

Ag 25/11

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

Assignment 1: On-line Postings	30%
Assignment 2: Service Innovation and Creativity	40%
Assignment 3: The Reflective Portrait	30%

Resources

Bolton, G. (2010) *Reflective Practice: writing and professional development 3rd Edition*. 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

Instructor and Course Information

COURSE: CORE 589.03

INSTRUCTOR: Patti DesJardine

TERM: Fall 2011

TELEPHONE: (403) 220- 2416

SECTION: T01

FAX: (403) 220-6494

TIME/DATE: On-line

EMAIL padesjar@ucalgary.ca

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%

Pre-plan – 10
Final Essay - 30

This assignment works from the perspective of mentorship. Students will be required to conduct four interviews (each approximately one hour in duration) with individuals who they believe demonstrate the creativity and skills integral to innovation and change agency. Students will explore through these interviews the attributes, beliefs, skills and processes critical in designing meaningful innovation. An essay discussing the findings of these interviews should include:

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

Pre-planning of project:

Students will develop a plan for conducting their interviews and submit it to the course instructor prior to beginning work on this assignment. Preplanning includes:

- Informed consent form - Students **must** develop their own **informed consent form** for the interviews. These can be developed by following models of forms already familiar to the student. All interviewees must sign these forms, however, students will not be asked to submit these forms with their assignment, but rather keep them for their records until the end of the course.
- Draft list of interview questions - Along with the informed consent form, students will develop and submit a draft of the questions they will explore with interviewees.
- List of potential interviewees – students should include a list of individuals they might like to interview. These individuals should be people familiar to the student who model qualities and characteristics that you, the student, would like to learn more about. It is not necessary that all interviews be with people in our field. Included in this list should also be a brief rationale for why you have chosen this person. Please note, full names are not required if the interviewee does not wish to be identified in this assignment. However, then it would be necessary to have that clause included in your informed consent form.

Approval from you instructor will be necessary prior to beginning the interview process.

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

Pre-plan of assignment 2 is due October 2, 2011 and must be approved via email by the instructor prior to any interview being conducted.

Final Essay discussing the interview material is due November 13, 2011

Assignment 3:

The Reflective Portrait

30%

This assignment will consist of two parts: a reflective journal and a synthesis essay and is meant to be a look back on who you see yourself in terms of your professional and personal growth and vision for the future. The journal is worth 10% and the essay is worth 20%.

Reflective Journal

Throughout this course students will not only be submitting responses to the online questions to the discussion board. But will also be expected to maintain their own record of thoughts, activities and reflective work that they may not choose to share with their classmates. This "journaling" should act as a resource for this final reflective portrait. Students will be asked to include some of these pieces as an appendices if you will, for the final paper. As such, reference to these journal appendix might be expected within the body of the final essay to add context of act as a reference. Possible items might include:

- Personal thoughts not included in the discussion board
- Personal insights developed from the discussion board
- Samples of end of chapter activities
- Representations of different types of writing promoted throughout the course
- Anything else that might provide context for your portrait.

Using these entries students will write a reflective essay of a minimum of 10 pages.

Synthesis Essay

In keeping with the philosophies of reflective practice, this assignment is meant as a way for you to express your personal learning arc of the length of this course.

The final 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 can be any book that has inspired you in some way (fiction, autobiography, nonfiction or text) (this section of the essay is not to exceed 3 pages)
- c) a portrait of self that includes a description covering the following points (including references to your journal)
 - Personal motivations, commitment and personal energy
 - Current approaches to problems and challenges
 - Relationships that influence your practice
 - Future directions

Students will submit both their journal and essay no later than December 9,2011

NOTE:

**Both essay assignments (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 12 – 25 - Posting Due September 25

Chapter 1 – Reflective Practice: An Introduction

Chapter 2 – Reflection and Reflexivity

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

2: September 26– October 9 - Posting Due October 10 (due to Thanksgiving)

Chapter 4 – Through the Mirror

Chapter 5 – Writing as a reflection

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 11 – 23 - Posting Due October 23

Chapter 3 – Principles of reflective practice

Chapter 6 - Reflective Writing: A How-to Guide

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

4: October 24 – November 6 - Posting Due November 6

Chapter 7 – The Learning Journal

Chapter 8 – Assessment and Evaluation

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

5: November 7 – 20 - Posting Due November 20

Chapter 12 – The power of narrative

Chapter 13 – The power of metaphor

Chapter 14 – Wider and Deeper: Other writing forms

6: November 21 – December 4 - Posting Due December 4

Chapter 9 – Group processes and facilitation

Chapter 10 – Reflective practice and Team Development

Chapter 11 – Reflective practice: Other methods

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

PLEASE NOTE: Although all CORE practicum courses result in a final letter grade, students wishing to graduate with a BCR MUST complete the course with NO LESS than a letter grade of B (GPA of 3.00) as is stated on page 182 section 3.9-1 of the University of Calgary course calendar.

IMPORTANT DATES FOR FALL 2011

The last day to change or drop a course - **September 23, 2011**

The last day to pay balance of fees - **September 30, 2011**

The last day to withdraw - **December 9, 2011**

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/ 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