

Tricks and Tips for Fieldwork Supervision: Fostering reflective practice in students

Osterman & Kottkamp define reflective practice “as a professional development strategy designed to enable professionals to change their behaviour, thereby improving the quality of their performance” (as cited in Kinsella, 2000, p. 13).

Ideas for the Clinical Educator to assist students to become reflective clinicians :

Teaching by example is a great strategy. Try...

- ...modeling reflective practice/clinical reasoning by explicitly talking through your thought process as you assess and treat clients:
- ...analyzing out loud why you selected particular goals, teaching strategies, tests etc.?
- ...self critiquing- articulate to the student what was successful about your session & why and what will you change for the next time & why.
- ...telling client stories (past and present, successful /unsuccessful) and your decision-making process.
- ...asking students to tell you their thinking process as you plan sessions together.
- ...asking students how you can help their learning as you observe their sessions (e.g., what objective data would the student like you to record?). You could create a one page sheet that has specific points on it that you fill in on the student and have the student complete the same sheet on themselves so you can discuss it after.
- ...allowing students TIME to reflect, for example: give the student 15 minutes after the sessions to write notes or questions about the session to then bring to the post-session discussion, encourage the student to keep a journal and / or to keep a list of things learned.
- ...continuing to provide students opportunities to observe you (and other clinicians) throughout the placement and continue to share your reflections of your own work with the student.