

**Advanced Practice in Community Rehabilitation:  
Reflective Practice**

**Calendar Description**

Retrospective analysis and group discussion of personal clinical practice and program innovation. For experienced professionals.

**Content/Objectives**

- Exploration of professional values and beliefs.
- Evaluation of services, innovation and creativity

**Outcomes/Competencies**

- Examines and evaluates individual practice experiences.
- Demonstrates knowledge service evaluation, innovation and creativity.
- Demonstrates knowledge of group dynamics.

**Assignments**

<b>Assignment 1: On-line Postings .....</b>	<b>30%</b>
<b>Assignment 2: Service Innovation and Creativity .....</b>	<b>40%</b>
<b>Assignment 3: The Reflective Portrait .....</b>	<b>30%</b>

**Resources**

Bolton, G. (2005) *Reflective Practice*. Toronto: Sage Publications. (Can be purchased through the U of C Bookstore: <http://www.calgarybookstore.ca/textbooks.asp>)

Additional readings from the *Reflective Practice Journal* listed below can be accessed through the U of C Library: <http://thoth.lib.ucalgary.ca/>

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b> CORE 589.03	<b>INSTRUCTOR:</b> Beth Parrott
<b>TERM:</b> Fall 2007	<b>TELEPHONE:</b> (403) 220-2271
<b>SECTION:</b> T01	<b>FAX:</b> (403) 220-6494
<b>TIME/DATE:</b> On-line	<b>EMAIL:</b> parrott@ucalgary.ca
<b>LOCATION:</b> On-line: Blackboard: <a href="http://blackboard.ucalgary.ca">http://blackboard.ucalgary.ca</a>	<b>OFFICE HOURS:</b>

## Course Content

Students will have opportunities to develop their abilities as reflective practitioners. They will examine and evaluate their own practice in the context of support, service innovation, creativity and reform. Students will explore the work / lives of reflective individuals. Practice and innovation will be explored with a focus on understanding:

- how personal characteristics, values and beliefs affect decision making and actions
- sustaining change
- reflection in action and its links to practice and research
- integration of self, theory, and practice

## Details of Assignments

### Assignment 1:

**Postings every two weeks on assigned book chapters and readings (see dates below). 30%**

6 postings worth 5% each will be graded on incorporation of theory and reflections in critically analyzing the assigned material.

### Assignment 2:

#### **Service Innovation and Creativity 40%**

This assignment requires students to conduct five intensive interviews (each approximately one hour in duration) with individuals who they believe demonstrate the creativity and skills integral to innovation. Students will explore with these individual the attributes, beliefs, skills and processes critical in designing meaningful innovation. In essay form, discuss

- contextual details to introduce the individual and her/his work
- key attributes of an effective change agent
- links between theory and change (include at least two references to professional literature on the area of innovation being instituted by this individual)
- the role of relationships in innovation
- the role of leadership in innovation and creativity
- description of self as a creator and innovator at work
- lessons learned that students can take into their own experiences of creating change

Students must submit an **informed consent form** for the interview prior to the first interview for approval of the Instructor, along with a **draft of the questions** they will explore with interviewees. Students also must submit a **list of potential interviewees** for approval, along with a rationale for why each interviewee has been selected.

These three components will be assessed at 10% of the total of 40% allocated to this assignment.

**This part of assignment 2 is due October 5** and must be signed off by the instructor prior to any interview being conducted.

**Final Essay discussing the interview material is due November 9<sup>th</sup>**

### Assignment 3:

#### **The Reflective Portrait 30%**

This assignment will consist of two parts: a reflective journal and a synthesis essay. The journal is worth 15% and the essay is worth 15%.

Students will maintain a journal that will include on-line activities, responses to readings, reflective writing about their work and a review of a book. Using these entries students will write a reflective essay of a minimum of 10 pages. The essay is to include

- a) a personal definition of reflective practice
- b) a book review outlining lessons / links to your own personal understanding and / or practice (this section of the essay is not to exceed 3 pages)
- c) a portrait of self that includes a description covering the following points
  - motivations, commitment and personal energy
  - approaches to problems and challenges
  - relationships that influence your practice
  - future directions

**Students will submit both their journal and essay. due December 1<sup>st</sup>**

**NOTE:**

\*\*Both essay assignments (2 and 3) must be prepared using American Psychological Association (APA) standards; word-processed using a font of 12, double-spaced and include a title and reference page. 5% per day will be deducted for late papers.

**Schedule of Topics/Postings**

**1: September 17 – 29 Posting Due September 29**

Chapter 1 – An introduction to reflective practice

Chapter 2 – Narrative-based practice

Russell, T (2005) Can reflective practice be taught? *Reflective Practice*, 6 (2), 199-204.

**2: September 30 – October 13 Posting Due October 13**

Chapter 3 – Through the looking-glass

Chapter 4 – Writing as a reflective practitioner

Sparrow, J., Ashford, R., & Heel, D. (2005) A methodology to identify workplace features that can facilitate or impede reflective practice: a National Health Service UK study. *Reflective Practice*, 6 (2), 189 – 197.

**3: October 14 – 27 Posting Due October 27**

Chapter 5 – Principles of reflective practice

Chapter 6 - Pulling together: writing for peers; team creation

Morley, C. Engaging practitioners with critical reflection: issues and dilemmas. *Reflective Practice*, 8 (1), 61-74.

**4: October 28 – November 10 Posting Due November 10**

Chapter 7 – Why narrative?

Chapter 8 – Metaphor and poetry

Chapter 9 Assessment and evaluation

**5: November 11 – 24 Posting Due November 24**

Chapter 10 – How to begin writing

Chapter 11 – The learning journal

Shepherd, M. Using a learning journal to improve professional practice: a journey of personal and professional self-discovery. *Reflective Practice*, 7 (3), 333-348.

**6: November 25 – December 8 Posting Due December 8**

Chapter 12 – Writing genre

Chapter 13 – Group processes and facilitation

Chapter 14 – Reflection on reflection

**Marking Scheme**

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**As this is a practicum course (589 series) it is graded as Credit/Fail. A passing grade is 75% (B).**

**NOTE:**

**The last day to change/register for courses and pay balance of fees for the Fall session is September 21<sup>st</sup>, 2007.**

**The last day to withdraw is *December 7<sup>th</sup>, 2007.***

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

**IMPORTANT:** Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

### Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca](http://www.calgarybookstore.ca) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4