

Focus: Becoming a reflective practitioner

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Introduction

Reflection and reflective practice are two of the key buzzwords in professional and education practice at present. But what exactly do we mean by these terms and how can we develop our capacity for reflection? This article focuses on how to become more reflective in your professional practice whether as a clinician or educator. In it we define what we mean by reflection, identify the key stages in reflective practice and outline the main reflective practice skills.

Reflection on current practices

Before bringing about a change to current practices, the clinician needs to reflect on what is currently being practiced and what changes are required. A key factor in determining whether change is needed is the 'evidence base' relevant to the situation under consideration.

One of the most difficult tasks for educators is to help learners to relate theory to practice and reflection is one of the most important factors in achieving this synthesis. Unless this link is made then simply reading up on the evidence base is of little practical value. 'Evidence based practice needs to retain a practical focus and to build on reflective practice' (1).

This process is referred to as 'reflection on action' that is, it takes place after an event. Another aspect to reflective practice is 'reflection in action,' a more immediate reflection that takes place during the action. (2,3,4)

Reflective learning is 'the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective.' (2) In the discussion process of reflection, stages or levels of reflection have been identified. Mezirow identified seven steps of reflectivity in hierarchy, however Atkins in her analysis of the literature found that the differences between authors' accounts of the reflective processes are largely those of terminology, detail and the extent to which the processes are arranged in hierarchy. (2) She identified the following three key stages in the reflective processes:

Stages in reflective practice

1. **Awareness** - The first stage is triggered by an awareness of uncomfortable feelings and thoughts. This may arise because of some situation or event which does not unfold in the way we would expect. For example there may be an unexpected negative outcome of a usually reliable treatment option or perhaps a strong emotional reaction on the part of a learner. Of course it is also possible for surprising positive outcomes to leave us wondering what is the reason for the event. Either way there is some 'out of the ordinary' experience which causes us to begin reflecting.

Becoming Reflective Practitioner

Christopher Johns



Becoming Reflective Practitioner:

Becoming a Reflective Practitioner Christopher Johns, 2022-01-05 BECOMING A REFLECTIVE PRACTITIONER In the newly revised sixth edition of *Becoming a Reflective Practitioner* expert researcher and nurse Christopher Johns delivers a rich and incisive resource on reflective practice in healthcare that offers readers a diverse and expansive range of contributions It explores the value of using models of reflection with a focus on John s own model of structured reflection to inform and enhance the practice of professional nursing This book is an essential guide for everyone using reflection in everyday clinical practice or required to demonstrate reflection for professional registration Students will acquire new insights into how they interact with their colleagues and their environment and how those things shape their own behaviours both positively and negatively Readers will learn to look in on their thoughts and emotions and look out at the situations they experience to inform how they understand the circumstances they find themselves in Readers will also benefit from Thorough introductions to reflective practice writing the Self and engaging in the reflective spiral Comprehensive explorations of how to frame and deepen insights weave and perform narratives Practical discussions of how to move towards more poetic form of expression and reflecting through art and storyboard In depth examinations of the reflective curriculum touch and the environment and reflective teaching as ethical practice Perfect for nurses in clinical practice conducting research or developing their practice the latest edition of *Becoming a Reflective Practitioner* is also an indispensable resource for mentors and clinical supervisors post registration nursing and healthcare students and other healthcare practitioners

Becoming a Reflective Practitioner Christopher Johns, 2013-04-03 Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care Nursing Standard *Becoming a Reflective Practitioner* provides a unique insight into reflective practice exploring the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection Now in its fourth edition this book has been completely revised and updated to include up to date literature and reflective extracts Contemporary in approach this definitive text contains a variety of rich and insightful reflective extracts that support the main issues being raised in each chapter and challenges practitioners and students to question their own practice Now with further scenarios and case studies included throughout these extracts provide the reader with access to the experience of reflective representation helping to explicate the way in which reflective practice can inform the wider notion of professional practice The fourth edition of *Becoming a Reflective Practitioner* should be essential reading to everybody using reflection in everyday clinical practice Special Features New fully updated edition of a seminal text in the field Includes an additional chapter looking at existing studies on reflective practice Scenarios and case studies provided throughout A practical guide to using reflection in everyday clinical practice

Becoming a Reflective Practitioner Christopher Johns, 2013-03-19 From Reviews of the second edition Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care The first edition of this book

was an excellent resource and this updated version is equally impressive This is a superb resource for nurses and all those eager to enhance their knowledge and skills in reflective practice It is well presented user friendly and stimulating Nursing Standard Becoming a Reflective Practitioner is a practical guide to using reflection in every day clinical practice It explores the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection Becoming a Reflective Practitioner includes accounts of everyday practice to guide the reader through the stages of reflective practice within the context of care desirable practice and the caring relationship This third edition reflects significant developments in reflective theory and gives greater attention to different approaches to reflection including the use of narrative dialogue New chapters are included on ensuring quality and managing conflict Exemplars are included throughout and further references and reflected reading are included at the end of each chapter Reflective practice is acknowledged as an effective approach to developing nursing care which evolves as the practitioner develops his or her own practice This book will therefore be of interest to all nurses involved in developing their clinical practice A practical guide to developing reflective practice Reflects significant developments in reflective theory Examines Christopher Johns own model for structured reflection Centred on care and the caring relationship Challenges practitioners to question their practice

Learning to teach: becoming a reflective practitioner (Chinese) The Open University, This free course is the Chinese version of Learning to teach becoming a reflective practitioner which is also available in English **(Re)learning as Reflective Practitioners** Linley Cornish, 2024-07-15 This book examines significant developments in reflective practice delving into research conducted with novice teachers It fills a gap in existing literature by examining the how of reflective practice How do professionals learn reflective practice fostering relearning How do they guide students mentees and novices in adopting reflective practices Stemming from teacher education the focus is extended beyond this field emphasizing the relevance of these strategies across professions It is divided into three parts thinking about reflection learning to reflect and becoming a reflective practitioner It offers fresh perspectives on conceptualizing reflective practice and suggests practical strategies for integrating it into pre service coursework assessment training and development Intended for academics practitioners and educators across disciplines this book serves as a comprehensive guide for anyone committed to fostering reflective practice within their professional sphere On Becoming a Reflective Practitioner Kathy Hatchard, Hilary Drummond, 2002 *Creating a Culture of Reflective Practice* Pete Hall, Alisa Simeral, 2017-08-29 As a school administrator instructional coach or teacher leader you know that reflective teachers are effective teachers But how can you help teachers become self reflective practitioners whose thoughtful approach translates into real gains for student achievement In *Creating a Culture of Reflective Practice* a companion volume to their teacher oriented book *Teach Reflect Learn* authors Pete Hall and Alisa Simeral draw on lessons learned from educators across grade levels content areas and district demographics to present a definitive guide to developing a culture of reflective practice in your school Hall and Simeral expand on ideas

originally presented in Building Teachers Capacity for Success to help you gain a clear understanding of your role and responsibilities and those of your teachers within each stage of the Continuum of Self Reflection Armed with the book s real life examples and research based tools you ll learn how to determine the current location of all stakeholders on the continuum and how teacher leadership activities transformational feedback and strategic coaching can move them forward The end result A schoolwide culture that both values reflection and uses it to ensure that teachers and their students reach their fullest potential

Supervising the Reflective Practitioner Joyce Scaife,2014-06-03 Development as a reflective practitioner has become an essential quality for practitioners in the fields of health education and social care Supervising the Reflective Practitioner provides guidance for supervisors focusing on what they can do to facilitate the development of reflective practice in supervisees This book contains a wide range of practical examples including personal accounts and illustrations Topics covered include what is reflective practice and why is it important now how reflective practice connects with personal and professional development key issues in supervising reflective practice methods that can be used in supervision This accessible book will be of great interest to both supervisors and supervisees who practice clinically in a range of professions including applied psychology counselling psychotherapy psychiatry and nursing It will also be useful for professionals working in education health and social care who want to support supervisees in the development of reflective practice

Developing Reflective Practice Andy Grant,Judy McKimm,Fiona Murphy,2017-04-11 The ability to reflect on practice is a fundamental component of effective medical practice In a sector increasingly focused on professionalism and patient centred care Developing Reflective Practice is a timely publication providing practical guidance on how to acquire the reflective skills necessary to become a successful clinician This new title draws from a wide range of theoretical and practical multidisciplinary perspectives to assist students practitioners and educators in embedding reflection in everyday activities It also offers structures and ideas for more purposeful and meaningful formal reflections and professional development Developing Reflective Practice Focuses on the developing practitioner and their lifelong learning and the development of professional identity through reflection Provides practical how to information for students practitioners and educators including realistic case examples and practice based hints and tips Examines and explains the theoretical and conceptual approaches to reflective practice including its models and frameworks

Beginner's Guide to Reflective Practice in Nursing Catherine Delves-Yates,2025-04-16 Written for the specific needs of nursing students and trainee nursing associates this is your go to guide for using reflection to succeed in your studies and practice Divided into three parts Part 1 Understanding Reflection introduces what reflection means in nursing and how to do it Part 2 Applying Reflection helps you put reflection into practice before Part 3 Going Further equips you with the models and theories you will need as a registered professional Key features Highly practical with a new chapter showcasing two complete written reflections and their feedback to help you learn from the work of others Filled with case studies and advice from students practitioners and

patients to show how the theory and concepts apply to nursing practice Written in straightforward language with clear step by step guidance Whether you re just starting out or looking to refine your skills this book will motivate and empower you to excel in your nursing practice Embrace the journey of reflective practice and feel encouraged by your growth and achievements along the way

The Enigmatic Realm of **Becoming Reflective Practitioner**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Becoming Reflective Practitioner** a literary masterpiece penned by a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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