Values Based Reflective Practice - I notice, wonder, realize....

Guidelines for values based reflective practice group facilitators
The practitioner should have prepared an outline of a case study and have sufficient copies for all the group eg a patient encounter, meeting with relatives, interaction with a colleague.

1. Invite the presenter to give a copy of their case study out to the group. Ask the group to read through the case study and ask questions of fact to the presenter.

2. Invite the presenter to read the case study out loud, giving a sense of their own feelings/internal commentary where appropriate.

3. Invite the presenter to share anything that struck them through reading/hearing the conversation again. Is there anything that others noticed?

4. Invite the group to read the presenter’s response to the 4 insight questions (NAMV).

5. Invite the presenter to share why they have brought this encounter and to say what they hope to learn from the discussion. This is very important in order to give shape and focus to the reflection.

6. Invite the group to interact with the case study. Ask them to frame their comments in close connection with the text: e.g. I notice...; and to ask non-threatening questions, e.g. I wonder...; remind the group that although they may have opinions and ideas about the ‘meaning’ of the encounter - only the presenter was actually there and can realize things about their own work. Noticing and wondering can include the feelings and reactions the case study evokes in the reflective space.

7. Allow time and space for the presenter to respond remembering that insight belongs to them.

8. At a natural end, or when the time is coming to a close, ask the presenter what they will take away from the process – either realized during preparation of the case study or during discussion.

9. Invite each member in the group to note anything they have realized about themselves and their own practice.

10. To protect confidentiality, invite each member of the group to hand their verbatim back to the presenter.
Guidelines for Writing Case Studies for Reflective Practice

As you write about, for example, an encounter with a patient, family, colleague(s) or a meeting use the following to inform your writing

About yourself (How were you feeling before this encounter/meeting? What had happened immediately beforehand? What was your aim for this encounter? What did you anticipate your role would be?)

Your knowledge of the situation (What do you know about the situation before you enter it – this may vary from nothing at all to a great deal. Write what will be helpful to the reflection group when reading this.)

Your initial impressions (What do you notice e.g. body language; tone of voice; set up of the room; atmospheres already established? Does anything surprise you or make an impact on you?)

Describe the encounter itself and your observations about your feelings, the unspoken, the feelings of others, body language and your overall impressions.

Review (As you write down the conversation, record your current observations, feelings and questions. How do you interpret what was happening? How do you evaluate your interventions?)

Insights: NAMV
   a) Whose Need(s) were met during the encounter?
   b) What does this experience tell me about my caring Ability?
   c) What does it tell me about Me?
   d) What questions does it raise about my Values (that inform my attitudes and behaviours)?
      • With whom did the power lie in the case study?
      • Whose voice(s) dominated or had most value?
      • Whose voice(s) were not heard or undervalued?

Future action
What future action will you take in relation to this encounter:
   • For the wellbeing of the patient/carer/member of staff or others involved?
   • For your own future practice?
   • For your own wellbeing?

For further information please contact
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References

Kelly, E. 2013 Translating Theological Reflective Practice into Values Based Reflection: A Report from Scotland. Reflective Practice: Formation and Supervision in Ministry 33 (available on-line)