Reflective Practice
Training Tool

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Reflective Practice Training Tool
About this Initiative

Objectives:

• Enhance the professional development of MCH nurses by provided learning experiences that support participants to become ‘reflective practitioners’
• Improve staff capacity to deliver services for families with complex needs
• Increase confidence in decision making by MCH nurses
• Increase support for newly qualified staff and those recently recruited
• Improve the retention of staff through the implementation of reflective practice
Development process

- Tender awarded
- Reference group
- Content and structural design conceptualised
- Focus group testing
Content

• Needed to be directly relevant to the work place
• Practical information and strategies
• Utilising theoretical framework and evidence base
Instructional design

- CD ROM format – self directed learning and group activities
- Easy to navigate – sections and discrete activities
- Not too long to complete
- Include everything needed for completion
- Adult learning principles
- Modelling reflective practice
Focus groups

Included:
• 4 groups
• 33 MCHNs
• Practising nurses, team leaders, coordinators, perceptor
Reflective Practice

Education Resource for the Maternal and Child Health Nurse

Developed by

[Logos of organizations involved]
Reflective Practice
CD ROM flowchart

Introduction
- Introducing the CD ROM from content and navigation perspective
- Background
- Who – target audience
- How to use – individual and group work
- Glossary of terms
- Further reading

Setting the scene – being a learner
The following collection of activities will support you to think about:
✓ Are there connections between work and learning?
✓ Are there factors that influence your learning?
✓ Are there possibilities for learning?

Activities
- A day in the life
- My learning history
- Learning how to learn
- A portrait of my learning experiences at work
- Mentoring – a way of learning

Reflective Practice
The following collection of activities will support you to think about:
✓ What assumptions do you make about reflective practice?
✓ What am I trying to do by using reflective practices in my work?
✓ What techniques and tools are more likely to work for my situation?
✓ What forms of reflection improve my practice? How do I know?

Activities
- Assumptions about reflective practice
- A spotlight on reflective practice
- A learning journal
- A critical incident reflection framework
- Collaborative action learning groups
Activity: My learning history

Aim:
• To understand yourself as a learner by reflecting on how you learnt during your life.

Individual Action:
1. Create your own learning history timeline. Click here to view and print the “My Learning History” activity sheet to complete. See a sample below.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Write about a time when you remember learning something</th>
<th>How did I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>I remember learning to open my lunchbox in preparation for going to school.</td>
<td>Mum had shown me and then I tried it for myself, and kept trying until I could do it easily.</td>
</tr>
</tbody>
</table>

When filling in the activity sheet think about something you can remember “learning” during the different stages of your life.

Briefly describe that experience and then try to “categorise” how you were learning.

To assist you to “categorise” how you were learning, you can click here to view the “Examples of learning styles” information sheet.
Examples of learning styles

Example One: Visual, auditory and kinesthetic learning styles

Visual learning styles – this means you learn by seeing and looking.
You will:
• Take detailed notes rather than get involved in discussions
• Tend to sit in the front so you can see clearly
• Benefit from illustrations and presentations, and especially those in colour
• Make comments like:
  – “How do you see the situation?”
  – “What do you see stopping you?”
  – “Do you see what I am showing you?”

Auditory learning style – this means you learn by hearing and listening.
You will:
• Enjoy discussions and talking things through and listening to others
• Acquire knowledge by reading aloud
• Hum and/or talk to yourself
• Make comments like:
  – “I hear you clearly.”
  – “I’m wanting you to listen.”
  – “This sounds good.”
Examples of learning styles

Example One: Visual, auditory and kinesthetic learning styles continued

Kinesthetic learning style – this means you learn by touching and doing.
You will:
• Need lots of breaks and will want to move around
• Speak with your hands and gestures
• Remember what was done, but have difficulty with what was said or seen
• Learn through doing activities
• Make comments like:
  – “How do you feel about this?”
  – “Let’s move forward together.”
  – “Are you in touch with what I am saying?”
Activity: My learning history
(taken from the activity)

Take a moment to think about:

• What may be the benefits to a MCH nurse in having an auditory learning style? (Why is being able to learn through hearing and listening important?)

• Have you ever stopped to think about how your clients or colleagues learn?
Activity: My learning history

**Group Action:**
This activity can be done as a round-robin exercise with a group of colleagues and a facilitator.

Each table represents a particular stage (pre-school, tertiary). Participants rotate round the room visiting each table. At the table they discuss and fill in a large learning history activity sheet. The activity sheet on each table relates to the particular stage. Click here to view and print a copy of the “Stages – Learning History” activity sheets for the tables.

Once all participants have visited all tables, a facilitated discussion is held. Use the questions below to draw out some comparisons between the responses:

- Is there a preferred learning style at the different stages?
- Is there a preferred learning style for this group?
- What may be the benefits to a MCH nurse in having an auditory learning style? (Why is being able to learn through hearing and listening important?)
- Have you ever stopped to think about how your clients or colleagues learn?
- How do you explain things to parents?
- How do you explain things to colleagues?
Activity: Learning how to learn

Aim:
- To reflect on the notion of “learning about learning” and what this means for the individual.

Individual Action:
1. Bill Lucas is a Learning Strategist and Facilitator from England. He poses the following questions to professionals in the many workshops he facilitates:

   “Think about what you do when you don’t know what to do. Do you fall back on your knowledge of a subject? Do you try and remember what you did last time you were stuck?”

   Take a moment to think about
   - What do you do when you don’t know what to do?

2. Click on the photo of Bill Lucas and listen to what he has to say about learning how to learn.
Focus group feedback
Being a learner – setting the scene

- This section was most positively received
- Seen as “new” material not usually covered in professional development
- Relevant to MCH nurses personally and also for their clients – managers also saw value in understanding their staff
Reflective Practice

A spotlight on reflective practice

Aims:
- To introduce examples of reflective practice frameworks.
- To reflect on what being a reflective practitioner means for you.

Individual Action:
1. Click here to view and print the two-page information sheet “A spotlight on reflective practice”. This material gives a simple overview of reflective practice.

Read the information sheet and consider the following questions. (The questions appear in the two-page paper material).

- In what ways is reflective practice similar or different to activities such as chatting with colleagues and families?
- Do I use reflection in my practice?
- What do I need to know and be able to do as a reflective practitioner?
- What kind of reflective practitioner am I?
- How do I, or can I, use reflection in my practice?

If you would like a copy of the above questions on an activity sheet with spaces for you to respond to the questions, click here.
Activity: A learning journal

Aims:
• To consider whether you might use a learning journal.
• To consider in what form you might use a learning journal.

Individual Action:
1. Click here to view and print the “Exploring a ‘learning journal’” information sheet. This short document provides a rationale for, and an example of, a learning journal.

2. Take a moment to consider these questions:
   – How do I record what I learn through my practice currently?
   – Why might I use a learning journal?
   – Why might I not use a learning journal?
   – What would my learning journal look like? How would I use it?
Focus group feedback
Reflective Practice

• Gave advice about “how to” but didn’t specify “an absolute”
• Good to challenge assumptions first
• The “think about” questions were important to stimulate interest and understanding
Focus Group Feedback

Overall

“This was much better than I had expected”

- from a very experienced MCH nurse
Dissemination

- Through each Local Government Area
- Each nurse will receive a free copy
- Local decisions about group activities
- Evaluation included a CD ROM for nurses to return