

Reflective Practice

Reflective Cycle highlights six key steps that must be carried out sequentially and can be continuously repeated to make a progressive cycle.

01. Description

Where were you? Why were you there? What role did you and others play in the event?

02. Feelings

What were you thinking before and during the event? How do you feel about the event?

03. Evaluation

Make quality judgment from an unbiased perspective.

04. Analysis

Analyze your actions and how those of others may have influenced your decisions.

05. Conclusion

What are the key takeaways from this event? What could you have done differently?

06. Action plan

Based on what you've learned from this event, what will you do when a similar situation arises in the future?



Reflective Learning For Social Work

Bruce, Linda



Reflective Learning For Social Work:

Reflective Practice in Social Work Christine Knott, Terry Scragg, 2013-08-12 Reflective practice is a key element of learning and development on social work courses and it is an important aspect of social work practice This accessible and introductory text explores a range of approaches to reflective practice that will help students become more confident in answering the question what is reflective practice There are sections on writing reflective journals communicating well with service users and carers and reflective practice while on placements Written in three parts this essential guide starts with a broad exploration of reflection drawing on key texts that have informed its development It then moves on to real practice issues including the management of social work practice and interprofessional working Finally part three looks at maintaining reflective practice and how to use these skills during your time as a social worker Fully updated with the Professional Capabilities Framework this third edition is a must have for all social work students at the beginning of their careers

Learning and Teaching in Social Work Margaret Yelloly, 1995 This book addresses contemporary themes in the professional education of social workers The contributors raise important questions about the nature and purpose of professional social work practice in a modern changing and complex society

Handbook of Reflection and Reflective Inquiry Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the *Handbook of Reflection and Reflective Inquiry* presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the *Handbook* analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the *Handbook of Reflection and Reflective Inquiry* an invaluable teaching tool for challenging times

Reflective Learning for Social Work Nick Gould, Imogen Taylor, 2017-03-02 Since the publication of Donald Schon's *The Reflective Practitioner* in 1983 there has been a dramatic growth of research and writing developing the concept of reflective learning Surprisingly there has been little application of concepts of reflective learning to social work education This volume makes accessible for

the first time to a social work readership a book which focuses on reflective learning in social work brings together material on reflective learning from both academic and practice settings creates a seminal text for educators and trainers in universities and practice settings has relevance to an international readership with contributions from the UK USA Canada and Australia

Teaching Reflective Learning in Higher Education Mary Elizabeth Ryan,2014-11-05 This book is about understanding the nature and application of reflection in higher education It provides a theoretical model to guide the implementation of reflective learning and reflective practice across multiple disciplines and international contexts in higher education The book presents research into the ways in which reflection is both considered and implemented in different ways across different professional disciplines while maintaining a common purpose to transform and improve learning and or practice The Readers will find this book is innovative and new in three key ways Firstly in its holistic theorisation of reflection within the pedagogic field of higher education Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes faculties or institutions in higher education The book considers important contextual factors that influence the teaching of forms and methods of reflection It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme The theoretical model accounts for students stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice that are expected within different disciplines and professional fields Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection The book includes images diagrams and different text forms to support the creative applications of reflection And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes faculties or institutions in higher education contexts across the world

Reflective Practice For Social Workers: A Handbook For Developing Professional Confidence Bruce, Linda,2013-04-01 This book demystifies the reflective process and provides a straight forward knowledge base to enhance professional development

[Reflective Learning for Social Work](#) Nick Gould,Imogen Taylor,1996 The 1st volume to bring to a social work readership a book which focuses on reflective learning in social work this text brings together conceptual research and case material on reflective learning from academic and practice settings

Web-Based Education in the Human Services Richard Schoech,Brenda Moore,Robert James Macfadden,Marilyn Herie,2014-02-25 A much needed look at innovative and effective methods for creating virtual learning environments for human services Web Based Education in

the Human Services reflects the vitality and diversity of Web based courses currently delivered within human services Unlike previous texts that have combined technologies such as Interactive Television ITV and two way audio where Web involvement was minimal this unique book focuses on Web based models tools and techniques used in courses where the majority of the content is delivered online The book s contributors emphasize the social aspects of learning examining topical areas not usually associated with Web based education as they remind us of the need to move beyond the similarities between WBE and face to face FTF approaches Web Based Education in the Human Services documents a course delivery method coming of age in its desire to create virtual learning environments that incorporate a variety of techniques and strategies These environments use concepts and tools beyond what packages such as WebCT currently offer highlighting the power of designing a complete Web based curriculum rather than viewing each course separately Many of the most successful approaches presented in this invaluable book don t involve sophisticated tools or programming but the creative design of interactive scenarios emotional content and feedback mechanisms that reinforce the instructor s role as the crucial ingredient for success Web Based Education in the Human Services examines adult learning theories teaching practice skills through Web based technology how to bridge the gap between theory and practice faculty perceptions of the effectiveness of Web based instruction compared to face to face instruction the accessibility of Web based education the significance of emotion in learning Web based delivery of a graduate professional training program the creation delivery and evaluation of a pilot course using Blackboard 6 the development of a Web based undergraduate child welfare course the use of Web based video clips for counselor skills training the design development pilot and revision of a Web based social work practice course an online format for agency based field instruction the design of a Web based graduate program in counseling psychology and much more Web Based Education in the Human Services is an invaluable resource for social work and human services educators including education nursing and psychology Web course developers and college and university administrators

Best Practice in Professional Supervision, Second Edition Allyson Davys,Liz Beddoe,2020-12-21 This second edition of Best Practice in Professional Supervision is a fully updated and revised guide to being an excellent supervisor in the social care nursing counselling and allied health professions This field has developed rapidly in the past 10 years and this new edition contains essential updates reflecting the very latest research and practice The book covers basic skills the practicalities of forming and maintaining the supervision relationship and the organisational context and culture of supervision Viewing supervision as a place for learning the book also considers how supervision can help practitioners to develop professional resilience and promote their own wellbeing despite the stresses of complex work environments It also includes specific chapters on supervision of clinical student placements and in child protection settings Full of clinical case vignettes illustrating good practice this is an essential guide for all those undertaking supervision or supervision training

From Theory to Practice in Social Work Jenny Secker,1993 Describes a typology of three approaches to practice derived

from the accounts of their work offered at key stages of training by 21 social work students The author charts the students struggle to make use of theory in practice and puts forward an explanation for the problems they encountered Reflective Reader: Social Work and Human Development Karin Crawford,2006-06-27 This book is an original way to introduce students and practitioners to reflective learning and knowledge based practice both of which are key aspects of a social worker s role Readers will consider the impact of social work practice from a life course perspective by using extracts from topical research theory academic texts and national strategy and policy Numerous activities prompt personal reflection and help readers to develop skills in critical analysis as well as providing ways in which they can evidence the impact this learning has on their professional development *Social Work Oppositions* Jennie Harré Hindmarsh,1992 This book develops a critical analysis of social work education More specifically the analysis focuses on a particular element of the discourse of social work education talk of tensions and dichotomies between theory and practice university and agency especially as these are said to be experienced by new graduates Two processes are used to develop this analysis a critical review of literature based formulations of the experiences of new graduates and an empirical study of new graduates own accounts of their experiences and pre occupations It is concluded that new graduates are preoccupied with the extent to which they experience opposition to their enactment of the construct of social work as developed on the course The concepts of oppositional practice experiences and social work oppositions is developed to explain these experiences Five positions or ways of conceptualizing and responding to oppositions are identified and specific actions taken by graduates Three alternative formulations used to explain tensions and dichotomies are clarified technical rationality practical reflectivity and implications of the adoptions of each formulation in professional education are explored **Social Work and Human Development** Karin Crawford,2006 Introducing students and practitioners to reflective learning and knowledge based practice both key aspects of a social worker s role this book explores knowledge in health and social care and considers the impact of social work practice from a life course perspective **Social Work** ,1991 *Developing Learning in Professional Education* Imogen Taylor,1997 This book is about professional education and developing the required knowledge and skills to equip students for the pressing needs of professional practice Student professionals from health care teaching business law and social work must learn how to practice both independently to respond to a constantly changing environment and collaboratively to respond to the complexity of today s society Also they must learn how to work in partnership with the consumers of professional services The author explores how professional education can develop approaches to teaching and learning which both help learners to be reflexive self monitoring practitioners and meet the requirements of professional accrediting bodies She draws upon her own research into students experiencing professional education based on small group problem based learning on an extensive range of relevant international theory and research and on her own long experience in professional education training and practice *The Journal of Baccalaureate Social Work* ,1998 **Experiential Learning** Howard

Goldstein,2001 *Breakthroughs in Practice* Lindsey Napier,Jan Fook,2000 Professional practice is in crisis The formal theoretical knowledge on which practitioners base their practice is often outstripped by rapid changes in the contexts of this practice The unpredictability of workplace and broader contexts often renders existing traditional practices irrelevant or ineffective How can practitioners develop new ways of working which are flexible and responsive The reflective approach whereby practitioners draw out their theories of action directly from their own practice is becoming increasingly popular as a new approach which enables breakthroughs in practice impasses Yet reflectivity is often difficult to teach and learn because it challenges traditional often unquestioned paradigms of knowledge development Therefore rather than simply arguing for a reflective approach this book makes a unique contribution by actually modelling the use of the reflective approach in practice Students educators and practitioners are able to read illustrations of how individual social workers used a reflective process to break through specific dilemmas in their practice Thus they are enabled to understand a reflective approach by gaining in insight into their experience of it Contributors to this volume come from Australia the United Kingdom and North America Their personal backgrounds are diverse They report on seminal experiences in a wide range of settings from community work in the Gorbals to hospice care in Sydney from child protection to work with addictions The book will appeal to Trainers and managers in social work social care and health Social work students and trainees Social work academics Professional and vocational educators generally who are interested in gaining practical insights into the development of reflective understanding Lindsey Napier is Senior Lecturer in Social Work at the University of Sydney Jan Fook is Professor of Social Work Deakin University Geelong Australia **Comprehensive Handbook of Social Work and Social Welfare: The profession of social work** Karen Marlaine Sowers,Catherine N. Dulmus,2008 V 1 The profession of social work v 2 Human behavior in the social environment v 3 Social work practice v 4 Social policy and policy practice **Transforming the Field** Narda Razack,2002 This primer to antiracist and antioppressive social work practices explores the ways in which power and dominance are embedded in every facet of fieldwork A framework is provided for responding to social issues in the field and finding ways to break down barriers

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