Case study 'Isabella', evidence 7: Review of action plan just prior to six month review

**Learning Opportunities**

Supervision: Critical reflection will be a specific agenda item at each supervision session

Isabella said she found the review of supervision we did very useful in being clearer about reflective supervision and the way she should make use of supervision. We have had a specific section on critical reflection in each supervision session. Isabella said that she found this uncomfortable initially but that she is now enjoying the discussions. Paul identified that Isabella is now becoming more reflective throughout supervision, not just in the specific reflective section. Isabella said she is finding it useful and thought provoking to think about why she is doing things - rather than simply focussing on what she is doing and how this relates to departmental requirements.

**Team Meetings:** We are working to make the team meetings more reflective. Isabella can make use of these to develop her reflective skills.

Isabella said that she is finding she is less frustrated by team meetings. She used to think people were going off on a tangent - but now she recognises that some of these wider discussions are useful. Paul feels that sometimes the discussions are off the point and that he is challenged by keeping the discussions positive. Isabella offered some useful insight into how reflection is sometimes seen as considering where things haven't gone well - which she feels can lead to negativity. She suggested that an item is added to the agenda on sharing good news and recognising even small steps of progress. Isabella feels this will enable to team to reflect on positives as well as negatives. Paul feels this is an excellent idea and suggests that Isabella raises this at the next team meeting.

**Action Learning Sets:** Isabella is attending monthly action learning sets with other NQSWs. We agreed that she will raise this identified need in the next action learning set and see what advice her peers can offer

Isabella raised the issue at the action learning set. She found some of the comments that her peers had to make useful. They talked about how they had jotted a few reflective notes down when they felt they had learnt something specific and that they drew on these in supervision. Isabella said she had started to do this and in the early stages this approach had effectively “forced” her to take a little time to reflect - she feels she is now doing this more intuitively.
Training: a workshop on developing critical reflection is due to take place in the department. We will ensure that Isabella is nominated for this training marking her nomination as a priority for her ASYE development.

Isabella attended the training. We discussed Isabella's learning from the workshop and she highlighted key aspects as follows:

Whilst Isabella had covered reflection in and on action at University, the workshop referred to reflection for action too and she found this useful in providing her with a completed process for reflection (plan, do, review).

A number of models of reflective practice were presented at the workshop. Isabella identified Gibbs reflective model as the one she was most drawn to as it offered a clear process for reflection.

The trainer referred to the concept of critical friendships and Isabella felt this would be useful to her. We therefore agreed that we would ask Anne if she would like to pair up with Isabella in a critical friendship. Anne has also attended the workshop.

Since Isabella found the workshop useful Paul will ask Sarah whether this is something that other team members could attend.

Use of feedback from people who need care and support

Isabella found discussing feedback from service users as a pivotal issue for reflection very useful. She is now seeking feedback using a range of techniques and brings this to supervision for discussion. Isabella said she has been particularly surprised at how she now recognises a range of things as informal feedback on her practice. She reflected on a recent experience where a man with no verbal communication took hold of her hand and gave eye contact and smiled when she visited him for a second time in the hospital. She recognised this as feedback and was able to view it in the context of how this man had been on her first visit (avoiding eye contact, not smiling etc). The man's daughter also commented on how this indicated that her father was comfortable with Isabella and that he must trust her. Isabella noted that previously she may not have recognised this as feedback on her practice, but that she had felt very positive about this and it had enhanced her job satisfaction. She feels that one of the most positive aspects of developing her reflective skills relates to the way that she is now viewing feedback very differently.

Overview

Isabella is making sound progress in relation to the action plan. This has resulted in Isabella becoming more critically reflective and she is beginning to demonstrate evidence of capability against the specific standards identified as an area of concern. Isabella will continue to work on this area in order to meet the PCF requirements. She is now on target to pass the assessed year.
Review
The action plan will be furthered reviewed in 5 months - just prior to the completion of the assessed and supported year.