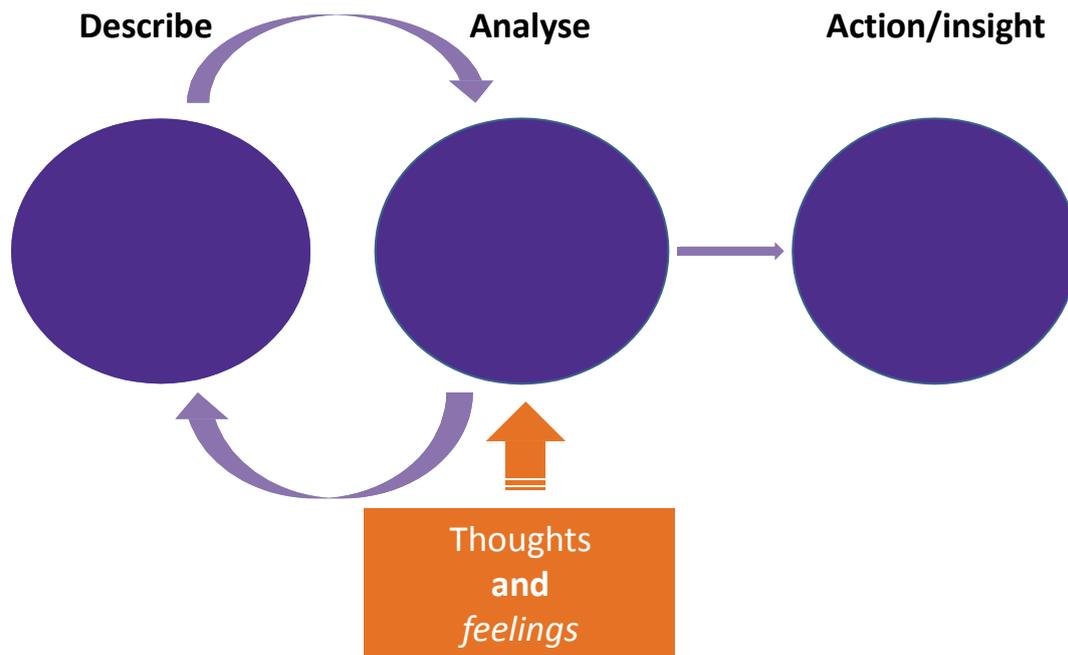


Reflective Model Details

1. Guided questions model

(Adapted from Boud et al., 1985; The University of Sydney teaching material, 2013).



Adapted from Boud, D., Keogh, R. and Walker, D (Eds) (1985). *Reflection, turning experience into learning*. London: Kogan Page

Prompt questions:

Describe

- Describe what happened
 - What was it that took you by surprise?
 - What was it that was important to you?
 - What was it that concerned you?
 - What was it that impressed you?
- What were your feelings at the time?
- Were you surprised by these feelings?

Analyse

- Why do you think you felt this way?
- Why do you think you acted this way?
- What were you trying to achieve?

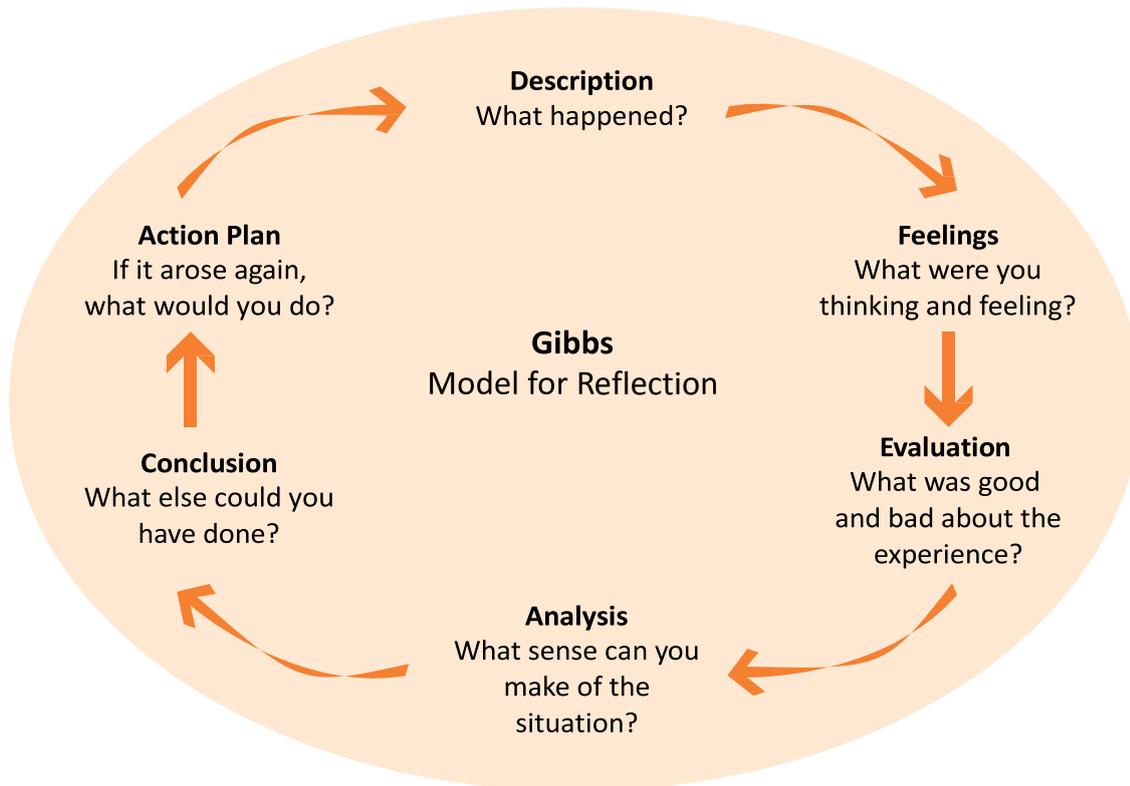
- What was influencing your thoughts, feelings, actions at the time?
- Are you making any assumptions – how does this relate to your beliefs and values?
- How does it relate to your current way of working?

Action/ new perspectives

- How has this changed your perspective on practice/ working?
- What would you do differently next time?
- What have you learnt about yourself?
- How would you deal with similar situations or experiences?
- What actions can you commit to?

2. Gibbs model of reflective practice

In the diagram below, begin at “Description” and work through each of the structured questions. Offer additional questions to explore the issue further as needed to encourage deeper reflection.



Adapted from Gibbs, 1998. *Learning by doing: A guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Brookes University.

Questions to use with Gibb's model of reflective practice

(Adapted from Health Education and Training Institute, 2012. *The Superguide: A handbook for supervising allied health professionals*).

Description:

Describe as a matter of fact what happened during your chosen student supervision episode for reflection?

Analysis:

What sense can you make out of the situation?
What does it mean?

Feelings:

What were you thinking and feeling at the time?

Conclusion:

What else would you have done? What should you perhaps not have done?

Evaluation:

List the points or tell the story about what was good and what was bad about the experience?

Action plan:

If it arose again, what would you do differently?
How will you adapt your practice in light of this new understanding?

3. Phase model

The Phase model provides an explicit procedure to follow to encourage the co-mentoring and reflective practice process. Phases are distinguished by who is involved in the discussions at any one point in the process. The "pause period" allows each participant to individually reflect on the discussion up to that point.

Phase 1	Request for assistance (presenter of issue)
Phase 2	Questioning period and identification of focus (co-mentors to presenter)
Phase 3	Feedback responses (co-mentors)
	<i>Pause period</i>
Phase 4	Mentee response (presenter of issue)
Phase 5	Discussion period (all)

(Adapted from: Akhurst & Kelly, 2006; Wilbur et al., 1991)

4. A Critical Friends approach to reflective practice

Adapted Critical Friends Group Consultancy Protocol (adapted from School Reform Initiative, 2010)

Step 1: Facilitator overview

Review process

Set time limits for each step

Step 2: Presenter overview of issue

(Presenter is identified/ volunteers at previous session)

Presenter shares issue/ dilemma; provide context and frames the key question/ concern for specific consideration

Step 3: Clarifying questions

Group members ask clarifying questions to learn more about the issue and context

Responses are mainly factual, brief

Step 4: Probing questions

Group members ask more probing questions to learn more about the issue

Group ask “why” type questions and open ended questions to help presenter clarify and expand thinking about the issue

(NB: advice or discussion is not part of this step)

Step 5: C-mentor’s group discussion

Group discusses issue – both positive and critical aspects

Group discuss what they heard, what they think real dilemma or issue might be; what assumptions might be influencing the dilemma.

Concrete solutions may or may not be offered depending on discussion focus

Presenter is silent, taking notes

Group addresses possible suggestions related to the issue

Step 6: Presenter response

Presenter responds to group feedback

Group remain silent

Step 7: Open discussion

Involves presenter and group in discussion

Step 8: Debriefing

Facilitator leads discussion, critiquing the process.

Presenter for next session chosen