

# The Reflective Practitioner

UKPHR practitioner conference

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# Workshop Outline

- What is reflection
- Why is it important
- How do we do it
- The use of reflection for CPD purposes

## Learning outcome

*By the end of the W/S you will have an understanding of what constitutes reflective practice, understand the CPD requirements for PH practitioners and will have written and shared a reflective account*

# Who is it relevant for?

- Registered Professionals (including PH practitioners)
- Those working towards Public Health Practitioner registration
- Anyone who wants to improve their practice

# Registered PH Professionals

- UKPHR Practitioner CPD requirements
  - 75 hours / 5 year cycle (15 hours annually)
  - 25 hours must relate to UKPHR 4 areas of practice
  - Each CPD requires a reflective comment
  - CPD and PDP should be linked
- FPH CPD requirements
  - 50 credits per year (15 for practitioner members).  
No more than 5 credits claimed per reflective note.  
1 credit = 1 hour
  - Mandatory online annual diary submission

# Working towards PH Practitioner registration

## UKPHR Practitioner Standards

### Area 1: Professional and ethical practice

4. Continually develop and improve own and others' practice in public health by:
  - a) Reflecting on own behaviour and practice and identifying where improvements should be made
  - e) Objectively and constructively contributing to reviewing the effectiveness of own area of work

*Why is reflective practice  
important and what does it  
mean to you?*

# Importance of Reflection

- Increasing professional emphasis on good quality reflective notes to enhance professional learning and strive to be a better and more effective practitioner
- 'Reflection' is to improve practice
- Shift towards professional appraisal for PH specialists
- Samples are audited as part of the FPH CPD annual audit
- UKPHR standards & CPD require practitioners to demonstrate reflective practice

# What is Reflection (Reflective Thinking)?

- ‘consciously thinking about and analysing what you are doing and what you have done; thinking about what and how you have learnt’
- Reflection is a developmental thinking process that is contextualised into past experiences, thus it is unique to each individual and not merely a description of the events themselves



# Reflective Thinking

- Reflective thinking process starts with you.
- Before you can begin to assess the words and ideas of others, you need to pause and identify and examine your own 'baseline' position.
- This involves revisiting your prior experience and knowledge of the topic you are exploring & involves considering how and why you think the way you do.
  - The examination of your beliefs, values, attitudes and assumptions forms the foundation of your interpretation of new events and ultimately builds a richer understanding and new learning.
- You recognise and define the valuable knowledge you bring to every new experience.
  - The learning process fundamentally relies on the important connections between what you already know and how you place that in the context of new events. In this way, you become an active, aware and critical learner.

# What Is Reflective Writing

- Reflective writing provides evidence of reflective thinking
- Valuable tool for helping you to formulate and clarify your evolving thinking as it develops.
- Usually involves:
  - Looking back at something (often an event/piece of work).
  - Documenting your personal analysis of the event/piece of work in depth and from different perspectives,).
  - Writing carefully about what the event/piece of work means for you and your ongoing progress as a learner and/or practising professional.
- Reflective writing is thus more personal than other kinds of academic writing.
- Genuinely reflective writing often involves ‘revealing’ anxieties, errors and weaknesses, as well as strengths and successes. This is fine as long as you show some understanding of possible causes, and explain how you plan to improve or manage a change.

# Reflective writing is:

- your response to experiences, opinions, events or new information
- your response to thoughts and feelings
- a way of thinking to explore your learning
- a way of making meaning out of what you study/do
- a way to achieve clarity and better understanding of what you are learning
- an opportunity to gain self-knowledge
- a chance to develop and reinforce writing skills

# What Are The Benefits To The Practitioner

- Learning is both an active and a reflective process.
- The learning cycle - reflection or thinking about what you have done and how and why you did it, form an integral part of learning.
- Because learning is often subconscious, we don't realise that we have gained new knowledge or understanding until we stop to contemplate a particular activity.
- Reflection, is a way for critical analysis, problem solving, synthesis of opposing ideas, evaluation, identifying patterns and creating meaning.
- Reflection will help you reach the higher levels of learning as well as identifying your own learning needs and improving your practice.

*What makes a good quality  
reflective note or summary?*

# Quality

- Willingness to live with uncertainty
- Willingness to explore emotions within learning
- Willingness to question everything (including beliefs and values, power structures etc)
- Willingness to be challenged
- Willingness to act
- Identifies gaps in learning
- Not just descriptive – more of the deeper levels
- Authentic
- Personal
- Looks at practice in context (more critical elements)
- Relevant and meaningful for learner
- Self directed but supported (supervisor)
- Leads to change in practice

# What makes a Good Quality Reflective Note: Style

- Use full sentences and complete paragraphs
- You can usually use personal pronouns like 'I', 'my' or 'we'
- Keep colloquial language to a minimum (eg, kid, bloke, stuff)
- Keep the length appropriate or concise (quality not quantity)
- A reflective task may allow you to use different modes of writing and language:
  - descriptive (outlining what something is or how something was done)
  - explanatory (explaining why or how it is like that)
  - expressive (I think, I feel, I believe)

# What makes a Good Quality Reflective

- Note: Content
- Clarity and good observation in presentation of learning event or issues;
- Depth and detail of reflective accounts;
- Honesty and self-assessment;
- Thoroughness of reflection and self-awareness;
- Evidence of a willingness to revise ideas;
- Evidence of creative thinking;
- Evidence of critical thinking;
- Evidence of a deep approach to the subject matter of the journal article, or online learning
- Representation of different cognitive skills (synthesis, analysis, evaluation etc);



# Reflective CPD Diary

1. Why did I choose this activity for my CPD?
2. What did I learn from this activity or event?
3. How am I going to apply this learning in my work?
4. What am I going to do in future to further develop this learning and/or meet any gaps in my knowledge, skills or understanding

# Quality of Reflection

## Poor

- descriptive account only, containing little deeper reflection

## Borderline

- brief, superficial reflection, but analysis not fully developed

## Good

- Well written with clear reflection and analysis, incorporating consistent evidence of creative and/or critical thinking

# Putting it into practice...

## Activity 1:

Using the reflection wheel handout write a reflective account about a recent piece of work

## Activity 2:

Swap your piece of reflection with the person next to you and ask each other some reflective questions to deepen the reflection

# Finally

- 'Reflection' is to improve practice
- This 'Reflection' needs to be effectively communicated for registration/appraisals/ revalidation/interview
- Reflective practice is about supporting colleagues so that we as a profession are assured that standards are maintained and we all continuously learn and develop
- [https://www.youtube.com/watch?v=SQL\\_v-0tvm0](https://www.youtube.com/watch?v=SQL_v-0tvm0)

# Contacts and further information

- <https://www.businessballs.com/freepdfmaterials/reflective-practice-self-assessment.pdf>
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