

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Becoming the Effective Reflective Practitioner
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	7
<b>4</b>	<b>Module Code</b>	LBR7642
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>Reflection and reflective practice continue to be an integral part of health, education and life science (HELS) undergraduate curriculum and subsequent professional practice. Reflection is perceived as integral to the development of the self within the HELS professions, and a notion that is fundamental to the development of emotional intelligence in nurses, allied healthcare and education practitioners.</p> <p>This module will empower you into becoming an effective reflective practitioner. Achieved through exploration of theoretical underpinnings of reflection and reflective practice, combined with the practical application of that theory into supporting the development of reflective practice skills. Skills developed on this module will be those that underpin solitary reflection; those that will enable you to engage in reflective dialogue with another person as either the recipient of guided discovery or as the facilitator of guided discovery in another; and those skills that will enable you to support the education of reflection in your respective professional area.</p> <p><b>The key features of this module</b></p> <ul style="list-style-type: none"> <li>• Development of heightened understanding of reflection through exploration and analytical consideration of theoretical underpinnings of reflection and reflective practice.</li> <li>• Reflection as a practice is embedded within the sessions to organically facilitate the reflective process within the individual student.</li> <li>• You will be engaged in the reflective process for the entirety of the module.</li> <li>• Consistent engagement with reflective dialogue.</li> <li>• Facilitation of exploration of self.</li> <li>• Skills orientated.</li> <li>• Students can align the learning and content to any professional arena.</li> <li>• You will not only have the ability to be a reflective individual, but you will also be able to facilitate reflection in another person.</li> </ul> <p><b>Learning Requirements</b></p> <p>To engage in this module, you should be prepared to fully immerse yourself in the reflective process and to be an active participant in workshop-based sessions that will require reflective dialogue and engagement with fellow peers. Being prepared to undertake pre and post session activity will allow for full participatory immersion in each session.</p> <p>This module aligns with the Professional Practice Programme philosophy and is designed to be flexible and practice-led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. A blended learning approach is taken in line with the university's learning and teaching strategy. You will be encouraged to think critically and share practice experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive regular feedback</p>	

and feedforward aimed at developing your academic skills, and have the opportunity to discuss your progress with the module team.

### Employability

Individuals who undertake this module would normally be in employment. This module will support you in appropriate and correct adherence to professional body requirements of revalidation, where revalidation is through a reflective process or submission of a portfolio of reflection. This module will also provide individuals who supervise others, with the skills to use guided discovery in areas such as supervision, mentorship and areas where you are required to teach or mark reflection in a higher education settings.

## 7 Indicative Content

This section covers indicative subject matter only. This is not intended as a schedule of learning but as a list of indicative topics that will be taught / covered in the module.

- Theories of reflection
- Reflective frameworks
- Self-awareness
- Emotional intelligence
- Skills of reflection
- The Ten Essential Ingredients of reflection
- Socratic questioning
- Guided discovery
- Communication skills
- Application to individual professions
- Gonzo journalism
- Reflective writing
- Critical / analytical thinking

## 8 Module Learning Outcomes

**On successful completion of the module, students will be able to:**

<b>1</b>	Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate critical debate required at level 7.
<b>2</b>	Position their reflective practice within the theoretical underpinnings of reflection and the reflective process.
<b>3</b>	Reflect in different modes, i.e., written, cognition, dialogue.
<b>4</b>	Facilitate reflection in another person through reflective dialogue.
<b>5</b>	Facilitate learning of, and reflective practice in their respective professional environment.

## 9 Module Assessment

Learning Outcomes	Coursework	Exam	In-Person
1-5	100%		

<b>10 Breakdown Learning and Teaching Activities</b>		
<b>Learning Activities</b>	<b>Hours</b>	<b>Details of Duration, Frequency and other comments</b>
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops as specified in timetable	36	3hr workshops x 12
<b>Directed Learning (DL)</b> includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	Students will be asked to engage in reflection after each session, either in the written format, cognitively / thoughtfully or with another person and will be set tasks to engage in that will support the subsequent workshop.
<b>Private Study (PS)</b> includes preparation for exams	140	These hours will encompass research, reading and engagement in activities that support the compilation of the portfolio and wider reading on reflection.
<b>Total Study Hours:</b>	200	

<b>11 Key Texts and Online Learning Resources</b>	
<p>A range of key sources are used to support student learning, these are updated regularly and hosted on the VLE. Some key sources can be found below. It will be expected that you do extensive reading to support your learning.</p> <p>B Bassot, B. (2016). The Reflective Journal. 2nd Edition (p.6). London: Palgrave.</p> <p>Bolton, G., &amp; Delderfield, R. (2018). Reflective practice; Writing and professional development. SAGE Publications Ltd.</p> <p>Clarke, N. M. (2017) The Student Nurses Guide to Successful Reflection - Ten Essential Ingredients. MGrav Hill Education. UK.</p> <p>Clarke, N.M. (2021): Experience, Deconstruction, Implementation: EDI; A New Approach to Reflective Writing for Academic Purpose, Reflective Practice, DOI: 10.1080/14623943.2021.1946775</p> <p>Johns C. (2010). Constructing the Reflexive Narrative, in: JOHNS, C. (2010). Guided Reflection, a Narrative Approach to Advancing Professional Practice. Second Edition. Blackwell Publishing Ltd. UK</p> <p>Todd, G. (2002). The role of the internal supervisor in developing therapeutic nursing. Sage Publications.</p>	