Get Out of that Rut: Developing Through Reflective Practice

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Conflict of Interest Disclosure

We adhere to the Conflict of Interest Disclosure Policy of the American Speech-Language-Hearing Association. We have no potential conflicts with our content.
Overview

- Establish need for reflection
- Define reflection and related terms
- Describe connections between EBP and reflection
- Identify models of reflective practice
  - Case Study Discussions
- Promote reflection
Learner Outcomes

- Describe the nature, characteristics, benefits, and challenges of reflective practice.
- Discuss the connection between self-reflection and evidenced-based practice.
- Define the core principles of reflective practice and describe how they will help you in your clinical practice.
Principle of Ethics II section:

“Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance”

(ASHA, 2010)
The Need for Reflection

Potential Clinical Challenges

- Caseload Management
- Habitual Practice
- Complex Diagnoses
- Collaboration
- Level of Expertise
- Personal Behaviors
Defining Reflection

- Notable definitions
  - Dewey (1933)
  - Boud et al. (1985)
  - Moon (1999)

- Reflection is the purposeful, critical analysis of knowledge and experience in order to achieve deeper meaning and understanding.

(Mann, Gordon, & MacLeod, 2009)
Defining Reflection

Reflection Is:
- Difficult to define and discuss
- Not a checklist of behaviors
- Not always clear and concise
- Often overwhelming

Reflection Can Be:
- Taught
- Learned
- Assessed
- Discussed
- Researched

(Rodgers, 2002)
Defining Reflective Practice

- Definition
- Importance
  1. Fundamental activity in maintaining competence as a professional
  2. Understanding personal characteristics in the context of your professional life
  3. Continual learning that develops one’s knowledge base by integrating clinical knowledge with advancements

(Mann, Gordon, & MacLeod, 2009)
Defining Reflective Practitioner

Schön (1983) introduced the concept of the ‘reflective practitioner’ as one who uses reflection as a tool for revisiting experience both to learn from it and for the framing of murky, complex problems of professional practice.

(Mann, Gordon, & MacLeod, 2009, p. 597)
Reflection and EBP

http://www.asha.org/members/ebp/
Models of Reflection

- The literature highlights the development of reflective practice during the 20th century.
- Several researchers have developed reflective models to help practitioners utilize reflection.
  - Understanding the principle aspects of the models can help individuals enhance their reflective practice.
Types of Reflection

- **Time-dependent**

- **Content-dependent**
  - Rooted in the models of Dewey (1933), Boud et al. (1985), Mezirow (1990), Cranton (1994), Hatton and Smith (1995), and Moon (1999)

(Plack & Greenberg, 2005, p.1551-1552).
Time-Dependent

**In-Action**
- While in the midst of an activity
- “Are you achieving your desired outcome?”

**On-Action**
- After an action or encounter
- “What was the impact of your actions on the situation?”

**For-Action**
- Anticipate situations/plan for the future
- “What might you do next time to improve the outcome?”

(Plack & Greenberg, 2005, p.1551)
Case Study

- Lily is a five-year-old preschooler with Cerebral Palsy. She currently attends a preschool program in her local school district. Lily uses a wheelchair and is accompanied by her paraprofessional, Kathy, for the majority of the time. Lily’s mother, Jill, works full-time and is very involved in the planning of her daughter’s services. Beth is Lily’s speech-language pathologist at the preschool center. She works with Lily for 90 minutes per week.
Case Study

Situation 1:
- Beth is working with Lily during therapy on identifying breakfast items using an AAC device. Lily refuses to make eye contact, pushes the device away, and vocalizes in protest. Beth continues to bombard Lily with trials.
Discussion: Time-Dependent

In-Action:

- Is this what you want to happen now?
- How could you make your actions more effective right now?
- Is this the desired outcome?

(Plack & Greenberg, 2005, p.1551)
Discussion: Time-Dependent

- On-Action:
  - What happened during the interaction?
  - How do you feel about your interaction?
  - What was the impact of your actions?
  - Was the outcome what you wanted?

(Plack & Greenberg, 2005, p.1551)
Discussion: Time-Dependent

For-Action:

- What might you do differently if you are faced with this situation again?
- What might you do next time to improve the outcome?
- What plan can you put in place so that it does not happen again?

(Plack & Greenberg, 2005, p.1551)
Case Study

Situation 2:

- Beth is discussing Lily’s behavior with her paraprofessional. Kathy explains that when Lily seems agitated she takes the device away and lets Lily do an activity she wants to do. Beth replies to Kathy’s statement saying “Well that’ll help her.”
Content-Dependent

- “What would you like to change about the situation?”
- “How effective was the solution you chose?”
- “Why do you think you reacted so strongly?”

(Plack & Greenberg, 2005, p.1551-1552)
Discussion: Content-Dependent

Understanding Problems:
- What is the real problem?
- What do you know about the problem?
- What do you know about yourself in this situation?
- What do you know about others in this situation?
- What would you like to change about this situation?

(Plack & Greenberg, 2005, p.1551)
Discussion: Content-Dependent

Exploring Strategies:
- How did you prepare for the interaction?
- How effective was the solution you chose?
- How did your actions influence the outcome?
- How else could you have solved the problem?
- How does the problem relate to problems you have faced in the past?

(Plack & Greenberg, 2005, p.1551)
Discussion: Content-Dependent

Critiquing Values and Beliefs:

- Why do you think you reacted so strongly?
- What made you think that?
  - i.e., What assumptions did you make about this situation?
- How might your feelings be affecting the situation?
- Did you explore alternate perspectives or possibilities before making decisions or reacting?

(Plack & Greenberg, 2005, p.1551)
Goal Setting

- Goals also help motivate and challenge us to grow professionally.

- Purpose
  - Identify a skill or area
  - Create a plan of action to modify the skill/area
  - Evaluate progress towards the modifications

Example Goal Setting Method

- Specific
- Measurable
- Attainable
- Realistic
- Timely

(Dornbush, 2010)
Suggestions for Reflection

- Think Aloud
- Reflective Journal
- Competency Continuum
- Data Collection/Action Research
- Personal Goal Development
- Video/Audio Tape and Reflective Analysis
- Written Self-Reflection
- Development of a Professional Portfolio
- Coaching and Conferencing Process

(McKnight, 2002)
Promoting Others’ Reflection

- Serve as a supervisor/CF mentor
- Cooperate with peers
  - Speech-language pathologists and audiologists
- Collaborate with other professionals
  - Doctors, OT, PT, teachers, etc.
- Communicate with clients and families
Discussion and Questions
References


References


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