



NEW Continuing Competency Program

Tools for Critical Reflection

Presented by Marissa Van Engelen to the QA Committee
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Critical Reflection Defined

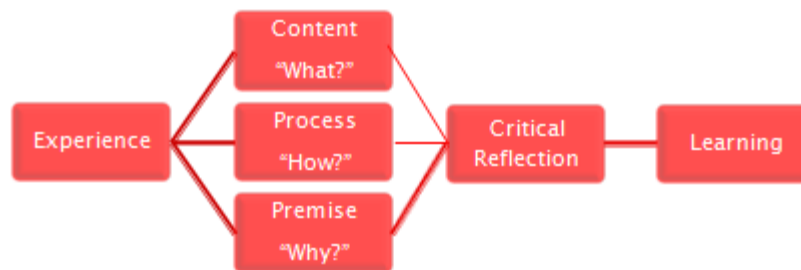
- ▶ Reflection is a process of **exploration** and **discovery**, often leading to unexpected outcomes¹
- ▶ Involves **looking back** on experiences¹
- ▶ Analyzes, reconsiders and questions experiences²
- ▶ It is the **bridge between experience and learning**, involving both cognition and feelings¹
- ▶ It is both **active** and **purposeful**¹

Engaging in Critical Reflection...



- ▶ Requires “moving beyond the acquisition of new knowledge and understanding, into **questioning** of existing assumptions, values, and perspectives...”³

Process of Critical Reflection



Adapted from Mezirow's Theory of Reflectivity⁴



Why is Critical Reflection Important?

- ▶ Allows us to critique our assumptions so that we may become receptive to **alternate ways** of reasoning⁵
- ▶ Provides the opportunity for learning from past experiences
- ▶ Promotes **personal development**
- ▶ Enhances self-awareness and self-evaluation
- ▶ Helps to prioritize and **identify learning needs**
- ▶ Promotes a deeper understanding⁶



Three Ways to Critically Reflect

As part of the Continuing
Competency Program

Three Tools for Critical Reflection

Three different ways to reflect include:

1. A Reflective Journal
2. Brookfield's Four Activities Necessary for Critical Reflection
3. Question Process of Critical Reflection

Reflective Journaling

- ▶ A personal, unstructured product of reflective writing⁷
- ▶ Provides a medium through which learners can identify viable topics for concern, and reflect critically on their experiences⁸
- ▶ Helps professionals think about their attitudes, beliefs and assumptions in order to promote self-evaluation⁹
- ▶ Contains a description of critical incidents, feelings, ideas, etc.⁹

Brookfield's Four Activities



- ▶ Considering the experience you want to reflect on...
 - **Assumption Analysis**
 - Identify your assumptions /beliefs /values that influenced the experience.
 - **Contextual Awareness**
 - Hypothesize reasons why you hold these.
 - **Imaginative Speculation**
 - Consider alternate ways you could have approached the situation.
 - **Reflective Scepticism**
 - Identify your learning from this experience.

Adapted from Brookfield (1988).¹⁰

Question Process for Critical Reflection



Adapted from Gibbs (1988).¹¹



Three Ways to Critically Reflect

Examples

Scenario #1 to Demonstrate Tools



- ▶ You recently started working at a clinic for teenage mothers at the Community Resource Centre. Since you are new to the clinic, you are not yet familiar with the girls whom you will be working with. You decide as a first activity you are going to facilitate a formal workshop on feeding picky eaters. After running the workshop you don't feel the response was overly positive as you assumed you would get more positive feedback. You choose to reflect on this experience and the approach you took to meet your goals.

Journaling: An Example



May 9, 2011

- ▶ Today I put on a workshop for the young mothers I recently started working with and I am upset with the outcome. I don't think the mothers appreciated my presentation and I'm afraid they didn't take away the information I had intended them to. Perhaps I should have waited to do the workshop after I first developed some rapport with the girls.

Brookfield's Four Activities: An Example



- ▶ The workshop I planned at the Resource Centre did not go as planned...
 - **Assumption Analysis**
 - I assumed the young mothers would participate in the workshop.
 - **Contextual Awareness**
 - I assumed this because the mothers are young and I thought they might appreciate my expertise.
 - **Imaginative Speculation**
 - I should have got to know the girls first so that my approach was specific to their needs.
 - **Reflective Scepticism**
 - I need to get to know the girls and find out what they want to learn in future gatherings. I should also chat with colleagues to brainstorm different approaches.

Adapted from Brookfield (1988).¹⁰

Question Process: An Example



Adapted from Gibbs (1988).¹¹

Learning from Critical Reflection

Continuing Competency Program: Learning Log

Date	Description of Learning Activity	Related To	Impact on Practice
05/09/11	Developed a workshop for young mothers at the Centre on feeding picky eaters.	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Other	Developing this workshop was a good opportunity to learn more about a topic I was less familiar since I am new to this area. The impact on my practice came from new learning as a result of researching this topic and developing the workshop.
05/09/11	Used a critical reflection tool to reflect on how I facilitated the above workshop.	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Other	Use of the critical reflection tool had a huge impact on my practice because it identified my learning needs by allowing me to realize my own assumptions. Through critical reflection I was able to assess the experience and identify how to improve my facilitation skills to better meet the needs of this client group.

Scenario #2 to Demonstrate Tools

- ▶ You are a food-service manager at a long-term care facility and have been receiving complaints regarding the timing of food delivery. You brainstorm a solution to this problem and hold a staff meeting to bring everyone up to speed with your ideas. During the meeting you realize that your staff had a solution all along and it is actually more feasible. You decide to reflect on this meeting and your learning.

Journaling: An Example

January 18, 2011

- ▶ Today I organized a meeting with my staff. We have been getting a lot of complaints regarding late delivery of food at meal times so I wanted to share my solution with everyone. I didn't even consider that I should include my staff in the decision-making process. In hindsight this would have been a good decision as they had some good ideas of their own to share. I think they were upset that I did not involve them from the start. I want to learn more about solution-based management and how to involve my staff in problem-solving.

Brookfield's Four Activities: An Example

- ▶ I upset my staff by not including them in the decision-making process...
 - **Assumption Analysis**
 - I assumed I could think of the best solution on my own and that it was not important to include my staff.
 - **Contextual Awareness**
 - I assumed this because I have made many other decisions on my own in the past.
 - **Imaginative Speculation**
 - I think it would have been beneficial to include my staff in the decision-making from the start.
 - **Reflective Scepticism**
 - I need to learn more about solution-based management and how to appropriately involve staff in the decision-making.

Adapted from Brookfield (1988).¹⁰

Question Process: An Example



Adapted from Gibbs (1988).¹¹



Critical Reflection Can Help Identify Goals

Goal #1: Between April 1st of this year and March 31st of next, I will increase my knowledge and skills in the following area:

- ▶ Solution-based Management – I want to learn how to appropriately and effectively involve my staff in the decision-making process.

Check the box(es) that apply to goal #1:

- I am maintaining my current practice
- I am planning to change my practice
- I am developing an area of interest
- I am not currently in the dietetic practice

Competence Activities

I will achieve my goal by undertaking the following activities (check all that apply):

- Journal club/Study group
- Courses/internship
- Case studies/rounds
- Work with NSDA
- Consultation with other professionals/peers
- Presentations/teaching
- Self-directed research/journal reviews
- Networking/discussion groups
- Other: _____

Learning from Critical Reflection



Continuing Competency Program Learning Log

Date	Description of Learning Activity	Related To	Impact on Practice
01/18/11	Used a critical reflection tool to assess an experience and identify a learning need.	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Other	Use of this critical reflection tool had a large impact on my practice because I was able to identify a learning need. Furthermore, I was able to formulate a goal from this learning need. Learning more about solution-based management will impact my practice because it will help me encourage staff to be part of the decision-making process. If my staff is involved it is more likely the solution will be fully implemented.



By three methods we may learn wisdom:
first by reflection, which is most noblest;
second by imitation, which is easiest;
and third by experience, which is the most bitter.

-Confucius

References



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