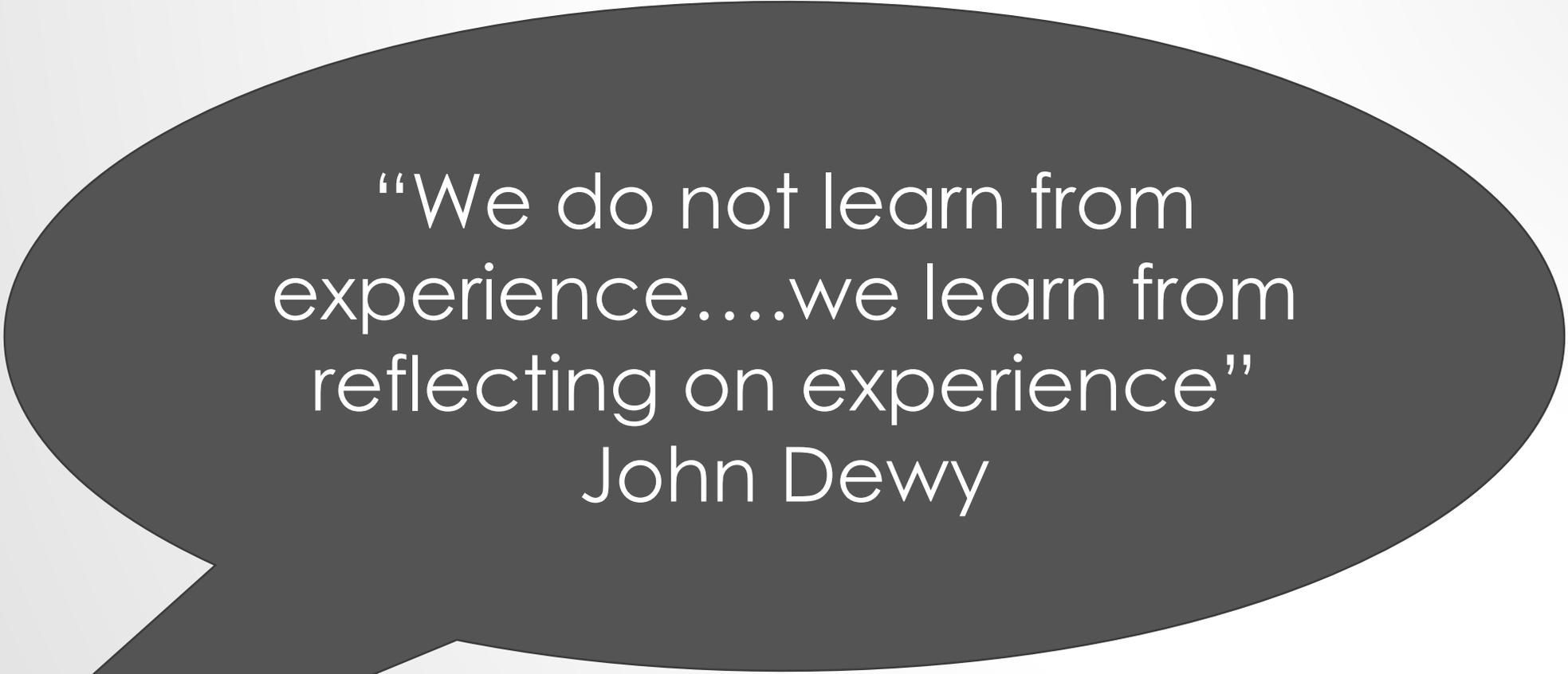




# 'PROMOTING REFLECTIVE PRACTICE: WHAT PRACTICE EDUCATORS AND SUPERVISORS CAN DO'.

Community Care Live, London 2018

Dr Jo Finch  
Reader in Social Work  
University of East London  
[J.Finch@uel.ac.uk](mailto:J.Finch@uel.ac.uk)  
@jojofinhers



“We do not learn from  
experience....we learn from  
reflecting on experience”

John Dewy

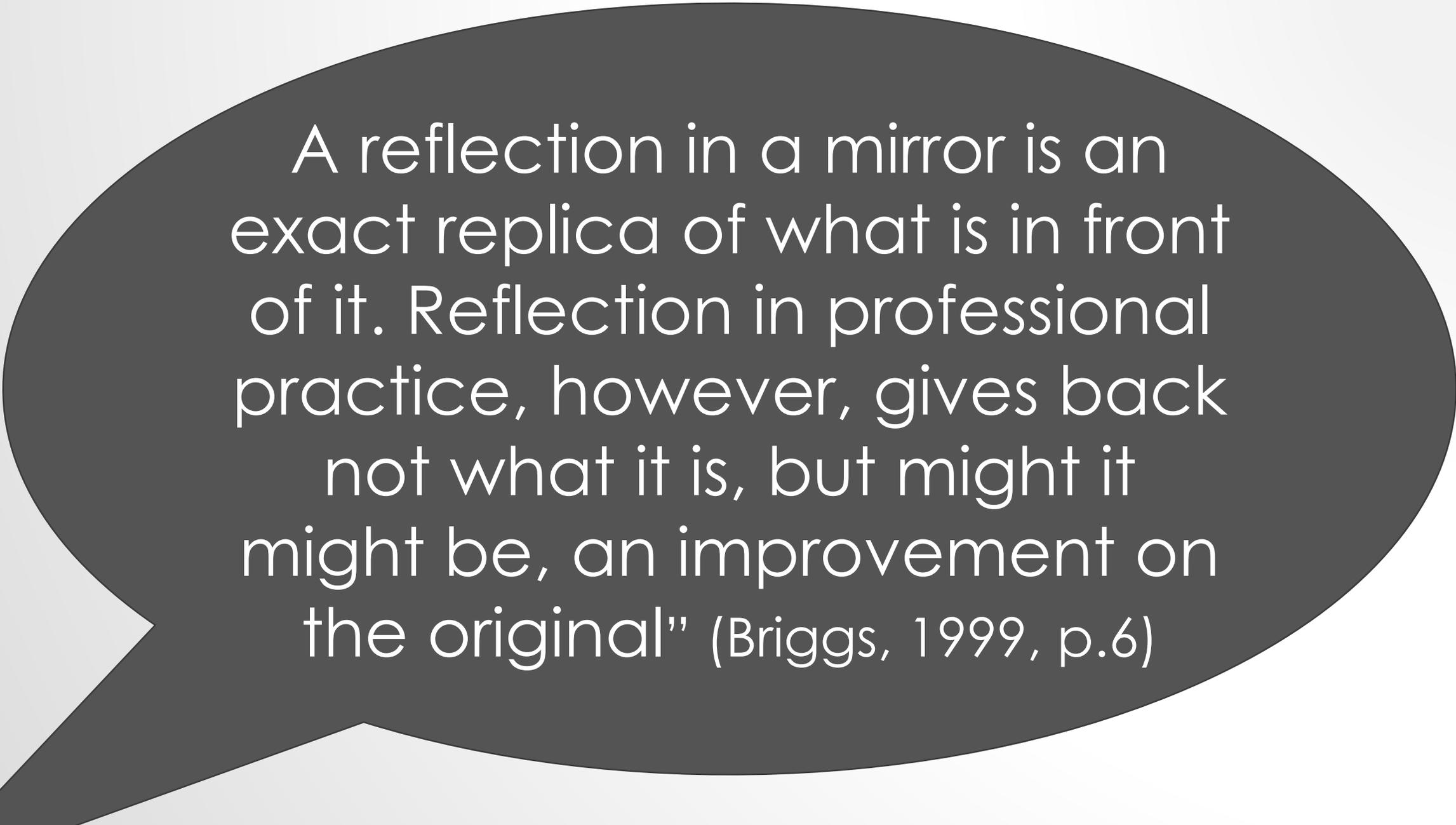
# OVERVIEW OF PRESENTATION

- What is reflection?
- Reflective Models
- How to help students reflect
- The SHARE model
- Other great resources



# WHAT IS REFLECTION?

**A form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and possibly emotions that we already possess (Moon, 2005, p1)**



A reflection in a mirror is an exact replica of what is in front of it. Reflection in professional practice, however, gives back not what it is, but might it might be, an improvement on the original" (Briggs, 1999, p.6)

WHAT DOES REFLECTION MEAN TO YOU?

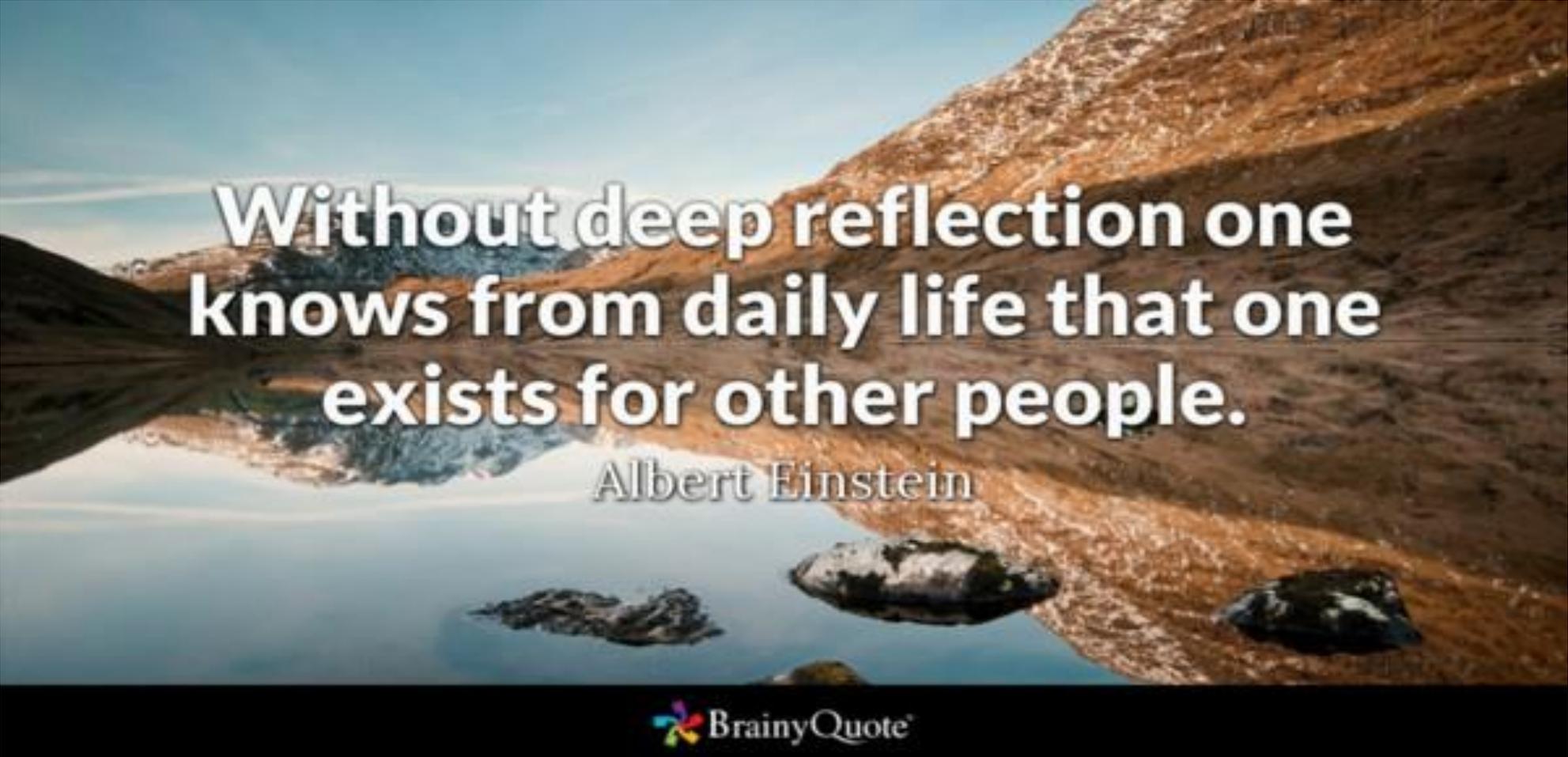


shutterstock.com - 433036531

# WHY BOTHER ?

- Why is reflective important in social work
- Why should social work students be reflective
- Why might student social workers find it difficult to be critically reflective?

# HOW DO YOU HELP STUDENTS TO REFLECT ON THEIR PRACTICE?



**Without deep reflection one knows from daily life that one exists for other people.**

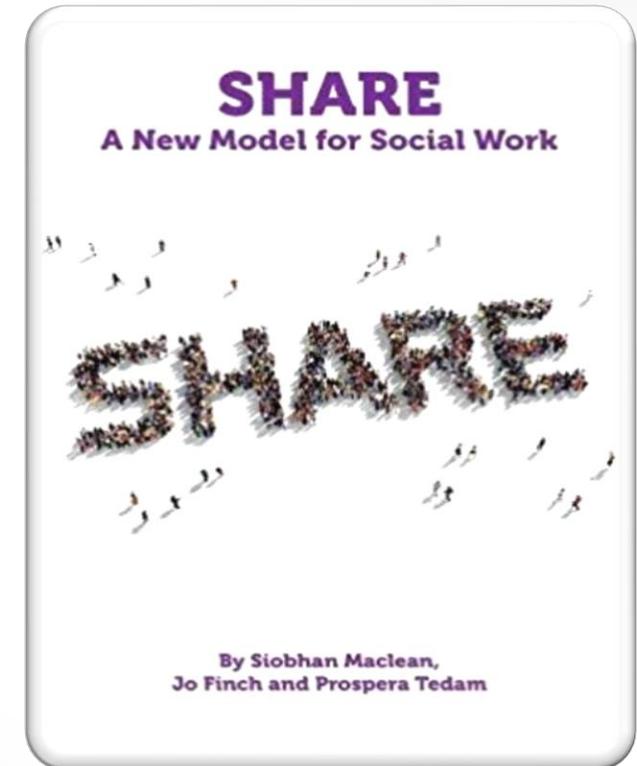
Albert Einstein

# MODELS OF REFLECTION

- **Gibbs (1988)** Reflective model
- **Borton (1970)** –What, So what, now what?
- **Schon (1983)** ‘for’, ‘in’ and on ‘action’
- **SHARE** (Maclean, Finch & Tedam 2018)
  
- What do you use?

# THE SHARE MODEL

- Newly developed model for social work and beyond (Maclean, Finch & Tedam 2018)
- Multisensory approach to a range of interventions
- Wide application to learning and education.
- Especially useful as a model of reflection
- **S**eeing
- **H**earing
- **A**ction
- **R**eading
- **E**valuation



# SHARE

A New Model for Social Work



By Siobhan Maclean,  
Jo Finch and Prospera Tedam

Central to  
the SHARE  
model

What?  
Why?  
How?

# SHARE AND PRACTICE EDUCATION

• A NUMBER OF WAYS TO USE THE MODEL...

- Assessment (formative and summative)
- As part of Developing a good relationship between the student and the PE (builds on Tedam's Mandela model)
- Helping the student develop reflective practice
- enabling the student to become more confident in decision making

**S – What have you seen? What haven't you seen? What might you have lost sight of? How would you describe your vision (view) in terms of this situation**

**H – What have you heard? From who? What haven't you heard? Whose voice is the most influential? Why? Have you heard all the stakeholders voices?**

**A – What have you done? What impact has it had? What have others done? What impact has it had? What has not been done?**

**R – What have you read? Previous case notes? Other professional reports? Research? Theory? Legislation?**

• Helping the student develop reflective practice

**E – How are you evaluating all of this? What is important? What isn't? How do you feel? What impact does it have? What's worked well? What hasn't? What are the facts? How do you know? How do you feel?**

# SEEING

What/who has your student been 'seeing' whilst on placement?

- Service users (children, adults, single people, married couples etc)
- Other professionals- health, education, voluntary, statutory workers?
- Processes/systems-Do these work? What are the strengths and limitations?

# HEARING

- How people speak- tone, pitch, speed, fluency.
- Does this influence your students perceptions? How? Why?
- Whose voices are heard?
- Whose voices are not heard?

# ACTION

- Seeing and hearing impacts on what we 'do'.
- Why did your student take a particular course of action?
- What alternatives were considered?

# READING

- What literature and research is informing your students approach to service users and practice learning? Why?
- Case & family files? Electronic or paper? How do these support their learning?
- What should the student be reading?

# EVALUATION

- Reaching conclusions using available evidence.
- What evidence the student drawing up on in their work/assessments of situations
- What evidence is your student using to support their portfolio/learning?
- What evidence is there there of students developing reflective skills
- How are the students reflections informing their developing confidence and practice?

# USEFUL RESOURCES

- The Social Work Pocket Guide to...Reflective Practice (Kirwin Maclean Associates)
- Reflective Practice Cards (Siobahn Maclean)

# REFLECTIVE PRACTICE IS THEREFORE ABOUT....

- Thinking
- Self awareness
- Depth
- Criticality
- Values
- consideration
- Exploration
- Thinking
- Learning
- Evaluation
- Analysing

# REFLECTIVE PRACTICE IS THEREFORE ABOUT.....

- Thinking
- Self aware
- Dependent
- Valuing
- Consistent

Your job as PEs is to

- 1) Model critically reflective practice
- 2) Use creative techniques to help the student develop their reflective capabilities

at

ing