



Reflective Practice Workbook



CLINICAL
EXCELLENCE
COMMISSION

Supporting resources and tools

Get started by clicking on the buttons below:

Introduction

Your guide to reflective practice

Glossary

What skills underpin successful reflective practice

Extra resources

How to run a reflective practice session

Creating a reflective practice culture



Introduction

Reflective practice is a process of thinking clearly, deeply and critically about any aspect of our professional practice. It requires creating space to reflect on our work. Making a commitment to reflective practice has long been recognised as essential to processing the challenges associated with healthcare work. NSW Health's Education and Training Institute (HETI) promotes reflective practice as one of the most important skills a health professional can develop and integrate into clinical supervision:

“

Reflective practice is an effective process to develop self awareness and facilitate changes in professional behaviour. It is used in all forms of clinical supervision. Reflection can occur before, during or after an event (Sanders 2009). When reflection occurs in supervision, it can be in relation to reflecting on day-to-day clinical practice, triggered by a challenging clinical encounter or in anticipation of having to manage a complex situation.

There is growing evidence of the importance of reflective practice to support a health professional's mental health and wellbeing.

“

Reflection is also being viewed as a way for practitioners to explore the emotional challenges of nursing and cope with escalating pressures. It is being promoted as a form of self-care – more necessary now than ever due to the unprecedented demands of the COVID-19 pandemic. Nurses are encouraged to reflect not just for their patients' benefit, but for their own mental health and wellbeing.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Reflective practice is well suited to an environment that can have high stress and high risk. It can support the achievement of high performance. The excerpt below from AHPRA, published by the Medical Indemnity Protection Society highlights this point well:

“

Safety and exceptional reflection skills are two of the hallmarks of high-performing disciplines, take aviation and Formula 1 driving for example. Paradoxically, to achieve nearly error-free performance, these professions have to take into consideration that human error is not only an ever-present concern but also, an unavoidable peril of the job. The pilots and drivers have finely tuned the art of ‘learning by thinking’ and developed a reflective approach to error management. ...World-class performance is the result of the careful attention that team members place on forecasting, minimising, and learning from mistakes.

Essential to maintaining worker wellbeing and performance in a healthcare setting is the practice of deliberately engaging our reflective capacities. A good metaphor is to think of standing on a balcony and looking upon our own thoughts, behaviours, attitudes and inferences we make about what is happening. The goal of reflective practice is to gain insight and promote greater personal effectiveness. In this sense it has similar benefits to what workplace coaching offers in terms of providing space to process our experience.

Reflective practice requires a particular set of skills and a certain frame of mind or attitude. There are similarities in the approach that underpin effective coaching. For example, coaching helps us understand our responses and reactions to events. It is also a process where we: consciously unpack our experience; explore multiple perspectives; consider options for action; and find a way forward.

Reflective practice needs to be regular, ongoing and ideally become a career-long practice of taking time for self-evaluation, peer reflection and system evaluation and learning. It is not something we only do whilst being new in our career, such as during an internship or under clinical preceptorship. It is an essential process to meet the complex challenges that constantly arise in the course of our work.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

The benefits of reflective practice are well researched. They include:

- » improved insight
- » enhanced wellbeing
- » higher motivation
- » reduced job turnover
- » enriched on-the-job learning.

There has also been a growing recognition of the importance of reflective practice as an antidote to work-related trauma and stress that are common risk factors in healthcare work.

The ritual of reflective practice has traditionally been well established in allied health roles. However, the value and uptake has been steadily growing across all roles in healthcare. It is considered equally important regardless of whether a person's role interfaces directly or non-directly with patients, consumers and the public.

Having regular, scheduled, reflective practice time is particularly important in roles susceptible to vicarious trauma. Vicarious trauma is described as indirect trauma that can occur when individuals are exposed second-hand to difficult scenarios, situations and stories relating to poor patient outcomes. This makes it a highly relevant and important ritual for Patient Safety Practitioners to adopt given their exposure to serious adverse events.

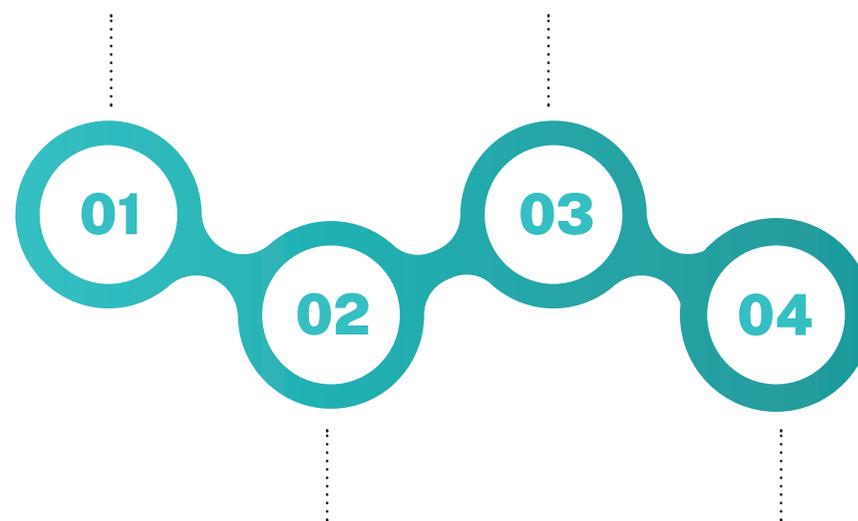
The Clinical Excellence Commission (CEC) provides the following supporting tools and resources to uplift reflective practice in Patient Safety teams:

Your guide to reflective practice:

learn about what it is and why it is important

How to run a reflective practice session:

access tip sheets to guide applying reflective practice



What knowledge, skills and attitudes underpin successful reflective practice:

consider what is required for an individual practitioner and/or facilitator of the process

Create a reflective practice culture:

create an enabling environment for reflective practice to thrive

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Glossary of terms

Burnout: is a syndrome resulting from chronic workplace stress that has not been successfully managed. It is characterised by feelings of energy depletion or exhaustion; increased mental distance from one's job; or feelings of negativism or cynicism related to one's job; and reduced professional efficacy (World Health Organization 2019).

Coaching: is a collaborative, solution-focused, result-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience and self-directed learning and personal growth of individuals from non-clinical populations. (Greene and Grant 2003).

Compassion: the positive feelings of warmth, concern and care associated with feeling for another person. Compassion has been found to be neurologically rejuvenating (Singer 2014).

Critical Incident Debrief: a critical incident is determined and defined by the person having the experience. Being supported following an incident can result in people experiencing less trauma in the short and long-term (Coughlan et al. 2017). Debriefing is about building connection, and offering a calm presence for someone to process their experience, reactions, learnings at their own pace.

Empathy fatigue: depletion resulting from identification with the thoughts, feelings and experiences of another person (Stebnicki 2006). This often arises from extended exposure to a patient's trauma, distress and indirectly experiencing their emotional pain and/or physical stress.

Mentoring: is an ongoing relationship of mutual trust specifically designed to build capability in a person with less experience, drawing on the experience of a mentor.

Metacognitive: is the awareness and understanding of one's own thought processes and understanding the patterns behind them. The term 'meta' originates as meaning 'beyond' or 'on top of'.

Moral distress: is a state when one knows the ethically right way to act but feels powerless to take that action.

Psychological Safety: is the belief you won't be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.

Preceptorship: is a period of practical experience and training in nursing and medicine, that is supervised by an expert or specialist.

Professional self: is the way that a person is expected to behave in a job that aligns with the duties and standards of that profession such as being objective, accountable, knowledgeable and ethical.

Protective factors: are proven practices that lower the likelihood of negative outcomes or that reduce the impact of risk factors.

Psychoeducation: a process of assisting people through the provision of providing information, facilitating understanding and encouraging personal responsibility.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Reflective practice: a continuous dynamic process that involves thoughtfully, honestly and critically considering all aspects of professional experience and applying knowledge to practice.

Safe space: a place or environment in which a person can feel confident they will not be evaluated or exposed to criticism or judgement.

Self care: the ability to engage in strategies aimed to promote one's own health and wellbeing through awareness, self-control and self-reliance.

Third Space: a process of reflection, resting and resetting as you move from one situation to another.

Vicarious trauma: the process of cognitive changes due to indirect exposure to traumatic events that results in disruptions to personal identity, worldview, and beliefs about trust and safety. It is a phenomenon of stress resulting from exposure to another's trauma rather exposure to the trauma itself (Figley 1995).

Wellbeing: is how a person feels about themselves, and their life, that encompasses a holistic expression of physical, mental, emotional and social factors.



Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

01

Your guide to reflective practice

What is reflective practice?

What might patient safety practitioners reflect on?

What does it involve?

Recognising the effective of vicarious trauma

Snapshot of research on reflective practice

Preventing vicarious trauma

A model of reflective practice

Who should host a reflective session?

Why is reflective practice important?

What does good practice look like?

The value of reflection in patient safety work

What is reflective practice?

Reflective practice is defined by Schön (1983) as a continuous dynamic process that involves thoughtfully, honestly and critically considering all aspects of professional experience and applying knowledge to practice.

To reflect critically requires an ability to conceptualise and analyse, together with a willingness to examine the assumptions underpinning one's practice, in order to improve it (Napier 2006: 7).

The underpinning philosophy of reflective practice is that there is a difference between mechanically doing something in a work context and thinking in greater depth about whether one's approach constituted the best course of action.

Reflection can occur before, during or after an event. It can help process something that triggered you in the course of your work. It can also help shape how you anticipate how you might approach something complex or challenging in the future. It is fundamentally about increasing our self awareness.

Reflective practice helps practitioners identify their own motivations, thoughts, feelings, and behaviours. The processing that occurs by reflecting can enhance our personal insight and grow our professional practice.

Reflective practice helps healthcare workers (in clinical and non-clinical roles) manage the complexity and uncertainty inherent in their day-to-day practice. This is important given the high rates of burnout, turnover, and trauma-related stress among healthcare workers. It is critical that reflective practice is conducted within a psychologically safe environment and a network of strong trusting relationships. These factors have been found as key to reflective practice being successful (Osofsky and Weatherston 2016).



Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

What does it involve?

Reflection is more than thinking and discussing. It is also about deconstructing, unpacking or pulling things apart to gain a better understanding. It is about seeing connections and appreciating different perspectives.

Reflection can help you to:

- » Recognise and continue good practices
- » Change and improve what is not working well
- » Challenge practices that are taken for granted
- » Deliver learning at the point of care
- » Monitor all aspects of practice on an ongoing basis
- » Know when you need to find more information
- » Let people know when you need support
- » Uplift a focus on safe, high quality consumer care.



Engaging in reflective practice can include the following modes:

- » An individual reflecting personally in a journal guided by key questions to record their experience; which may be later discussed with their manager or in a reflective practice session.
- » Participating in a one-on-one reflective practice session with a trained person; this may be an independently-trained professional or a suitably trained peer or manager. Often referred to as clinical supervision.
- » Participating in a structured group process self-directed by a group of peers or a trained Reflective Practice facilitator or session host.
- » During clinical teaching where the learner is asked to think about what they did well, what they could improve and how they would do things next time.

What it isn't

Reflective practice is a highly personal process with the aim of learning from experiences in a non-judgmental and safe space. As such, it is important to distinguish reflective practice from the following processes which have other purposes:

- » A critical incident debriefing
- » A performance review or disciplinary procedure
- » Psychotherapy or counselling
- » Preceptorship or mentoring.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Snapshot of research on reflective practice

The benefits of reflective practice have been evaluated over many decades in areas such as health, psychology, education, childcare, social work, child protection, emergency services and sport. The below provides a snapshot of the many different studies that prove the positive impact reflective practice has on the wellbeing of the healthcare workforce.

One study by Harrison (2021) of staff in a surgical trauma centre in the UK found the inclusion of reflective practice helped staff increase their confidence, knowledge and deal constructively with the traumatic aspects of the work. The components of reflective practice that were found most impactful were:

- » Provision of a safe, structured space
- » Deepening of staff relationships
- » Sharing and learning together
- » Expression of emotions
- » Psychoeducation
- » Improvement in communication.

A study (Curry and Epley 2022) found a positive impact of reflective practice on healthcare workers' self-care including:

- » being better able to care for themselves personally and professionally
- » having improved emotional health
- » having better satisfaction, sustainability and longevity on the job; and
- » developing high standards for their future practice.

The study suggests that embedding reflective practice into institutions may help future practitioners deliver better healthcare whilst caring for themselves.

One study found that healthcare workers were over 80% at risk of burnout, compassion fatigue and emotional exhaustion prior to COVID (Lluch et al. 2022). This was then examined further during COVID given the challenges to healthcare worker wellbeing and resilience. An increase in moral distress was found in some units, which is a state that causes feelings of guilt, frustration, anger and a sense of injustice when a healthcare worker's moral codes are compromised. This can lead to post traumatic stress disorder and depression. Mentally distressed staff have limited capacity to work effectively. They also may be reluctant to speak openly with their managers.

One successful strategy to combat these negative impacts was the inclusion of a wellbeing champion role who guided colleagues towards individual wellbeing initiatives and reflective practice focused on positive coping skills and mechanisms to amplify positive mindsets. The champions encouraged the use of reflective diaries to record workers' thoughts, feelings and priorities and take personal ownership for their wellbeing. This ensured the engagement in reflective practice sessions to process the challenges of the job. What was evident is that in times of stress, reflective practice becomes more important, despite a tendency to think there is not enough time for the practice.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Resilient workers have been found to have increased awareness of their feelings such as anxiety, fear, and grief in challenging times. This increased awareness can be facilitated through reflective practice. Staff wellbeing and resilience are strongly related to each other. A systematic review of resilience interventions identified that recognition and awareness of the positive thought process alongside reflective practice can enhance resilience (Crane et al. 2022). Through professional reflective practice healthcare workers can strengthen their wellbeing by processing lived feelings, thoughts and behaviours (positive and negative) and convert these experiences to future resources that underpin their 'professional self'.

The ability to engage in reflective practice is enhanced through the practice of mindfulness defined as being fully present in the moment free from distraction or judgement. Mindfulness has been found to promote the reframing of negative thoughts and improve compassion for self and others. Reflective practice that promotes mindfulness practices leads to higher self care, self soothing and overall wellbeing. Reflective practice can aid workers' journey through periods of exhaustion and disillusionment (British Psychological Society 2020).



Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

A model of reflective practice

The process of reflective practice involves looking back into the past at a situation, making sense and learning from it. It also involves looking forward to the future. This can involve: making commitments to strengthen your abilities; uplift standards of work practice; and/or boost your wellbeing.

The reflective cycle below, adapted from Graham Gibbs' reflective cycle model (1988), depicts a process which can guide the reflection practice process. It includes six stages of reflection:



Description

Explore events, interactions, situations.

What happened?

Recalling the event, interaction, or situation, and exploring the facts objectively including when and where it happened, who was there, what you did, what others did, and the result.

Inner experience

Processing the experience from the inside.

What were your reactions? What were you thinking and feeling?

Processing the experience from the inside and noting how you reacted, how you were feeling and what you were thinking at the time. You can also consider your inner experience directly before and after the situation if relevant and helpful. This stage also involves stepping into the shoes of others and exploring their perspective and what they may have been thinking, feeling and wanting.

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

A model of reflective practice (cont'd)

The process of reflective practice involves looking back into the past at a situation, making sense and learning from it. It also involves looking forward to the future. This can involve: making commitments to strengthen your abilities; uplift standards of work practice; and/or boost your wellbeing.

The reflective cycle below, adapted from Graham Gibbs' reflective cycle model (1988), depicts a process which can guide the reflection practice process. It includes six stages of reflection:



Evaluation

Identifying the impact on self/others.

What has been the positive, negative impact on you/others?

Identifying the impact the situation had on yourself and others, both positively and negatively. This stage involves applying a number of lenses/perspectives to evaluate the impact of the situation, e.g., wellbeing, effectiveness, relational, work flow, outputs, etc. This is an opportunity to also evaluate your own beliefs and assumptions.

Analysis

Integrating the experience.

What sense can you make of the situation?

Integrating the experience and making sense of what happened. This stage is about rationalising the situation and drawing meaning and insights from it. It's about stepping back and exploring more deeply what has emerged from stages one to three in the reflective cycle. It includes analysing why the situation occurred as it did.

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

A model of reflective practice (cont'd)

The process of reflective practice involves looking back into the past at a situation, making sense and learning from it. It also involves looking forward to the future. This can involve: making commitments to strengthen your abilities; uplift standards of work practice; and/or boost your wellbeing.

The reflective cycle below, adapted from Graham Gibbs' reflective cycle model (1988), depicts a process which can guide the reflection practice process. It includes six stages of reflection:



Learning

Learning from the experience

What else could you have done? What learnings are you taking from this?

Identifying what you can learn from the experience. It's thinking about what else could you have done to process the experience differently; what you might need to change next time in a similar situation to process the negative impact.

Action plan

Setting commitments

What would you like to put into place for the future?

The final step involves implementing learnings by setting tangible actions and commitments for the future. This stage is about identifying goal orientated actions that are specific, realistic and impactful that will not only help you in similar situations in the future, but contribute to your overall wellbeing and performance on the job as well.

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Why is reflective practice important?

Benefits

The overall aim of reflective practice is to help you thrive in your role by positively contributing to your wellbeing, work practices and performance. Engaging in regular reflective practices has numerous benefits for both individual healthcare practitioners and the broader health system.

For healthcare practitioners:

- » Improves self-awareness and ability to manage emotions, including reactions to situations, and greater understanding of triggers.
- » Fosters higher levels of wellbeing by contributing to and reducing levels of stress, emotional exhaustion and burnout.
- » Increases professional discipline, growth and identity.
- » Strengthens ability to adapt and respond to situations through the accumulation of insights.
- » Supports higher levels of job satisfaction.
- » Enriches on-the-job learning and the development of new skills.
- » Acts as an antidote to work-related trauma and stress that are common risk factors in healthcare delivery.

For the broader health system:

- » Strengthens patient safety and care.
- » Contributes to reduced staff turnover, improving staff recruitment and retention.
- » Improves risk management strategies.
- » Promotes quality assurance and the application of best practice.



Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

The value of reflection in patient safety work

Alignment with principles of Patient Safety work

Reflective practice can support the delivery of the NSW Patient Safety and Clinical Quality Program given reflective practice strongly aligns to the guiding principles that underpin Patient Safety work. For example, reflective practice directly strengthens a practitioner's ability to:

- » **Process the factors underpinning failures** – reflective practice strengthens the ability for practitioners to be open-minded and aware of their own biases in problem analysis. It also calls upon an ability to make sense of situations, draw clear conclusions and offer constructive paths forward.
- » **Identify opportunities for learning** – reflective practice can help practitioners understand the opportunities for learning at an individual healthcare worker level, team level and systems level. It can help practitioners generate options to shift failure into learning.
- » **Take an action orientation** – reflective practice is essentially about generating insights that can guide action and bring heightening awareness to distinguish areas of concern at a systems or cultural level that might be hard to shift in the short-term versus areas that are more readily able to be influenced.
- » **Distinguish accountability** – reflective practice can support identifying the limits of individual accountability and bring clarity to areas where accountability needs to be held to create change and action. Reflective practice can also help create clear delineation and perspective regarding how accountability for failures is held by practitioners.
- » **See the interplay of culture** – reflective practice can assist Patient Safety Practitioners to gain clarity on the interplay of culture in shaping incidents, risks and failure bringing a clearer perspective on the role individuals play versus failures of the system.
- » **Prioritise opportunities for action** – a reflective practice model is inherent toward defining what actions people can take to improve a situation in the future.
- » **Strengthen teamwork** – reflective practice, if skillfully hosted in a group setting with other Patient Safety Practitioners or within a multi-disciplinary team, can build a culture of trusting relationships. It can also harness insight only available by looking at situations from multiple perspectives.



Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

What might Patient Safety Practitioners reflect on?

There are a range of topics and types of events, interactions or situations that Patient Safety Practitioners could use for their reflective practice. The aim is to select an area that is current, relevant and has enough substance to explore in some depth. Below are three broad topics that Patient Safety Practitioners may wish to reflect on: boosting and managing wellbeing, strengthening personal effectiveness and relational skills, and improving work flow and outputs. It's important to note that reflection areas under each topic might also have multiple benefits, e.g., those under the personal effectiveness and relational skills section can also boost wellbeing and improve work flow.

Boosting and managing wellbeing

Potential reflection areas:

- » The emotional impacts of reviewing and investigating serious adverse events.
- » Situations that cause frustration, irritability, anxiety and distress.
- » Something that presented as a challenge which caught you by surprise or which you were unsure how to handle.
- » Something you did that you were proud of.
- » Types of work that feel fulfilling and/or draining.

Strengthening personal effectiveness and relational skills

Potential reflection areas:

- » Interactions with team members, managers and stakeholders.
- » Interactions with individuals new to you and any dynamics, biases that emerged.
- » Handling of conflict and contentious situations.
- » Responding to emotional responses/states of others.
- » Employing collaboration practices and influencing strategies.

Improving work flow and outputs

Potential reflection areas:

- » The technical application of knowledge or skills.
- » Provision and communication of information, in particular if uncertainty was present.
- » Management and delivery of reports.
- » Organisation and spread of work-related tasks.
- » Activities which generally are avoided, despite being important to undertake.
- » Team effectiveness.
- » Participation in and/or leadership of group meetings.

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Recognising the effects of vicarious trauma

Vicarious trauma is the emotional residue of working in a system that deals with pain, vulnerability, loss of life, and suffering. It can arise when a worker feels their best efforts to assist do not create an impact. Vicarious trauma can result from repeated exposure to traumatic situations and witnessing, too often, other people's pain. It can be associated with moral distress which arises when one must act in a way that contradicts his/her personal beliefs and values. Moral distress can present as suffering experienced by a health professional when they know what is the right moral decision though are unable to implement this due to a multitude of factors. These factors can relate to other healthcare providers' practice or the norms and practices of the institution.

Moral distress in Patient Safety Practitioners can present as psychological discomfort from observing serious adverse events arising as a result of low patient safety standards, dysfunctional communication among clinicians, medication errors, and/or dysfunctional work attitudes.

The effects of vicarious trauma vary from person to person. For some people, there may be a wide range of signs and symptoms, while others may experience problems in one area.

Common signs of vicarious trauma include:

- » Difficulty leaving work at the end of the day, noticing you can never leave on time
- » Taking on too great a sense of responsibility or feeling you need to overstep the boundaries of your role
- » Frustration, fear, anxiety, irritability

- » Intrusive thoughts associated with another's situation or distress
- » Disturbed sleep, nightmares, racing thoughts
- » Problems managing personal boundaries
- » Loss of connection with self and others, loss of a sense of one's own identity
- » Increased time alone, a sense of needing to withdraw from others
- » Increased need to control events, outcomes, others
- » Loss of pleasure in daily activities.

If you experience any of these signs it may not necessarily mean you are suffering the effects of vicarious trauma. It is recommended that you talk through the impact of your work with a supervisor, supportive peers, mentor, reflective practice group, GP or reach out for help through the Employee Assistance Program or other allied health professionals.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Preventing vicarious trauma

Patient Safety Practitioners can experience continuous exposure to traumatic cases as part of their day-to-day roles. Given that context, it is difficult to prevent traumatic exposure. However, regularly scheduling reflective practice can build coping strategies and promote protective factors, thereby preventing the manifestation of vicarious trauma in response to ongoing exposure.

Reflective practice is the commonly recommended strategy to prevent and reduce the impacts of vicarious trauma (Finklestein et al. 2015; Hazen et al. 2020). Through reflective practice, individuals are empowered to develop structured strategies to cope with risks and strengthen protective factors. Active prevention of vicarious trauma has been demonstrated to result in increased feelings of gratitude, personal awareness and resilience in individuals, as well as being linked with improvements in work attendance, productivity, job satisfaction, professional development and retention (Finklestein et al. 2015; Sansbury et al. 2015; Frosch et al. 2018). Reflective practice has also been demonstrated to disrupt the link between vicarious trauma and burnout (Hazen et al. 2020).

Reflective practice needs to be regularly scheduled into the working lives of employees to prevent vicarious trauma. In addition, employees could be further supported by providing:

- » Reflection time
- » Vicarious trauma training
- » Support to take leave or mental health days
- » Recognition
- » Appreciation.

Employees can further manage vicarious trauma outside of their day-to-day roles by:

- » Taking time for self-reflection
- » Taking part in self-awareness activities (e.g., meditation, community involvement, therapy)
- » Keeping a journal
- » Joining a support group.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Who should host a reflective session?

Reflective practice can be undertaken by an individual on their own to sharpen their internal reflection skills. There are also significant benefits to participating in one-on-one or group reflection sessions facilitated by a trained reflective practice host. To host reflective sessions effectively requires a specific set of knowledge, skills and attitudes. Training in coaching skills and experience in hosting coaching sessions provides a foundation that can build reflective practice capabilities.

The gold standard for hosting reflective practice is that the person is independent and not someone's direct line manager. The independence supports people feeling safe to share concerns and failures without the fear of being judged, evaluated and having any negative perceptions formed about their performance. If a person has built skills in reflective practice, they may be able to consciously step into a host role with one of their direct reports present, only if the direct report feels safe to do so.

Both the session host and individual practitioner need to be aware of the importance of creating a safe space and managing power imbalances. A core principle of the reflective process is to ensure reflection can happen without fear of any negative consequence. This is why an independent relationship is often the recommended option.

Overall, the role of the reflective session host includes:

- » Hosting the reflection process using a structured approach
- » Building a psychologically safe space for the participant/s to share their thoughts
- » Employing empathic listening
- » Coaching the participant/s without using judgement, directing or providing counsel.

A person's work history can mean they have behaviours and habits that are not always conducive to reflective practice such as:

- » Working in crisis mode and feeling impatient with deeper reflection
- » Action orientation with little time to unpack the assumptions and/or interpretations associated with one's experience
- » Lack of psychological safety and admitting mistakes
- » Feeling the need to jump quickly to solve problems
- » Taking a position of telling people what to do.

A reflective practice host should take the above considerations into account. Hosts most suited to facilitate reflective practice sessions include:

- » Independent, professionally trained reflective practice supervisors (often referred to as clinical supervisors in allied health)
- » Peers who are trained in reflective practice
- » Trained coaches
- » Facilitators skilled in group process.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

What does good practice look like?

The following touchstones are offered to assist with shaping a quality reflective practice session. Both participants and hosts have a joint responsibility to integrate the following touchstones into a reflective practice session.

Note: A reflective practice host has limited confidentiality and may be required to disclose information raised in a session if it falls within their mandatory reporting responsibilities or when professional misconduct is identified (as defined by APHRA or their professional body). This limit to confidentiality should be raised at the start of all reflective practice sessions by the host.

As an individual practitioner

- » Mentally prepare for a session and adopt an open and reflective mindset.
- » Show courage and vulnerability to uncover deeper insights.
- » See emotions and feelings as holding important information.
- » Challenge your own assumptions.
- » Show accountability for your own reflections.
- » Reflect on the outcomes from a session to enhance growth in future sessions.
- » Speak your truth – share and explore exactly what is on your mind.
- » Objectively observe own behaviours, feelings, thoughts, skills, attitudes and biases.
- » Suspend critical judgment or self doubt.
- » Trust the process and take your time. Pause regularly and notice what is being surfaced.
- » Follow through with action plans and commitments.
- » Make reflective practice a daily and ongoing practice.

As a reflective practice session host

- » Create a welcoming space that is physically accessible and comfortable.
- » Limit distractions (turn phones off).
- » Use open questions to surface assumptions and interpretations without judgement.
- » Recognise when a practitioner needs a level of support or psychological intervention and may require a referral.
- » Promote and keep confidentiality at all times.
- » Continually reflect and build skills to strengthen your role as a host.
- » Create a psychologically safe space making it safe to share failure.
- » Build trust through empathic listening.
- » Model curiosity and ask powerful, open questions.
- » Enter the session focused on the process without an agenda to fix anything or anyone.
- » Mirror back content using people's own language where possible.
- » Guide people through the steps in the process moving participants through sensemaking toward clarity.

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

02

What skills underpin successful reflective practice

Individual practitioner core capabilities for reflective practice

Session host core capabilities to support reflective practice

Techniques to develop reflective capability

Techniques to develop reflective practice hosting capability

Individual practitioner core capabilities for reflective practice

The following core capabilities are required of an individual to successfully engage in reflective practice:



Adopt a learning and growth mindset

Believes that one's skills and capacity can be improved over time:

- » Embraces challenges
- » Seeks and accepts feedback
- » Learns from setbacks and failures



Demonstrate self-awareness

Ability to see oneself objectively and clearly:

- » Takes note of how one feels and acts in a situation
- » Describes the emotion or rationale behind an action



Engage in critical thinking

Objectively evaluates a situation or action to form sound judgement:

- » Looks into the factors behind a process or action
- » Gathers evidence and proof to supplement an idea



Consider multiple perspectives

Looks at the different angles of how one might perceive a situation:

- » Embraces challenges
- » Seeks and accepts feedback
- » Learns from setbacks and failures



Build emotional resilience

Ability to adapt to stressful situations:

- » Acknowledges and processes one's emotions in the present
- » Able to work toward a goal despite set backs
- » Believes they have agency despite the stressors they face



Apply insights

Able to apply insights to future situations:

- » Adopts a learning orientation
- » Considers continuous improvement options
- » Openness to experiment and prototype different actions

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Techniques to develop reflective capability

Activities that help one develop the skills required to be adept at reflective practice:

Journaling is a great exercise for individuals to record their thinking and feelings about their experiences at work. The entries can range from your interactions with people critical to performing your role, reactions to stress events or scenarios, or perspectives on the outcomes or barriers to progress associated with your work. The act of writing it out can help you make sense of your experience and help you unpack any adverse feelings. It can help you understand how to better improve your practice or shift your perceptions to ones that are more helpful. Sharing insights from your journal in a reflective practice session (if applicable) is also a great opportunity to further process information, share learning and gain different perspectives on the situation.

On-action reflection is the process of stepping back from a situation and reflecting on past scenarios, events and exploring why you and others might have responded a certain way. It is assessing how the situation unfolded, what responses were chosen and how the result came about. After consideration and discussion, a commitment is made to amend or continue the action. The Gibbs' Reflection Cycle assists with this reflection.

In-action reflection is the process of being present in the moment and synthesising the current action being done, the available information and critically responding as the situation unfolds. In-action reflection assists you to respond with curiosity and learning on-the-job and in the flow of work. It encourages you to build your reflective muscle and develop more constructive thinking styles in response to live stressors.

Ritualised reflection at work is the process of normalising reflection while at work by preparing the environment to promote reflective practice. This can be done through:

- » Having designated spaces for reflection.
- » Designing and displaying symbols that prompt reflection (pictures, a quote, articles, a question of the day) throughout the day.
- » Designating time in team meetings for group reflection.
- » Assigning time at the start/end of each shift for individual reflection to check-in/out of work.
- » Starting a conversation about the effectiveness of processes, looking for small improvements in day-to-day activities.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Session host core capabilities to support reflective practice

The following core capabilities are foundational for successfully hosting a reflective practice session:



Demonstrate self-awareness

Demonstrates an ability to see oneself objectively and clearly:

- » Takes note of how one feels and acts in a situation
- » Describes the emotion or rationale behind an action



Act as a role model

Shows the qualities of reflective practice rather than talks about it:

- » Demonstrates deep listening and clearly reflects back what is heard
- » Shares openly and appropriately the impacts of other's difficulties on them



Deliver powerful questioning

Asks questions that surface assumptions, beliefs and biases:

- » Asks questions that help practitioners process their inner experience and move through the reflective practice cycle
- » Evokes discovery, insights, commitment and action through the questioning



Create a safe space

Creates a hospitable environment conducive to reflection:

- » Builds Psychological Safety so people can share their fears, failures, vulnerabilities
- » Holds space for whatever comes up (without shame or avoidance) without trying to fix or judge



Surface underlying patterns

Notifies and brings to the surface underlying feelings, thoughts and unconscious patterns

- » Be curious about taken for granted experiences
- » Unearths unseen patterns to support growth and learning



Identify vicarious trauma signs

Recognises the symptoms of vicarious trauma as the brain's way of coping:

- » Gently surfaces intrusive reactions (e.g., feeling irritable, hopeless, doubting one's abilities)
- » Probes for avoidant reactions (e.g., numbing, cutting off) or hyper-arousal reactions (e.g., difficulty concentrating, retaining information)

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Techniques to develop reflective practice hosting capability

Activities that help one develop the capabilities required to be adept at hosting reflective practice sessions:

Grow your self awareness

1. Ask for feedback

Then you can adjust the perceptions you have about the impact of your approach on others to align with other's experience of you.

2. Self reflect

Keep a journal to develop your own reflective skills and gain confidence in reflecting. Ask yourself a series of questions about your motivation to host reflective practice sessions and the strengths and weaknesses you might bring to that role.

3. Complete assessments

Psychometric tests (such as strengths or personality assessments) can give you insight into your patterns of thinking and behaving that define your characteristics and traits. Knowing your style of approaching situations, and realising there are individual differences can support your hosting capability.

4. Cultivate mindfulness

When mindfulness is practised, behaviour becomes more intentional, and increased self-awareness develops. Mindfulness practice can include meditation, walking in nature, breath work, physical movement.

Read, listen, watch

- » We live in an age where we have an enormous amount of quality information at our disposal to support our learning and growth. You can continue to grow your capabilities by reading on the topic, regularly listening to podcasts or watching talks by leaders in the field. This learning can include topics such exploring resources put out on trauma by [Phoenix Australia](#).

Be a participant in reflective practice sessions

- » One of the most powerful ways to grow your skills to host is to regularly be a participant in reflective practice sessions with a trained reflective practice host. The more experience you have reflecting upon and making sense of experiences and processes behind them, the more you will grow your confidence to host sessions for others.
- » Participation can include engaging in professional clinical supervision with a training person who holds 1:1 or group sessions that are founded on reflective practice principles.

Grow your coaching skills

- » The core capability of hosting is the ability to ask quality questions that facilitate reflection. Growing this capability can be facilitated by growing your coaching skills.
- » There are various resources and courses available to facilitate you growing your coaching skills. You could speak to a learning and development specialist to assist you.

Learn the art of holding space

There are various methodologies that are well documented to support what is referred to as the art of hosting or the art of holding space. For example Heather Plett has written on the [Art of Holding Space](#) and defines it as a *“practice of compassionately witnessing, accepting and supporting someone without judgement while retaining your boundaries and sense of self.”*

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

03

How to run a reflective practice session

Step-by-step guide #1: Applying the 6 stages of reflective practice

Step-by-Step guide #4: Reflective practice session guide

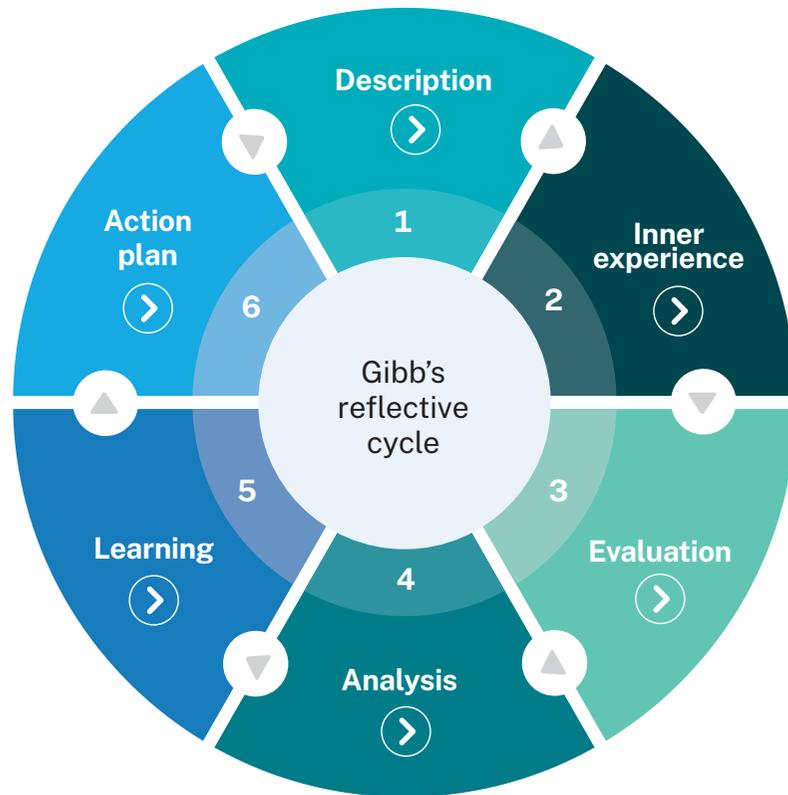
Step-by-step guide #2: Hosting 1:1 sessions

Tip sheets

Step-by-step guide #3: Hosting group/peer sessions

Step-by-step guide #1: Applying the 6 stages of reflective practice

A guide to host Patient Safety Practitioners (PSP) through the six stages of reflective practice. It should be noted that not all sessions will result in going through all the six steps. The steps should not be treated as a check list to work through. It may be enough for a person to do the first three steps in one session.



Step 1: Describe

Ask participant to describe the situation in detail. At this stage, you simply want to know what happened.

- » When and where did this happen?
- » Why were you there?
- » Who else was there?
- » What happened?
- » What did you do?
- » What did other people do?
- » What was the result of this situation?

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice

A guide to host Patient Safety Practitioners (PSP) through the six stages of reflective practice. It should be noted that not all sessions will result in going through all the six steps. The steps should not be treated as a check list to work through. It may be enough for a person to do the first three steps in one session.



Step 2: What was their inner experience

Next, encourage the participant to talk about what they thought and felt during the experience. At this stage, avoid commenting on their emotions.

- » What did you feel before this situation took place?
- » What did you feel while this situation took place?
- » What do you think other people felt during this situation?
- » What did you feel after the situation?
- » What do you think about the situation now?
- » What do you think other people feel about the situation now?

Your guide to reflective practice

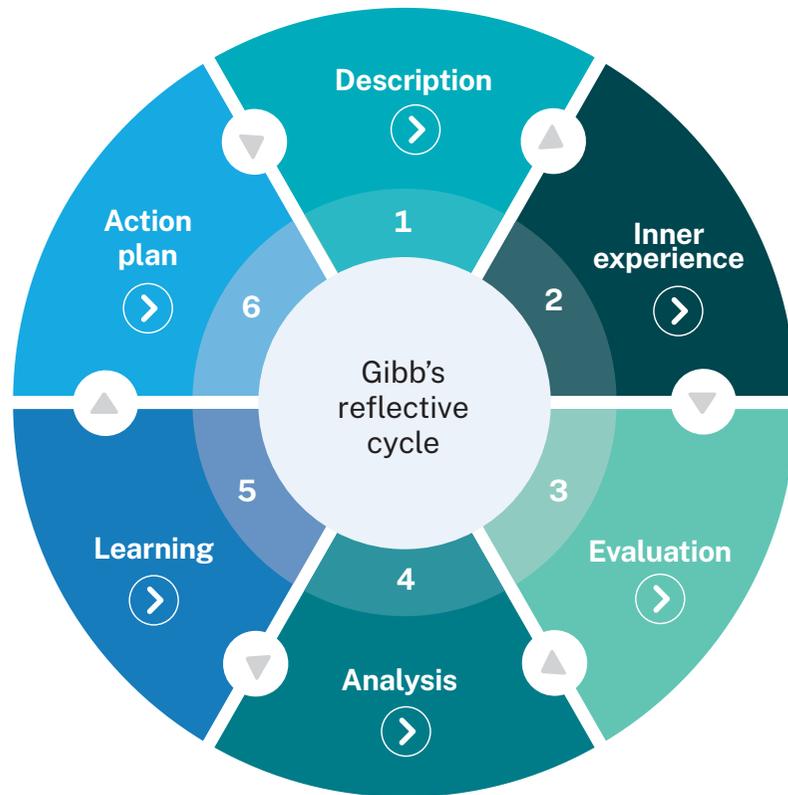
What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice

A guide to host Patient Safety Practitioners (PSP) through the six stages of reflective practice. It should be noted that not all sessions will result in going through all the six steps. The steps should not be treated as a check list to work through. It may be enough for a person to do the first three steps in one session.



Step 3: Evaluate

Now you need to encourage the participant to look objectively at what approaches worked, and which ones didn't.

Consider asking:

- » What was positive about this situation?
- » What was negative?
- » What went well?
- » What didn't go so well?
- » What did you and other people do to contribute to the situation (either positively or negatively)?

Your guide to
reflective practice

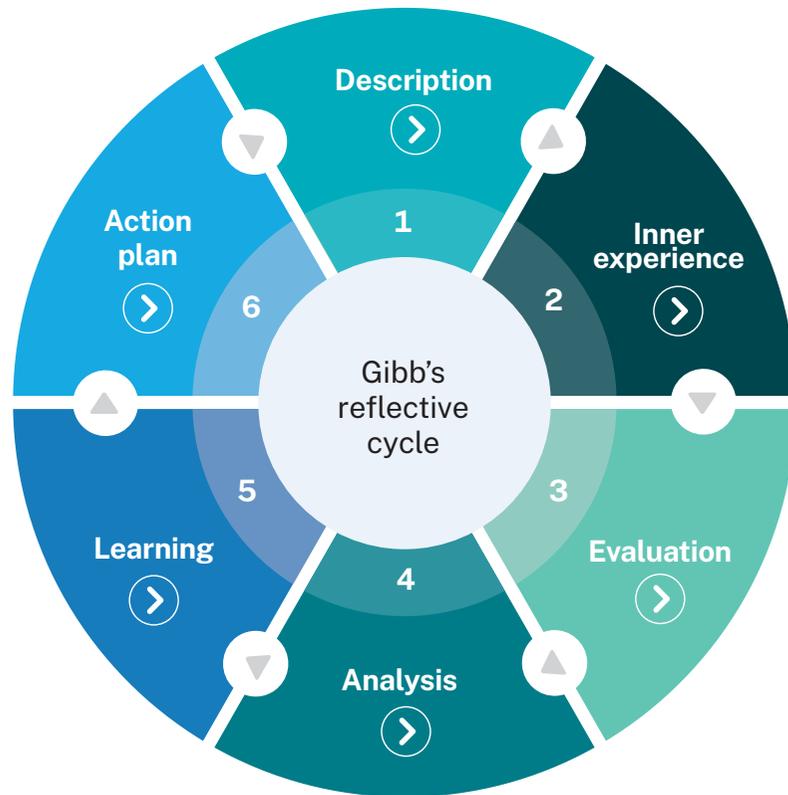
What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice

A guide to host Patient Safety Practitioners (PSP) through the six stages of reflective practice. It should be noted that not all sessions will result in going through all the six steps. The steps should not be treated as a check list to work through. It may be enough for a person to do the first three steps in one session.



Step 4: Analysis

Assist participant to analyse the situation, to try and make sense of everything that happened. For example, you could ask:

- » what went well and why?
- » what would you do differently in future?
- » what insights are emerging for you in relation to this situation?

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice

A guide to host Patient Safety Practitioners (PSP) through the six stages of reflective practice. It should be noted that not all sessions will result in going through all the six steps. The steps should not be treated as a check list to work through. It may be enough for a person to do the first three steps in one session.



Step 5: Learning

Encourage the participant to think about the situation again.

Consider asking questions like these:

- » How could this have been a more positive experience for everyone involved?
- » If you were faced with the same situation again, what would you do differently?
- » What skills do you need to develop, so that you can handle this type of situation better?

Your guide to
reflective practice

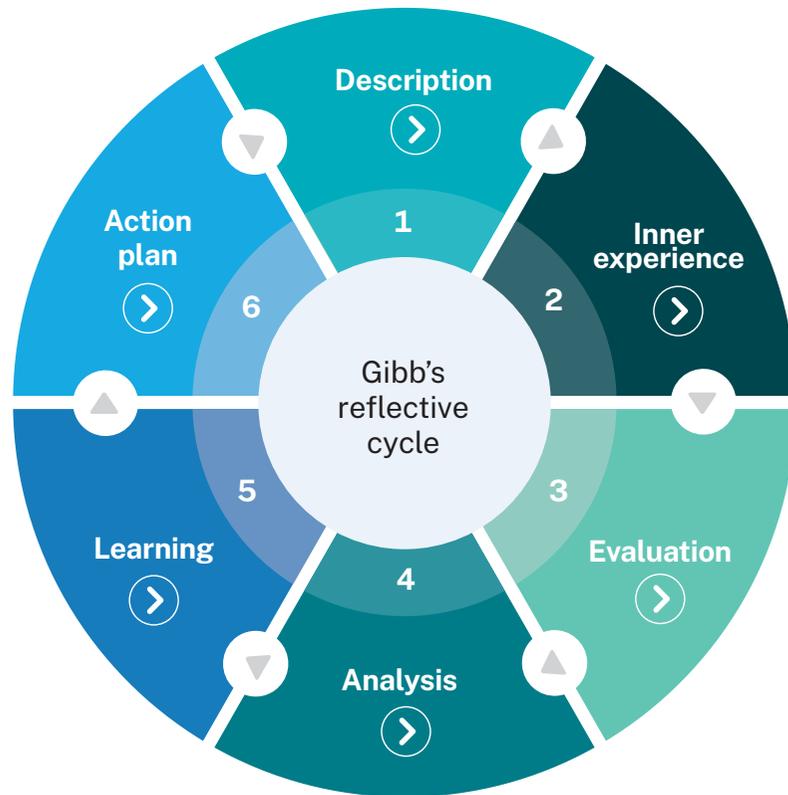
What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice

A guide to host Patient Safety Practitioners (PSP) through the six stages of reflective practice. It should be noted that not all sessions will result in going through all the six steps. The steps should not be treated as a check list to work through. It may be enough for a person to do the first three steps in one session.



Step 6: Action

The participant may formulate some possible actions that they can use to deal with their current situation more effectively, or similar situations in the future.

In this last stage, the host can assist the participant to come up with a way forward, next steps or a plan to make changes. This can include:

- » questions to further reflect on
- » areas to gather more information
- » actions to experiment with
- » support that might be required.

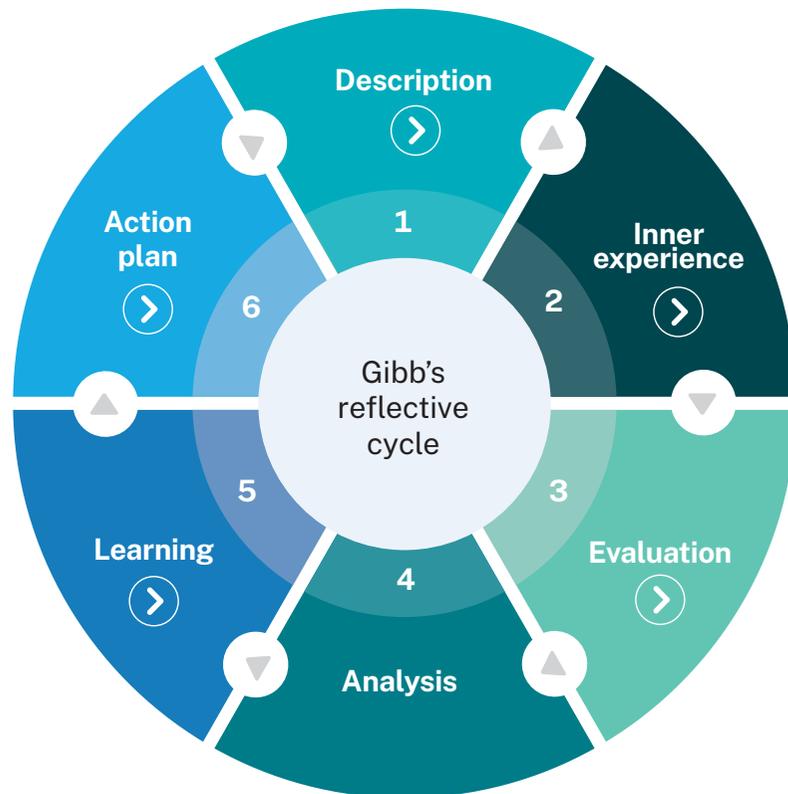
Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice



Step 1: Describe

Exploring events, interactions, situations
What happened?

Host aim:

Encourage the recollection of relevant information to set the context for reflection.

Step 2: Inner experience

Processing the experience from the inside
What were their reactions? What were they thinking and feeling?

Host aim:

Uncover emotional reactions, feelings and thoughts.

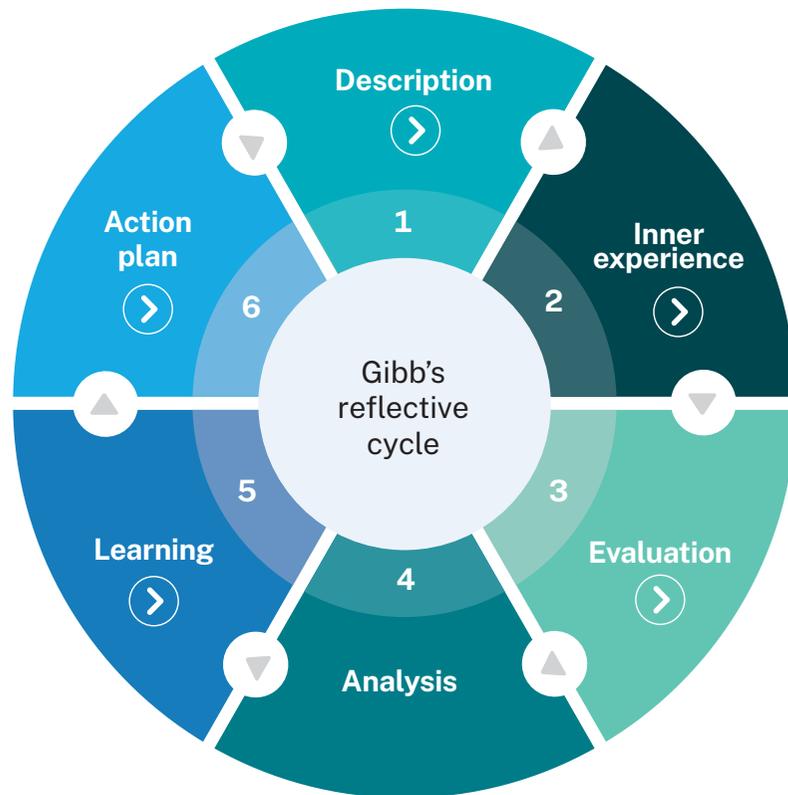
Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice



Step 3: Evaluation

Identifying the impact on self/others

What has been the positive, negative impact on them/ others?

Host aim:

Explore different perspectives and the approaches that were used.

Step 4: Analysis

Integrating the experience

What sense can they make of the situation?

Host aim:

Assist with unearthing insights and drawing meaning.

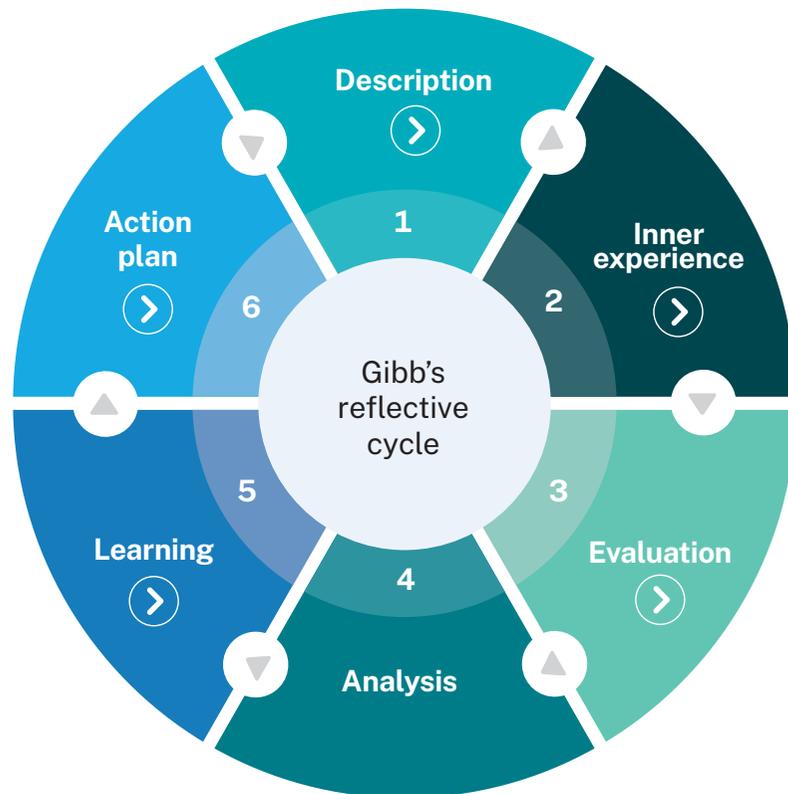
Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #1: Applying the 6 stages of reflective practice



Step 5: Learning

Learning from the experience

What else could they have done? What learnings are they taking from this?

Host aim:

Explore the 'so what' of the reflection and the identification of what might need to change or strengthen in the future.

Step 6: Action Plan

Setting commitments

What would they like to put into place for the future?

Host aim:

Aid with goal setting and action planning to embed learnings and reflections.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #2: Hosting 1:1 sessions



➤ Consider your 'plan to understand'; ways to share power; and the impact you can make

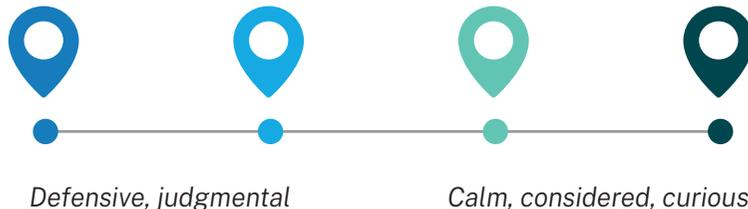
Set your intention

What are the outcomes you are hoping to achieve for:

- » You and the Patient Safety Practitioner (PSP)?

Consider your mindset

What mindset are you holding in relation to this reflective session ?
(Place yourself on the scale, below)



If you rate yourself to the left of the scale, think about what is getting in the way for you and what can help you shift towards the right

Consider how to create a safe space

- » How will I ensure the PSP feels safe?
- » How can I accommodate any cultural considerations?

Reflect on how to balance the power differential

- » How will I share information and clarify parameters?
- » Where shall we meet and how will I set the room up?

Plan to take multiple perspectives

Other view

- » What is the PSP's thoughts, views and feelings and others' in the challenge they are bringing?
- » What is impacting the PSP's views?
- » What potential assumptions and biases might the PSP have?

Own view

- » What do they know (facts) and what do they need to investigate further?
- » What assumptions and biases might they need to be aware of?

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #2: Hosting 1:1 sessions



Set up



Reflect



Clarify

➤ Create a shared understanding; take an empowered coaching approach; and create a way forward through conversation

Build a shared understanding

1. Open with the intent to empathise and listen
 - » E.g., ‘You share more about X so that I understand from your perspective.’
2. Explore the PSP’s view and reflect back
 - » Prompt with open questions and empathic listening. E.g., ‘Can you tell me more about...?’; ‘What was it that caused...?’; ‘How did the situation play out?’
 - » Reflect back. E.g., ‘I’d like to clarify that I’ve understood you correctly. Can I try to summarise and you tell me where I have it right or wrong?’; ‘Is the crux of what you are saying x? Have I got that right or missed anything important?’
3. Validate
 - » E.g., ‘I’ve heard you talk about the need to...’; ‘It’s reasonable that you feel frustrated/angry/etc.’; ‘It sounds like you’re aiming to...’; ‘What have you now gained insight into?...’)

4. Surface patterns (using inquiry to challenge, where possible)
 - » E.g., ‘I’m curious about..’; ‘I can see your point with (X), my view with (Y) is’; ‘Where we differ is...’. If at an impasse/in conflict, go back to 2, and recall tips to manage emotion and defuse tension.

Create a way forward

5. Create a shared picture of successful resolution
 - » E.g., ‘If this problem was solved tomorrow, what would be different?’; ‘If you had a magic wand that could shift this, what would that look like?’)
6. Generate options, together
 - » E.g., ‘What alternatives do we have to solve this?’; ‘I hear you’d like x, and yet others are wanting y. Given you are constrained because of x, what options exist beyond that?...’; ‘How might you redefine the parameters here?...’)

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #2: Hosting 1:1 sessions



Set up



Reflect



Clarify

> Commitments, progress and next steps:

Wrap-up with intent

- » Summarise the discussion
- » Confirm next steps, E.g., ‘What are your agreed options?’; ‘It sounds like the next steps are...’; ‘While you don’t have certainty over x, what you can do is...’; ‘I need to investigate...’
- » Ask yourself, ‘is this reasonable?’
- » Book in the next reflective session

Remember to:

- » Note any decisions that were made
- » Include specific details (e.g., dates, who is responsible, new tasks, etc.)
- » Check for understanding and gain agreement on your summary and next steps
- » Show gratitude and build rapport at the end, too
- » Follow through on anything you have promised

Throughout the conversation, recall tips to:

- » Apply the six stages of reflective practice
- » Explore the root cause through ‘whys’
- » Use the experience cube to tease out their experience



Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #2: Hosting 1:1 sessions



Set up

Consider your 'plan to understand'; ways to share power; and the impact you can make



Reflect

Create a shared understanding; take an empowered coaching approach; and create a way forward through conversation



Clarify

Commitments, progress and next steps

Your intention

Your approach to ensuring a safe space, balancing power and multiple perspective taking

How you will build a shared understanding

How you will wrap up with intent

How you will create a way forward

Other notes:

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #3: Hosting group/peer sessions

Opening the session



During the session



Closing the session



- 1. Set expectations:** At the beginning of the session, let the members know how the session will run. This includes ground rules and your role as the host.
- 2. Emphasise the power of confidentiality in building safety:** At the beginning of the session, ensure that everyone in the group has the same expectation for confidentiality. Do this with every session, even if you have worked with the same group in the past. Talk about leaving issues shared in the circle so a person bringing a challenge can walk about not feeling people will come up to them to continue the conversation unless they initiate that.
- 3. No “right” or “wrong” reflections:** Highlight that there are no “right” or “wrong” reflections. It is a space to explore perceptions of what is happening rather than sorting out wrong from right answers
- 4. All voices are valuable:** Emphasise the value of everyone participating and that all people’s voices help generate insight. Be aware if anyone, other than a person presenting their challenge, is speaking too much at the expense of other voices.
- 5. Explain your role:** Remember that there are no ‘teachers’ or ‘trainers’ in the room, only reflective professionals. In hosting, the goal is to move people through the reflective practice steps.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #3: Hosting group/peer sessions

Opening the session



During the session



Closing the session



1. **Be flexible:** Try to be flexible about the session structure and activities. It is not a lesson, and the participants are not expecting you to be an 'expert' in the topic. If a discussion takes more time, let it continue.
2. **Share your own experience:** If there seems to be a difficult question, it is okay to start sharing your own example or answer. In these sessions, everyone is a 'learner' or is wearing a 'reflective hat' and so there are no 'teaching rules'.
3. **Don't over plan:** Try not to over plan the details, such as precise timing, group work or pair work. This will largely depend on the number of people, the venue, on the mood and topics raised. Leave space for being spontaneous.
4. **Prioritise new questions:** Listen to the questions asked in the process of the session and incorporate those questions in the discussion, giving them the priority over the ones you prepared. Remember that there are no 'teachers' or 'trainers' in the room, only reflective professionals. These new questions will bring new session topics!

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #3: Hosting group/peer sessions

Opening the session



During the session



Closing the session



- 1. Summarise what the group has discovered:** As the host, helping the group to see where they have come during the course of their discussion can be very helpful. This frames the experience and helps group members make and cement connections between concepts discussed. Asking the PSP how they might approach similar challenges in the future, and writing those down, can be very valuable for each member of the group.
- 2. Offer your own narrative:** Sharing personal experiences related to the topic in question, and describing the challenges you faced and how you dealt with them can help learners make connections between concepts discussed and real-life scenarios. This is particularly valuable when your learners are relatively inexperienced in the area being discussed. Offering this towards the end of the session is important – doing so early in the dialogue can lead learners to believe that your approach is the only “correct” approach and can also intimidate them from sharing their reactions and thoughts.
- 3. Reiterate confidentiality:** This reinforces group expectations and supports the safety of the learning environment.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Step-by-step guide #3: Hosting group/peer sessions

Opening the session



- » Set expectations
- » Emphasise the power of confidentiality in building safety
- » No “right” or “wrong” reflections
- » All voices are valuable
- » Explain your role

How will you set up the session for success?

During the session



- » Be flexible
- » Share your own experience
- » Don't over plan
- » Prioritise new questions

What might you share from your experience? What personal strengths might you look at leveraging to facilitate discussion?

Closing the session



- » Summarise what the group has discovered:
- » Offer your own narrative
- » Reiterate confidentiality

What might you do during the session to ensure you can close the session well?

Your guide to reflective practice

What skills underpin successful reflective practice

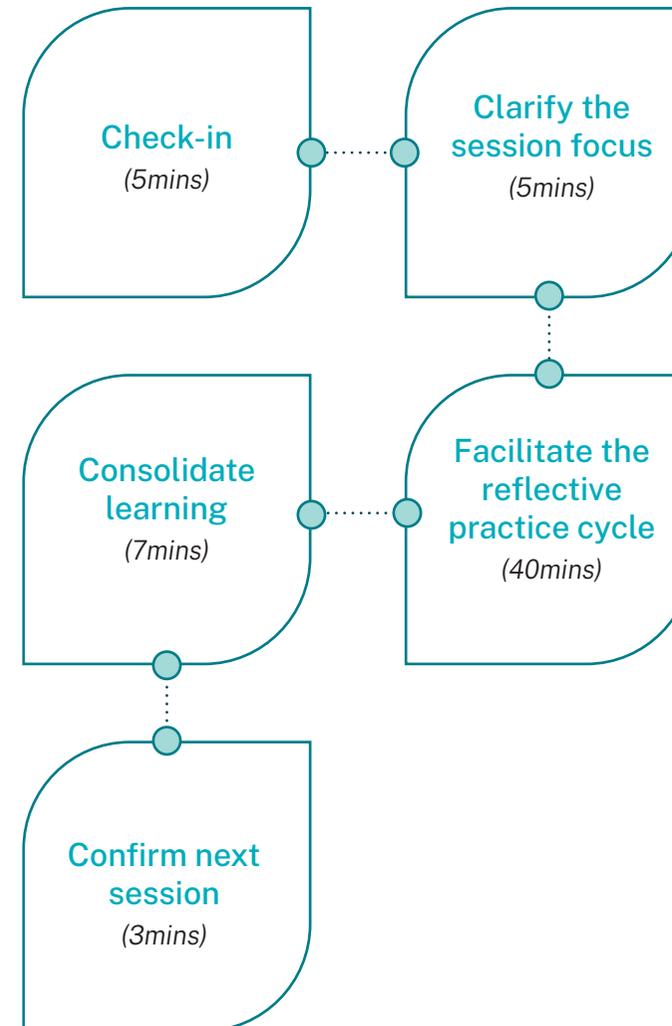
How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #4: Hosting group/peer sessions

This tip sheet is used to guide the structure of a reflective practice session

- » Keep your session simple and focused on the practice of reflection.
- » If the session is too complicated or layered people lose the primary focus which is to reflect together.
- » The sessions ideally should include a positive tone in the check and in the consolidation of learning.
- » Think about using a timer that has a nice sound (e.g., calming music or sound bowls) to indicate it is time to move along the process. Of course, use judgement as to when to move through the process depending on the pacing of the group. However, people will feel more held if the person hosting the session is conscious of time.
- » Encourage people to keep their own notes. Given the nature of reflection it is the responsibility of the person deciding to take actions to keep track of their own accountabilities. However, it is recommended that the person hosting the session record high level commitments.



Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Step-by-step guide #4: Reflective practice template example

This tip sheet is used to guide the structure of a reflective practice session

Description	Describe as a matter of fact what happened during your critical incident or chosen episode for reflection.
Feelings	> What were you thinking and feeling at the time?
Evaluation	> List the points or tell the story about what was good and what was bad about the experience.
Analysis	> What sense can you make out of the situation? What does it mean?
Conclusion	> What else would you have done? What should you perhaps not have done?
Action plan	> If it arose again, what would you do differently? How will you adapt your practice in light of this new understanding?

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

04

Creating a reflective practice culture

Building a reflective practice learning community

Signposts of a reflective culture

Building a reflective practice organisation culture

Building a reflective practice learning community

Below are some strategies for building a learning community with a culture of reflective practice.

Reflective journals



Journals or diaries can be a good place for professionals to record their thinking about all aspects of their practice (for example, relationships, interactions, and the environment).

Journal entries can include stories about practice, meaningful words, drawings, symbols, articles and photographs to be used as prompts for reflection or reminders for thinking and discussion.

Consider putting reflective journals in the workplace for all PSPs to read and learn from each other. Sometimes it can be easier to write in a journal that talk about it.

Mentor network



A mentor or critical friend, is someone who guides, asks questions, offers a different perspective, and provides resources and shares skills.

It can be someone who will challenge and encourage you to consider different perspectives. The mentor can be another PSP or someone else.

Mentoring can be face-to-face, over the phone or online.

Reflective practice board



Designated notice boards for highlighting reflections about practice can help to include other professionals who work in the setting in critical reflection.

Posters, photographs, quotes, articles, books, and critical questions can provoke thinking and conversation.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Building a reflective practice learning community

Below are some strategies for building a learning community with a culture of reflective practice.

Professional learning experiences



Professional learning experiences can be a catalyst for reflecting on practice, individually or with others. These experiences help you to think about different ways of working and addressing problems as well as affirming the things you do well.

Professional learning experiences include:

- » visiting other settings and talking to professionals doing similar work
- » joining a network
- » working in another setting through a staff 'swap' arrangement.

Action research



Action research is an approach to professional practice involving a cycle of reflection and investigation on a topic of interest, a concern or a question about practice within a setting. The process is systematic, ethical, participatory and collaborative. The term research in this context is about finding evidence about the topic or concern through strategies such as observations, collecting information or interviews. This evidence is compared with or linked to professional literature on the focus for the research. Actions are taken in response to the findings of the literature and the practice evidence. The actions are monitored and evaluated and revised if necessary and the cycle begins again.

Meetings



Putting aside time regularly for focused discussion about practice with colleagues helps to ensure that reflection becomes regular practice. In some settings, time is put aside at meetings for critical reflection. In others, whole meetings are dedicated to critically reflecting on practice. Examples include breakfast meetings for room leaders, meetings for those working with specific groups, and meetings with professionals from across a network or community. It is important to have a host who uses critical questions to stimulate discussion and deep thinking, and to record the discussion and the actions that arise.

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Signposts of a reflective culture

- » Reflective supervision is included in **role descriptions**.
- » Capacity to host Reflective Practice sessions is considered **essential in leadership roles**.
- » Individuals and teams are allowed to **dedicate work time to learning**; moreover, this is celebrated.
- » Reflective practice is integrated into **supervision sessions**.
- » Reflective practice sessions are valued, supported and **well-resourced**.
- » All staff members, including the **most senior**, participate in reflective practice sessions and professional development.
- » **Reflective questioning** is included in regular meetings and discussions on the job.
- » The **emotional impact of work is recognised** and effective processes are in place to mitigate this.
- » **Reviews of mistakes**, particularly after trying new things, are seen as an opportunity for learning, not a way of finding scapegoats.
- » There are opportunities for **ongoing feedback**, including immediate feedback close to an event and between the levels of the organisation.
- » There is room for professional **autonomy and discretion** in practice.
- » There are **metrics in** place to assess that reflective practice sessions are conducted regularly.
- » There is **vision** for the role of reflective practice in promoting wellbeing that is formally captured in a plan.
- » **Professional development** strengthens the capabilities that enable successful reflective practice.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture

Building a reflective practice organisation culture

Culture building happens in phases and needs sustained focus and effort, led by key champions with the influence and authority to promote new ways of doing things.

Phase 1

1. Conduct an education campaign to raise awareness of the value of reflective practice (and what's in it for me)
2. Create a burning platform of the importance of conducting regular reflective practice e.g. align to new Safework legislation
3. Gain senior leader commitment to champion the value of investing in reflective practice
4. Deliver capacity building training and coaching sessions to build reflective practice capabilities

Phase 2

- » Develop a register of endorsed reflective practice hosts to facilitate peer group reflective practice sessions
- » Build reflective practice touch points within the employee lifecycle to uplift normalising the inclusion of reflective practice into “the way we do things around here”. Example:
 - Build reflective practice education component into employee induction
 - Develop minimum standards for the number of reflective practice sessions per annum
 - Include capability building into learning development cycle

Phase 3

- » Reinforce the commitment to reflective practice through accountability mechanisms that track level of reflective practice sessions hosted
- » Grow workforce's capacity to engage with self-directed reflective practice
- » Celebrate examples of successful practice

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

05

Extra resources

List of tipsheets

Self care grid

List of tip sheets

Below is a list of tip sheets available for you to use. Please click on each of the button below to access them.

Key qualities to build a reflective practice mindset

Considering multiple perspectives

Creating reflective space

Building a shared understanding

Getting in-sync

Re-setting our state

Empathic listening

Emotional regulation

Asking impactful questions

Positive reframing to shift mindset

Question bank

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

Reflective Practice

Tips

Key qualities to build a reflective practice mindset

Use this tip sheet to develop a reflective mindset when joining a reflective practice session either as a host or practitioner

What is it?

How to role model it

To be open-minded about the other person's perspective



Curiosity



Suspend judgment, ask questions to increase understanding

To understand the other person's context, situation and what they're thinking and feeling, which drives a need to act



Compassion



Recognise and validate the range of emotions others might be feeling, and explore how to help

To apply a human-centred approach



Respect



Put others at the heart of conversations, solutions and decision-making

A willingness to pivot to ideas and solutions that may be different from where you started



Agility



Zoom out and broaden perspectives, shift and change mindset and sense-make in the moment

Being clear and honest in what you want to say



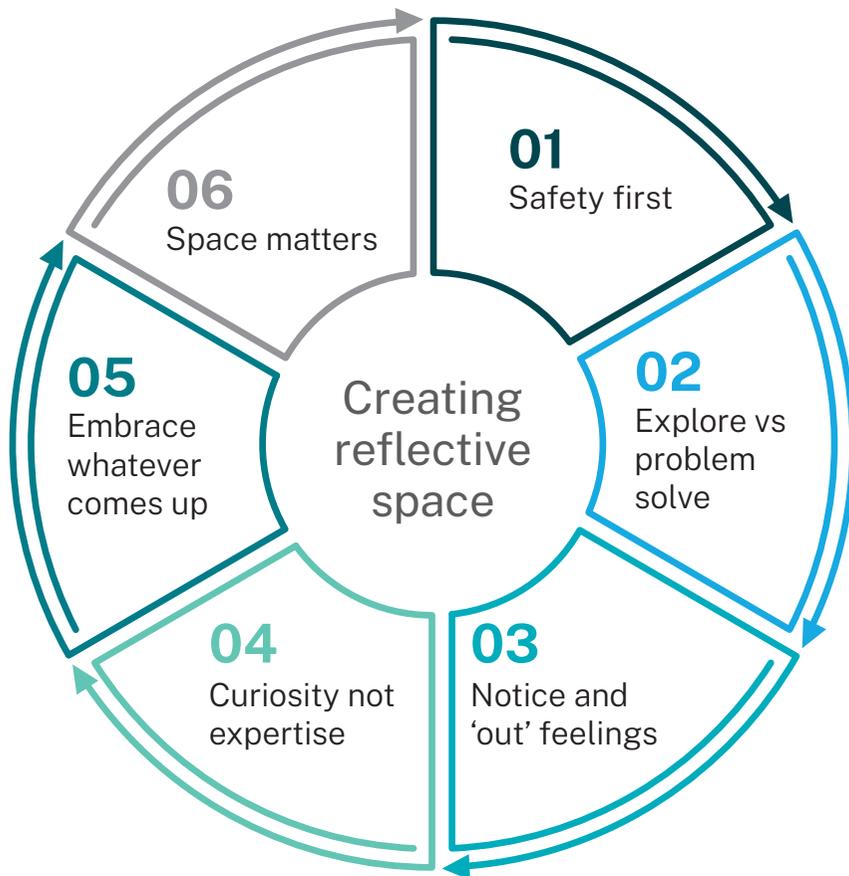
Authenticity



Share the reasons why something might be important to you

Creating reflective space

Use this tip sheet if hosting a reflective practice session (1:1 or in a group) and want to create a safe space to reflect



- 01 Psychological Safety** is based on the quality of trust. When people don't feel safe, they are unable to truly share their experience. People need to feel they won't be judged
- 02 An exploratory conversation** is not a problem-solving exercise. The way forward more likely arrives when we pause and open possibilities, than when we push for a fast solution
- 03 Create space to explore** what people are feeling, thinking, sensing and how these might cloud people's actions, reactions and motivation
- 04 Be curious about everyday** taken-for-granted experiences as though they were exotic. Treat positive and negative experience with the same "how fascinating"
- 05 "Holding space"** means that people can be with each other without trying to fix, judge, win affection or affect any kind of outcome. (Anna Holden, 2012)
- 06 Hold space** for whatever comes up (without shame and avoidance). Create space for people to unearth what they know, yet might not have had the time and space to process

Reflective Practice

Tips

Getting in-sync

Use this tip sheet when hosting a reflective practice session (1:1 or in a group). The processes help build connection with others to build understanding and positive influence. Intentional empathic listening leads to brain synchronisation and getting in-sync, with others. This neural process heightens trust, understanding, receptiveness, reciprocity and collective creativity.

Name the moment:

What is the reflective session you are preparing for?

Who is the reflective session with?

1 How will you be present?

Select 1 or 2 listening behaviours you want to deliberately focus on during the interaction.

- Staying present
- Tuning into the other person/group
- Listening carefully to what is being said
- Listening for subtle between-the-lines cues
- Paying attention to non-verbal signs
- Not interrupting
- Keeping a neutral tone with no 'sharp edges'
- Reflecting back what the other person has said
- Accurately naming the emotion of the other person/group

2 What can you ask?

Pick an open question you can use to start a dialogue.

E.g., 'tell me about your views on', 'what's going through your mind about...', 'what do you see as the risks and opportunities with...?'

3 What could you learn?

What can you genuinely learn or be open to in your interaction?

E.g., could you explore the drivers behind someone's concerns or behaviour?

Is there something about the other person's role, priorities or projects you could better understand?

What assumptions do you have that could be wrong?

5 Validate an observation

Watch for clues about underlying emotions. Identify and reflect their emotions using tentative framework.

- » "You paused for a while there and appear a little uncertain about X. How are you feeling about X?" (Later..."I can understand why you're feeling that way.")
- » "I could be wrong but I'm picking up that you might be feeling frustrated (or insert other emotion)." "I feel that's a pretty normal response."
- » "You don't appear excited about...What's playing into that?" "That's reasonable."

4 Reflect back something you've heard

Prepare some questions you can ask to help you reflect back or probe into what you've heard, to show the other person you're really listening.

Some examples include:

- » I'd like to clarify that I've understood you correctly. Can I try to summarise, and you tell me where I have it right or wrong?
- » You're saying that...
- » Can you tell me more about?...
- » What was it that caused?...
- » How did/could X play out?...
- » Is the crux of what you are saying x...? Have I got that right or missed anything important?

6 Seek reciprocal understanding

How can you clarify that you have been heard? How could you try asking the other party what they have heard from you?

E.g., "What's your sense of where we agree?"

"What have you heard from me on the issue of X?"

Reflective Practice

Tips

“

Empathetic listening is an awesome medication for the hurting heart.

Gary Chapman

Empathic listening

Use this tip sheet to deepen your listening skills. Reflect as a group on the qualities of empathic listening when setting up a reflective practice group's ways of working.

Empathic listening implies a willingness not to judge, evaluate, or criticise but rather to be an accepting, permissive, and understanding listener.

Becoming an empathic listener requires focusing on the following guidelines:

- » A greater emphasis on listening than on talking.
- » Responding to that which is personal rather than abstract.
- » Following the other in their exploration rather than leading into areas you think they should be exploring.
- » Clarifying what the other person has said about their own thoughts and feelings rather than asking questions or telling them what you believe he should be thinking, seeing, or feeling.
- » Responding to the feelings implicit in what the other has said rather than the assumptions or “content” that has been talked about.
- » Trying to get into the other person's inner frame of reference rather than listening and responding from our own frame of reference.
- » The speaker is more apt to keep talking (vs. defending, blaming, shutting down, or withdrawing). This can build trust, intimacy, and relationships, over time.

Underpinning the guidelines for empathic listening is the ability to be present.

By expanding your cognitive and sensory awareness and tuning in to others' needs, you help people feel seen, understood and valued. There are three aspects of being truly present:

1. Cognitive awareness

- » **Check in** – Choose how you want to show up and be aware of your mindset and create a positive frame of mind for the interaction
- » **Be curious** – Ask questions that help them explore the issue, challenge and solution
- » **Suspend judgment** – Don't tell yourself stories, jump to conclusions or get into 'fix-it' mode

2. Sensory awareness:

- » **Observe emotions in self** – Recognise emotional reactions and physical sensations
- » **Observe emotions in others** – Listen for the emotion behind the words and observe non-verbal cues
- » **Set your intention** – Decide how you want to be experienced as a person

3. Tuning in to others:

- » **Respect** – Being treated with respect is one of the strongest predictors of positive feelings
- » **Regard for others** – Reflect on how you are valuing those you are with
- » **Discover** – Listen deeply for what others need from you

Asking impactful questions

Use this tip sheet to consider the types of questions you might ask to help you reveal new insights and deepen understanding.



Open questions

- » Open questions usually start with words like 'what, how, where, and when'.
- » They encourage thoughtful and extended responses. They give control of the direction of the conversation to the person being questioned. This can create safety and build rapport.
- » Be cautious of using 'why' questions, as this may trigger a defensive emotional response. Use them with discretion.



AWE questions

- » "And what else?"
- » The first answer to a question is rarely the best (or only) answer. This question is powerful in uncovering more answers.

Examples

- » What is the most important thing for us to talk about?
- » What are you enjoying about your current ways of working?
- » Where would you be most comfortable to discuss this?
- » How can we work together to resolve this issue?
- » How do you best relate to others?
- » When will be a good time to continue the conversation?

Add your own examples:

Asking impactful questions

Use this tip sheet to consider the types of questions you might ask to help you reveal new insights and deepen understanding.



Clarifying questions

- » Clarifying questions support clear communication and minimises the risk of misunderstanding.



TED questions

- » TED stands for 'Tell, Explain, Describe'.
- » TED questions can be an invitation to provide lots of information.
- » Potentially they can provide a 'key' piece of information using just one question that may take several other types of questions to find.

Clarifying question examples

- » What do you mean by X?
- » What was the thinking behind that?
- » How exactly would you like this done?

Add your own examples:

TED questions examples

- » Tell me more about that.
- » Tell me about the impact that had on you.
- » Explain the situation to me.
- » Explain to me what that was like for you.
- » Describe that to me.

Add your own examples:

Reflective Practice

Tips

Question bank

These questions can be used to help guide individual reflective practice such as when journalling or preparing to bring a topic to a reflective practice session. They can be adapted (changing 'I' to 'you') when used by reflective practice host or peer who is helping another peer reflect.



- » What is happening?
- » Why am I reacting in this way?
- » What worked well and how do I know?
- » Why did things happen that way?
- » What were my intentions when I did that?
- » What triggered such a response from me?
- » What would I do the same or differently? Why?
- » What root cause might be prompting or perpetuating this behaviour?
- » What do I believe about my role as a PSP?
- » How does this belief influence my actions?
- » What data do I need to make an informed decision about this problem?
- » Is this the most efficient way to accomplish this task?
- » Where did I succeed in the past?
- » What can I do to make my job more fun?
- » What can I do to be more proactive in my reflective practice?
- » What do I need to resolve in order to move forward more optimistically and with a fresh mind?
- » What types of tasks do I need to spend more time focusing on?
- » Which tasks am I only continuing to perform out of habit?
- » Are there any aspects of the profession that I am ignoring due to lack of knowledge or fear of change (for example technology)?
- » How can I increase valuable peer involvement?
- » Have I done enough to foster a productive relationship with my supervisor?
- » Do I still enjoy my job? If not, what can I do to increase my enjoyment?
- » Do I bring additional stress upon myself? If so, how can I decrease or eliminate it?
- » What minor and/or major changes can I make to my practice in order to directly increase positive outcomes?
- » Why is this behavior bothering me so much?
- » What might this person really be trying to say?
- » Why am I finding myself thinking so much about this interaction?
- » Is there something about this interaction that reminds me of others in my life?
- » What has this person's past experiences with "helpers" been?
- » What do I need to do make things better?
- » What should I ask of others to support me?
- » What do I need to avoid in future?
- » What have I learned?
- » What will I recognise in advance?
- » What have others learned from this?
- » What broader issues need to be considered if the new set of actions are to be enacted?
- » What wider considerations need to be addressed?

Reflective Practice

Tips



Before you start, do some reflection:

What would you like to know about what this person or group is thinking and feeling?

How will this understanding help you?

How will this understanding help them?

Considering multiple perspectives

A host or individual can use this tip sheet when the topic for reflection involves a concern, misunderstanding or conflict with another party or parties. The tip sheet can help a person better understand someone else's view or feelings before acting.

Name the moment:

Who's perspective are you stepping into?

Why is this important to you?

1 What are the person's/group's needs in this situation?

2 To what extent is this person's/group's needs currently being met?

3 What else might the person or group be thinking and feeling?

4 When have you felt something similar (if applicable)? What insights can you draw from that?

5 What is impacting their views and behaviour?

6 Based on this understanding, what will you do and say to meet the other person where they are at?

Building a shared understanding

Use this tip sheet when building a shared understanding of the issue being raised in a reflective practice session.

Steps

Examples

1 Open with intent to listen As mentioned, I'd like to talk more about X so that I understand from your perspective.

2 Explore the PSP's view and reflect-back (before stating your view)

Prompt with open questions and empathic listening:

'Can you tell me more about...'

'What was it that caused...?'

'How did the situation play out?'

Reflect-back:

'I'd like to clarify that I've understood you correctly. Can I try to summarise and you tell me where I have it right or wrong?'

'Is the crux of what you are saying x? Have I got that right or missed anything important?'

3 Validate and find the common ground

I've heard you talk about the need to...
It's reasonable that you feel frustrated/angry/etc.;
Our apologies this happened
We both want...

I believe we're both aiming to...; 'I've now gained insight into...'

4 Propose your views

I'm curious about..
I can see your point with (X), my view with (Y) is
Where we differ is...

If at an impasse/in conflict, go back to 2 (Explore other view), and recall tips to manage emotion and defuse tension.

Reflective Practice

Tips

Re-setting our state

Use this tip sheet as a stepped guide for generating a feel of 'The Third Space'

1 Reflect: Acknowledge the situation you've just left. This is called the 'first space'

In the moment I've just left, I achieved...

In the moment I've just left, I could have improved on...

Focus on what went right in the previous situation rather than focusing on the negatives. Now give yourself permission to move on...

2 Rest: How can you rest before moving onto the next activity?



Depending on how much time you have, this could be taking ten seconds or a minute to breathe, make a cup of tea, or walk around the block.

This step leverages the 'third space', or the space of transition between activities

3 Reset: What are two specific behavioural intentions you can set as you prepare to enter the next situation or space?

Examples:

- » I want to engage through powerful language and communication
- » I want to focus on others' needs
- » I want to listen
- » I want to ask questions that build rapport
- » I want to be positive and optimistic
- » I want to be inclusive by asking for all voices to be heard

I choose to commit to these behavioural intentions as I move into the next situation:

1

2

Reflective Practice

Tips

If you're struggling to control intense emotions, consider how to STOPP. STOPP is a strategy that will help you in the heat of the moment when you are dealing with intense emotions. It incorporates aspects of Cognitive Behavioral Therapy (CBT), Dialectical Behaviour Therapy (DBT), and mindfulness meditation to help you more effectively address and manage your emotional response to a challenging, difficult, or rage-inducing incident.

Learning how to pause in between an intense emotional reaction, and your ensuing actions, is one of the most valuable and life-changing skills that a person can have.

The process is outlined here:



STOP!

Just pause for a moment and ask yourself "am I reacting?"



Take a breath

Breathe deeply to turn off the stress response (e.g. belly breathing; box breathing)



Observe – with a curious mindset

Just pause for a moment and ask yourself "am I reacting?"



Perspective taking – looking out

- » What's the bigger picture/helicopter view?
- » What is another way of looking at this situation?
- » What would a trusted friend say to me right now?
- » How important will it be in six month's time?
- » What coping strategies are emerging around me that I can learn from?



Proceed with purpose

- » Ask yourself who is the leader I want to be in this situation?
- » Act in alignment with your values
- » Communicate to reduce ambiguity for others
- » Think of Behavioural Action Therapy – take action to influence your feelings

Reflective Practice

Tips

Positive reframing to shift mindset

Use this tip sheet when helping someone in a reflective practice session move beyond automatic negative thoughts to more constructive ways of thinking

Name the moment (think to a recent or upcoming conversation) :

What's the negative thought?

1 Identify the thought

What 'type' of thought/s or mind trap/s are you facing?

- Overgeneralisation:** A thought framed as an absolute - "always, never, no one, everyone, every time".
- Mind reading:** A thought which makes assumptions about what other people are thinking, without evidence or direct communication.
- Labelling:** A thought which attaches a label and negative global judgement to you or others.
- Magnification / Minimisation:** A thought which dismisses the good and focuses heavily on the negative.
- Emotional reasoning:** A thought which is guided by how you are feeling
- Personalisation:** A thought triggered in response to interaction and interpreted to be a personal attack.
- Moral imperative:** A thought that evokes feelings of guilt.
- Blame:** A thought which blames others and absolves you of responsibility. Righteousness.

2 Scrutinise the thought

Does this thought generally help or hinder you?

- Mostly helpful
- Mostly unhelpful

3 Name the thought

This will feel strange, but try it anyway...

Use the third person to label your thoughts, like a spectator of your mind. E.g., "Michael is mindreading again and losing focus"

4 Challenge yourself

Ask yourself a couple of questions

"Is this thought helpful?"



"How might someone else view this?"



"Is this thought true?"



"Is this thought a fact or an opinion/assumption?"



"What evidence do I have of this?"



"What advice would I give to someone else if I heard they were having this thought?"

What's the cost or outcome if you fail to challenge these thoughts and allow them to keep repeating?

Self care grid

During reflective practice, if you recognise signs of burnout (e.g., exhaustion, cynicism and reduced personal efficacy), or vicarious trauma (e.g., frustration, fear, irritability, loss of connection with self and others), consider using the self care grid to identify factors that energise the individual, and those that demotivate them. Use this tool to inform conversations around strategies to help increase motivating behaviours, whilst minimising energy depleting behaviours.

	Physically	Emotionally	Mentally	Spiritually
What currently energises me?				
What saps my energy?				
What would help to energise me more?				
What holds me back from doing things that would help to energise me more?				

Some examples of what you might enter into each column:

Physical: Eating Drinking, Sleeping, Exercise, Breaks, Relaxation

Emotional: Relationships, Intimacy, Empathy, Processing emotions, Balance, Safety

Mental: Time management, Creativity, Thinking skills, Challenge, Mental preparation, Reflection

Spiritual: Commitment, Values, A deeper purpose, Prayer/ meditation, Giving to others, Nature, Stillness

Your guide to reflective practice

What skills underpin successful reflective practice

How to run a reflective practice session

Creating a reflective practice culture

References

British Psychological Society (2020) 'The reflective room', BPS website, accessed 17 August 2021.

Coughlan B, Powell D and Higgins MF (2017) 'The second victim: a review', *European Journal of Obstetrics & Gynecology and Reproductive Biology*, 213:11-16, doi:10.1016/j.ejogrb.2017.04.002.

Crane MF, Searle BJ, Kangas M and Nwiran YH (2019) 'How resilience is strengthened by exposure to stressors: The systematic self-reflection model of resilience strengthening', *Anxiety, Stress, & Coping*, 32(1):1-7, doi:10.1080/10615806.2018.1506640.

Curry A and Epley P (2022) 'It makes you a healthier professional: the impact of reflective practice on emerging clinicians' self-care', *Journal of Social Work Education*, 58(2):291-307, doi:10.1080/10437797.2020.1817825.

Figley CR (1995) 'Compassion fatigue: Toward a new understanding of the costs of caring', in Stamm BH (ed.) *Secondary traumatic stress: Self-care issues for clinicians, researchers, and educators*, The Sidran Press.

Finklestein M, Stein E, Greene T, Bronstein I and Solomon Z (2015) 'Posttraumatic stress disorder and vicarious trauma in mental health professionals', *Health & social work*, 40(2):e25-31, doi:10.1093/hsw/hlv026.

Frosch CA, Varwani Z, Mitchell J, Caraccioli C and Willoughby M (2018) 'Impact of reflective supervision on early childhood interventionists' perceptions of self-efficacy, job satisfaction, and job stress', *Infant mental health journal*, 39(4):385-95, doi:10.1002/imhj.21718.

Gibbs G (1988) *Learning by doing: A guide to teaching and learning methods*, Further Educational Unit, Oxford Polytechnic, Oxford.

Greene J and Grant AM (2003) *Solution-focused coaching: Managing people in a complex world*, Pearson Education, UK.

Harrison R (2021) 'The power of reflective practice: evaluating the impact of a psychoeducation and reflective practice group for surgical nursing staff and health care assistants in a trauma centre', Cambridge University Press, 7(S1):S191-S191, doi:10.1192/bjo.2021.515.

Harrison R (2021) 'The power of reflective practice: evaluating the impact of a psychoeducation and reflective practice group for surgical nursing staff and health care assistants in a trauma centre', Cambridge University Press, 7(S1):S191-S191, doi:10.1192/bjo.2021.515.

Hazen KP, Carlson MW, Hatton-Bowers H, Fessinger MB, Cole-Mossman J, Bahm J, Hauptman K, Brank EM and Gilkerson L (2020) 'Evaluating the facilitating attuned interactions (FAN) approach: Vicarious trauma, professional burnout, and reflective practice', *Children and Youth Services Review*, 112:104925, doi:10.1016/j.chilyouth.2020.104925.

Lluch C, Galiana L, Doménech P and Sansó N (2022) 'The impact of the COVID-19 pandemic on burnout, compassion fatigue, and compassion satisfaction in healthcare personnel: a systematic review of the literature published during the first year of the pandemic', *Healthcare*, 10(2):364, doi:10.3390/healthcare10020364.

Napier L (2006) 'Practicing Critical Reflection' in O'Hara A and Weber Z (eds) *Skills for Human Service Practice*, Oxford University Press, Melbourne.

Osofsky JD and Weatherston DJ (2016) 'Special issue: Advances in reflective supervision and consultation: Pushing boundaries and integrating new ideas into training and practice', *Infant Mental Health Journal*, 37(6):603-727.

Sandars J (2019) 'The use of reflection in medical education: AMEE Guide No. 44', *Medical Teacher*, 31(8):685-695, doi:10.1080/01421590903050374.

Sansbury BS, Graves K and Scott W (2015) 'Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care', *Trauma*, 17(2):114-22, doi: 10.1177/1460408614551978.

Schön DA (1983) *The Reflective Practitioner: How Professionals Think in Action*, Basic Books, New York.

Singer T and Klimecki OM (2014) 'Empathy and compassion', *Current Biology*, 24(18):R875-878, doi:10.1016/j.cub.2014.06.054.

Stebnicki MA (2007) 'Empathy fatigue: Healing the mind, body, and spirit of professional counselors', *American Journal of Psychiatric Rehabilitation*, 10(4):317-38, doi: 10.1080/15487760701680570.

Your guide to
reflective practice

What skills underpin
successful reflective practice

How to run a reflective
practice session

Creating a reflective
practice culture



CLINICAL
EXCELLENCE
COMMISSION

Level 3, 1 Reserve Road
St Leonards NSW 2065
Version 1.0 | 12 October 2022 | SHPN (CEC) 220929