify one or two strengths you have as a social worker following this analysis

Critically Reflective Practice  
**Practical Model 1**



DO NOT DISTRIBUTE

This is what I did

.....

.....

.....

This is why I did it

.....

.....

.....

This is what I think about what I did

.....

.....

.....

On reflection, this is what I would do differently

.....

.....

.....

This is the knowledge that informed my practice

.....

.....

.....

These are the skills and personal qualities I think I used

.....

.....

.....

These are the values I think I demonstrated

.....

.....

.....

This is what I learned from this experience

.....

.....

.....

These are the learning & development needs I have identified

.....

.....

.....

Recipe Card **Seven** of a Menu of Choices

**Individually**  
For any piece of work describe the following...

Critically Reflective Practice  
**What? So What? Now What?**

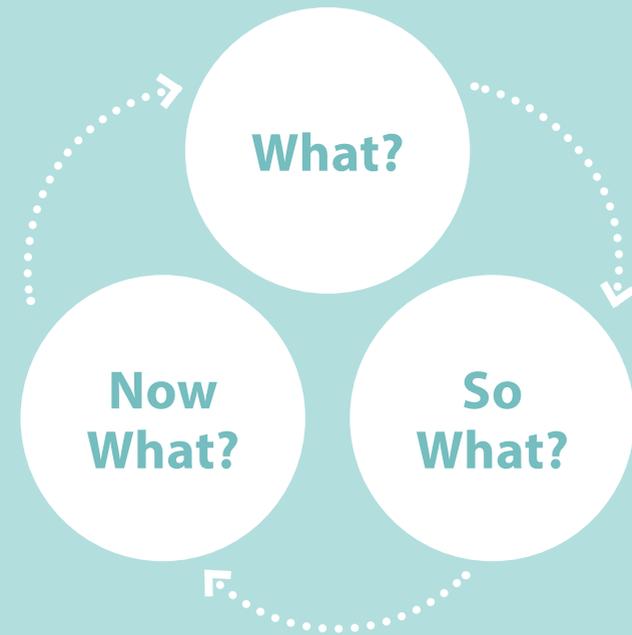


DO NOT DISSEMINATE

Recipe Card **Eight** of a Menu of Choices

**Individually in pairs, supervision or groups**

Borton's (1970) developmental model provides 3 easy to remember stem questions, it has been developed by Driscoll (1994) and Rolfe et al (2001) who have matched the 3 questions to the stages of an experiential learning cycle, and used trigger questions to stimulate reflection and complete the cycle.



**What?**

Descriptive level of reflection - the practitioner describes and defines on the situation in order to begin reflecting on it

- is the purpose for returning to the situation?
- was my role in the situation? What other relationships were involved?
- is the relevant context and background?
- was I trying to achieve?
- was my reaction? What feelings did it evoke?
- actions did I take?
- was the response of others?
- do I see as the key aspects of the situation?

**So what?**

Building level of reflection - the practitioner constructs personal theory and knowledge about the situation in order to learn from it

- were you trying to achieve? Was going through your mind as you acted?
- beliefs and values influenced your actions?
- assumptions did you make?
- knowledge did you base your actions on?
- other knowledge can you bring to the situation now?
- 'good' emerged from the situation; for you? For others?
- troubles you, if anything?
- is your new understanding of the situation?
- broader issues arise from the situation?

**Now what?**

Critical Reflection – action orientated reflexive level of reflection - the practitioner reflects on action and considers ways of improving the situation and reflects on the consequences of his/her actions

- are the implications for you? Others involved?
- needs to happen to alter the situation?
- happens if you decide not to alter anything?
- might you do differently if faced with a similar situation again?
- might be the consequences of this action?
- information or skills do you need to face a similar situation?
- CPD or service needs have been identified?

Critically Reflective Practice  
**Appreciative Inquiry**



DO NOT DISTRIBUTE

Recipe Card Nine of a Menu of Choices

**In pairs, supervision or groups**

Appreciative inquiry is based on a model by Coopriider & Srivastra (1987)

As a method to promote critical reflection it is developed as a strengths based conversation identifying what is working well, how we know it is working, what is transferrable and how we can keep doing it. It is used in the Signs of Safety Workbook as the 'Turning questions in to Conversations: EARS Process' (2012). The process is participatory and in team meetings gives all involved a common objective, it can strengthen relationships, lead to a positive working environment and boost morale. The role of the facilitator is to develop questions and encourage reflective practice – observers can contribute by maintaining a positive discussion environment and sustaining engagement.

Appreciative Inquiry



**Can you tell me about a piece of practice you feel proud of?**

- Who did what, where and when?
- What happened that made this piece of work important?
- What made this different?
- How did you make this happen?
- What else did you do? What else? And what else?
- Who else was involved? How did they help build this success?
- What would... (supervisor, mother, father, child, judge or anyone else who was involved) say you did to contribute to achieving these outcomes?
- How did you know what you were doing was working? What difference did you see in... (supervisor, mother, father, child, judge or anyone else who was involved) that told you what you were doing was working?



- When you think about this piece of work what was the most important thing you learnt?
- What is the thing you feel proudest about in this situation?
- What transferrable learning can you apply to your future practice?
- On a scale of 0 -10 where would you rate this practice (0 being 'it was my worst effort ever' and 10 being 'it's as good as I can do with the resources I had in the situation at the time').



- Begin again, looking for more behavioural and meaningful detail.
- Focus deeper still on specific issues that came up during the process above.



# Critically Reflective Practice Action Learning Sets



## Recipe Card Ten of a Menu of Choices

### In a team meeting or workshop

Action Learning, as practice, is a set of structured interactions that enable us to make distinctions about events in context, in movement and action that ordinary patterns of exchange overlook. The PSW/PE will have been trained in this approach and should refer to the full Action Learning Set Folder.

A basic principle of Action Learning is that in order to make progress with a real problem one must be able to recognise when you have a difficulty and be prepared to share this with others.

### Exploring with questioning insight...

Used best with an established and stable group, individual members are required to show commitment to:

Tackling the issue, challenge or problem - that is; taking action and reflecting on that action

Attending all the group/set meetings

Supporting and challenging the other members

Developing the group as a whole

### Creating the conditions...

Allowing people to:

Say "I don't know"

Share thoughts and feelings

Try new ideas

Involve and listen to people at all levels - dialogue rather than monologue

Reflect on what they are doing - the effects they are having on their issue or challenge, on other people, and on the organisation

### There are many methods and techniques the facilitator can implement but we can all ask useful questions such as:

What am I trying to do?

What is stopping me from doing it?

What can I do about it?

Who knows what I am trying to do?

Who cares about what I am trying to do?

Who else can do anything to help?

There is no single commonly-accepted definition of "Action Learning". What we do have are a number of methods and techniques that are based on "Action Learning principles". These principles were first put together by Reg Revans (1907-2003).