

NHS Training for
AHP Support Workers

Workbook 10: Reflective Practice and Continuing Professional Development (CPD) Portfolios



NHS Training for AHP Support Workers

Workbook 10: Reflective Practice and Continuing Professional Development (CPD) Portfolios

Contents

10.1	Aim.....	3
10.2	Learning Outcomes.....	3
10.3	Learning Styles	4
10.4	Reflective Practice.....	8
10.5	CPD Portfolios	14
10.6	Reflective Practice and CPD Portfolios Workbook Completion	18
10.7	Reflective Practice and CPD Portfolios Reflection.....	20
	Appendix 1 Learning Styles Questionnaire.....	21
	Appendix 2 Reflective Log Template (Example 1).....	27
	Appendix 2 Reflective Practice Template (Example 2).....	29
	Appendix 3 Portfolio Evidence List.....	31

10.1 Aim

The aim of this workbook is to enable the Healthcare Support Worker (HCSW) to contribute effectively to their own reflective practice and continuing professional development.

10.2 Learning Outcomes

By the end of this workbook you will be able to:

- Identify your own learning style and how this influences your style of learning.
- Define reflective practice.
- Identify the importance and relevance of reflective practice to your work.
- Identify different tools which will support reflective writing.
- Demonstrate you can complete reflective accounts of your learning and development.
- Identify an action plan of how to embed reflection within your practice on a regular basis.
- Identify reasons why you would want to use a CPD portfolio to evidence your learning and development.
- Identify evidence you can include in a CPD portfolio.
- Demonstrate you can structure a CPD portfolio and keep this up to date.

“Life long learning is about growth and opportunity, about making sure that staff, the team and organisation relate to, and work in can acquire new knowledge and skills, both to realise their potential and to help shape and change things for the better.” Department for Health (2001)

10.3 Learning Styles

We learn in many different ways, but we all normally favour a preferred learning style. Honey and Mumford (1982) developed the notion of individual learning styles, confirming that the way people approach a learning experience lies in the fact that individuals react differently to the ways in which learning is offered. For example, some people prefer to learn by doing, while others prefer to stand back and observe an event. They devised a Learning Styles questionnaire to identify and describe learning styles. This includes 4 styles of learning:

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open minded, not sceptical and this tends to make them enthusiastic about anything new. Their philosophy is “I’ll try anything once”. They dash in where angels fear to tread. They tend to throw caution in the wind. Their days are filled with activity. They revel in short term crisis fire fighting. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences, but are bored with implementation and longer-term consideration. They are gregarious people constantly involving themselves with others, but in doing so, they hog the limelight. They are often the life and soul of the party and seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back and ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others and prefer to chew it over thoroughly before coming to any conclusions. The thorough collection and analysis of data about experiences and events is what counts, so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious, to leave no stone unturned “Look before you leap”, “Sleep on it”. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a

back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. Then tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and other's observations, as well as their own.

Theorists

Theorists adapt and integrate observations into complex, but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into their rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. "If it is logical it's good". Questions they frequently ask are: "Does it make sense?", "How does this fit with that?" and "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their mental set and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel comfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas to take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They don't like 'beating about the bush' and tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is "There is always a better way" and "If it works it's good".



Think about the four different learning styles identified by Honey and Mumford. Write down which learning style you feel best describes your preferred style of learning and your reasons why you believe this best describes you?

Print off and complete the learning styles questionnaire (Appendix 1) at the back of this workbook. Write down your learning style identified from completing the questionnaire.

Reflecting upon what you thought your learning style was and the learning style identified from completing the questionnaire, write down if this matched or if there was differences.

People may benefit from exploring their preferred learning styles to enable them to fully participate in promoting their learning and to seek out appropriate learning opportunities.

List 4 or more reasons why knowing your preferred learning style is beneficial to your learning and development?

10.4 Reflective Practice

Reflective practice is “the capacity to reflect on action so as to engage in a process of continuous learning”, which is “one of the defining characteristics of professional practice” (Schon, 1984).

Reflective practice should therefore be embedded in our everyday practice in order to provide quality and holistic care to service users.

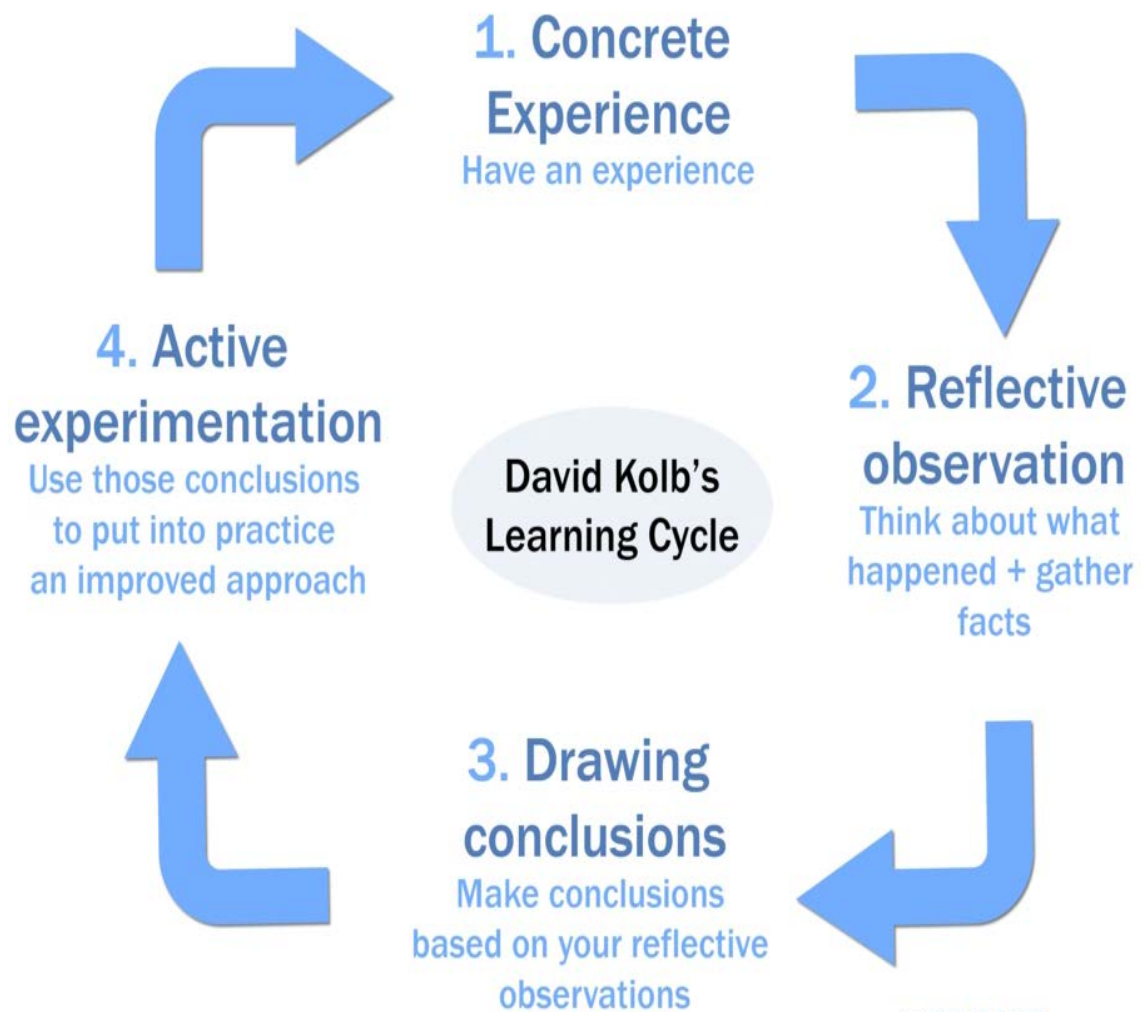
Reflection involves describing, analysing and evaluating our thoughts, assumptions, beliefs, theories and actions and demonstrating our ability to be conscious of what we are doing. Continuing professional development (CPD) and the Knowledge and Skills Framework (KSF) agenda requires you to provide evidence of your practice. Reflective accounts can be invaluable pieces of such evidence.



Write down in your own words your understanding of reflective practice and what reflective practice means to you. Consider the above definition and the importance of reflective practice to your role.

The Reflective Cycle (from Gibbs, 1998)

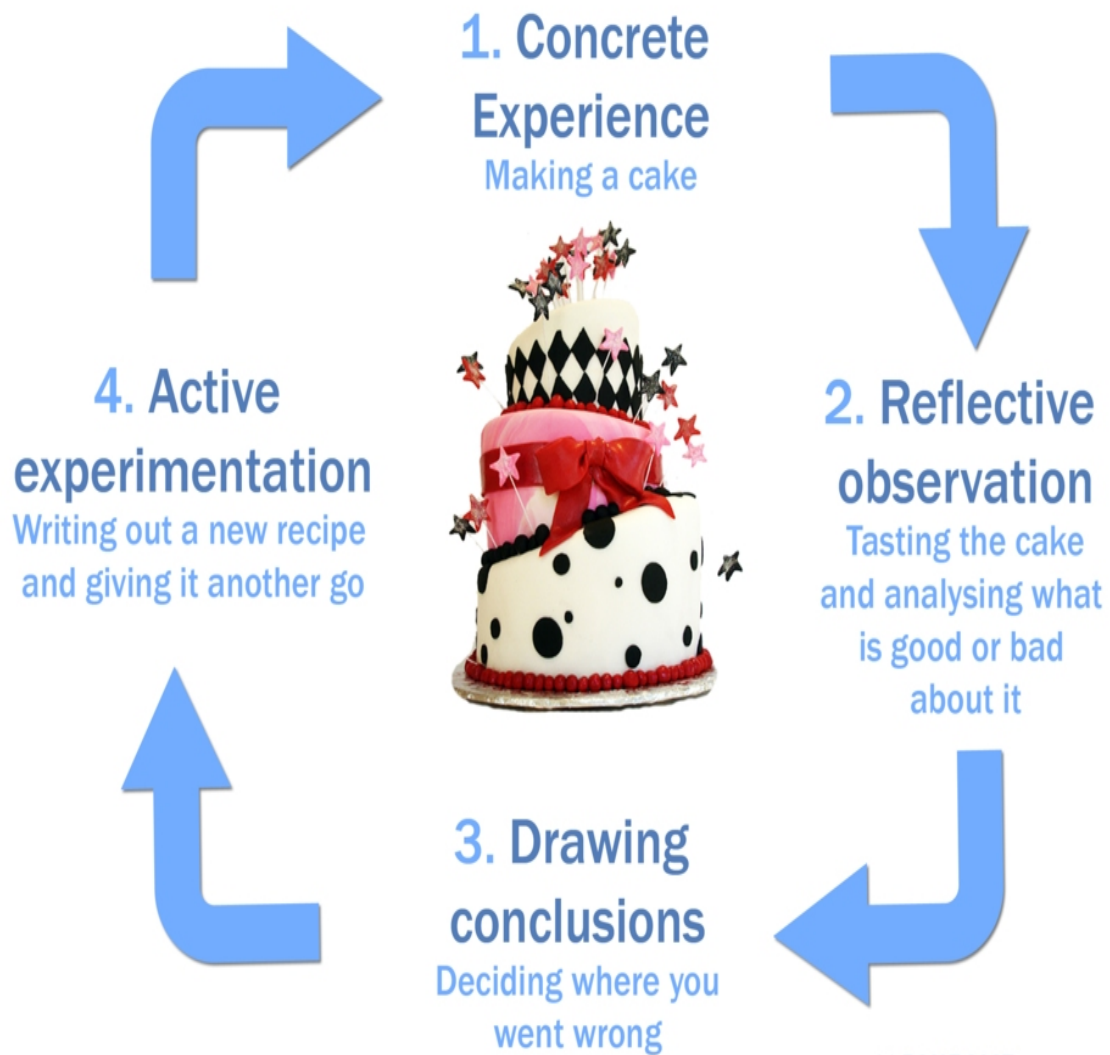
There are many different models that can be used when reflecting. Below is Kolb's Cycle of Experiential Learning. This model is cyclical in nature and a useful model to consider when reflecting on your practice.



(c) RCSLT 2007

Introducing Reflective Writing

An example using Kolb's reflective learning cycle:



(c) RCSLT 2007

We all reflect at different times on our practice. Most of us do this “on the go”, however it is beneficial to all clinical practice to write down our reflections in order to document our learning and development and modify future practice.

There are different templates that are available, based upon Kolb’s reflective learning cycle. These can be helpful in structuring your reflections. See Appendix 2 for two templates to use when carrying out reflective writing.

Johns (2004) described some of the qualities which have been identified as being required by someone who engages in reflective practice.

- A willingness to learn from what happens in practice
- Being open enough to share elements of practice with other people
- Being motivated enough to ‘replay’ aspects of clinical practice
- Valuing that knowledge for clinical practice can emerge from within, as well as outside clinical practice
- Being aware of the conditions necessary for reflection to occur
- A belief that it is possible to change
- The ability to articulate what happens in practice
- A belief that there is no end point in learning about practice
- Not being defensive about what other people notice about one’s practice
- Working out a personal action of what has been learned



Looking at these qualities, reflect on what you are doing well and in which areas of reflection you need to strengthen your day to day practice. Consider the following – how you see yourself within the team, why you chose this job, what kind of practitioner you are, what values you have and how you demonstrate professional values and ethic.

Think of 2 different experiences within your role that you can reflect upon. These can be positive or challenging experiences. Examples may include attendance on a course, reading an article related to your role, discussions at a staff meeting, service developments, working with a service user, having a student shadowing you, learning about a particular condition etc. You will know what is relevant for your area of work.

Use a different template (Appendix 2) for each of the experiences. After completing these, write down which template you preferred and reasons for this.

Reflect upon the learning achieved in this workbook, identify an action plan of how to continue to incorporate reflection into your practice and review this plan in 4-6 months time.

Action Plan

-
-
-
-
-
-
-
-
-
-
-
-
-
-

Further Reading

The area of reflective practice is vast and as such there are many different books, articles and websites you may find useful. Alongside the reference within this workbook, you may find the following websites useful for further learning:

- Practice Based Learning – www.practicebasedlearning.org
- Learning in the workplace – www.learningintheworkplace.org

10.5 CPD Portfolios

Your reflective evidence can be recorded in a CPD portfolio. As well as providing a record of learning activities, keeping a portfolio helps you to reflect and learn through experience. It does not need to be long or complicated.

Keeping a portfolio involves choosing a learning event or situation where something has been learned. This should be kept simple and is best written soon after the event when the event is fresh in the individuals mind.

A portfolio is a private collection of evidence that records and reflects your learning and development. It is a systematic way of using experiences and activities to:

- Demonstrate and reflect on skills learned
- Identify future learning needs and priorities
- Assist in the individuals continuing professional development
- Provide evidence for the KSF development review. This evidence of learning should show how individuals are applying their skills in practice



Reflect upon and write down reasons why it would be beneficial to your learning and development to complete a portfolio?

The following activity will help you start to think about suitable evidence for inclusion within your portfolio.

Make a list of all the different work activities you have been involved in over the past 2 weeks.

From the list of your work activities, what could provide evidence for your CPD portfolio (an example is provided in Appendix 3)?

It is useful to structure your portfolio. This can include:

- Title page
- Index (what it contains in each section)
- Up to date CV
- Current job description
- Current Personal Development Review and Personal Development Plan
- Achievements (Certificates / Project work etc)
- Formal learning – courses attended and your evaluation of their impact on your practice
- Informal learning – your reflective learning, learning from your experience at work
- In-service training – events you have attended, or organised, as well as teaching materials from in-services you have presented
- Mandatory training – CPR, manual handling, IT etc
- Teaching / Education – students, other staff etc



Think about how you want to structure your portfolio to include the evidence you have identified. Once you have decided upon the structure of your portfolio and identified evidence to put in your portfolio, share this with your supervisor. Set an action plan for keeping your portfolio up to date in order to continue to evidence your learning and development.

Action Plan:

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

10.6 Reflective Practice and CPD Portfolios Workbook Completion

Your mentor / supervisor will sign your portfolio to indicate that you have completed this workbook successfully.

Objective	Supervisors Signature	Date
Identifying own learning style and how this influences own style of learning		
Defining reflective practice		
Identifying the importance and relevance of reflective practice to your work		
Demonstrating completing reflective accounts of own learning and development		
Identifying an action plan of embedding reflection from own practice on a regular basis		
Identifying reasons for using CPD portfolios to evidence own learning and development		
Identifying evidence for inclusion in a CPD portfolio		
Demonstrating knowledge of structuring a CPD portfolio and keeping up to date		

NHS Training for AHP Support Workers
Workbook 10 Reflective Practice & CPD Portfolios

Support worker (name)	
Support workers signature	
Supervisor (name)	
Supervisors signature	
Date	

10.7 Reflective Practice and CPD Portfolios Reflection

Suggested KSF Dimensions: C2 and C5

This form should be placed in the appropriate section of your portfolio.

What did you learn from this module?

How has this influenced your work?

Date module completed

Appendix 1 Learning Styles Questionnaire

Introduction

This questionnaire is designed to help you find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some learning experiences than others. You will also know that there are learning situations you enjoy and others that you don't like. This questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to the questionnaire. It will probably take you about 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross.

1. I have strong beliefs about what is right and wrong, good and bad.	
2. I often act without considering the possible consequences.	
3. I tend to solve problems using a step-by-step approach.	
4. I believe that formal procedures and policies restrict people.	
5. I have a reputation for saying what I think, simply and directly.	
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.	
7. I like the sort of work where I have time for thorough preparation and implementation.	
8. I regularly question people about their basic assumptions	
9. What matters most is whether something works in practice.	
10. I actively seek out new experiences.	
11. When I hear a new idea or approach I immediately start working out how to apply it in practice.	
12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc.	

13. I take pride in doing a thorough job.	
14. I get on best with logical, analytical people and less well with spontaneous 'irrational' people.	
15. I take care over the interpretation of data available to me and avoid jumping to conclusions.	
16. I like to reach a decision carefully after weighing up many alternatives.	
17. I'm attracted more to novel, unusual ideas than to practical ones.	
18. I don't like disorganised things and prefer to fit things into a coherent pattern.	
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.	
20. I like to relate my actions to a general principle.	
21. In discussion I like to get straight to the point.	
22. I tend to have distant, rather formal relationships with people at work.	
23. I thrive on the challenge of tackling something new and different	
24. I enjoy fun-loving, spontaneous people.	
25. I pay meticulous attention to detail before coming to a conclusion.	
26. I find it difficult to produce ideas on impulse.	
27. I believe in coming to the point immediately	
28. I am careful not to jump to conclusions too quickly.	
29. I prefer to have as many sources of information as possible – the more data to think over the better.	
30. Flippant people who don't take things seriously enough usually irritate me.	
31. I listen to other people's points of view before putting my own forward.	
32. I tend to be open about how I'm feeling.	
33. In discussions I enjoy watching the manoeuvrings of the other participants	
34. I prefer to respond to events on a spontaneous, flexible basis, rather than plan things out in advance.	
35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.	

36. It worries me if I have to rush out a piece of work to meet a tight deadline.	
37. I tend to judge other people's ideas on their practical merits.	
38. Quiet, thoughtful people tend to make me feel uneasy.	
39. I often get irritated by people who want to rush things.	
40. It is more important to enjoy the present moment than to think about the past or future.	
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition	
42. I tend to be a perfectionist	
43. In discussions I usually produce lots of spontaneous ideas.	
44. In meetings I put forward practical realistic ideas.	
45. More often than not, rules are there to be broken.	
46. I prefer to stand back from a situation and consider all the perspectives.	
47. I can often see inconsistencies and weaknesses in other people's arguments	
48. On balance I talk more than I listen.	
49. I can often see better, more practical ways to get things done.	
50. I think written reports should be short and to the point	
51. I believe that rational, logical thinking should win the day	
52. I tend to discuss specific things with people rather than engaging in a social discussion.	
53. I like people who approach things realistically rather than theoretically	
54. In discussions I get impatient with irrelevancies and digressions	
55. If I have a report to write I tend to produce lots of drafts before settling on the final version.	
56. I am keen to try things out to see if they work in practice	
57. I am keen to reach answers via a logical approach.	
58. I enjoy being the one that talks a lot.	
59. In discussions I often find that I am the realist, keeping people to the point and avoiding wild speculations.	

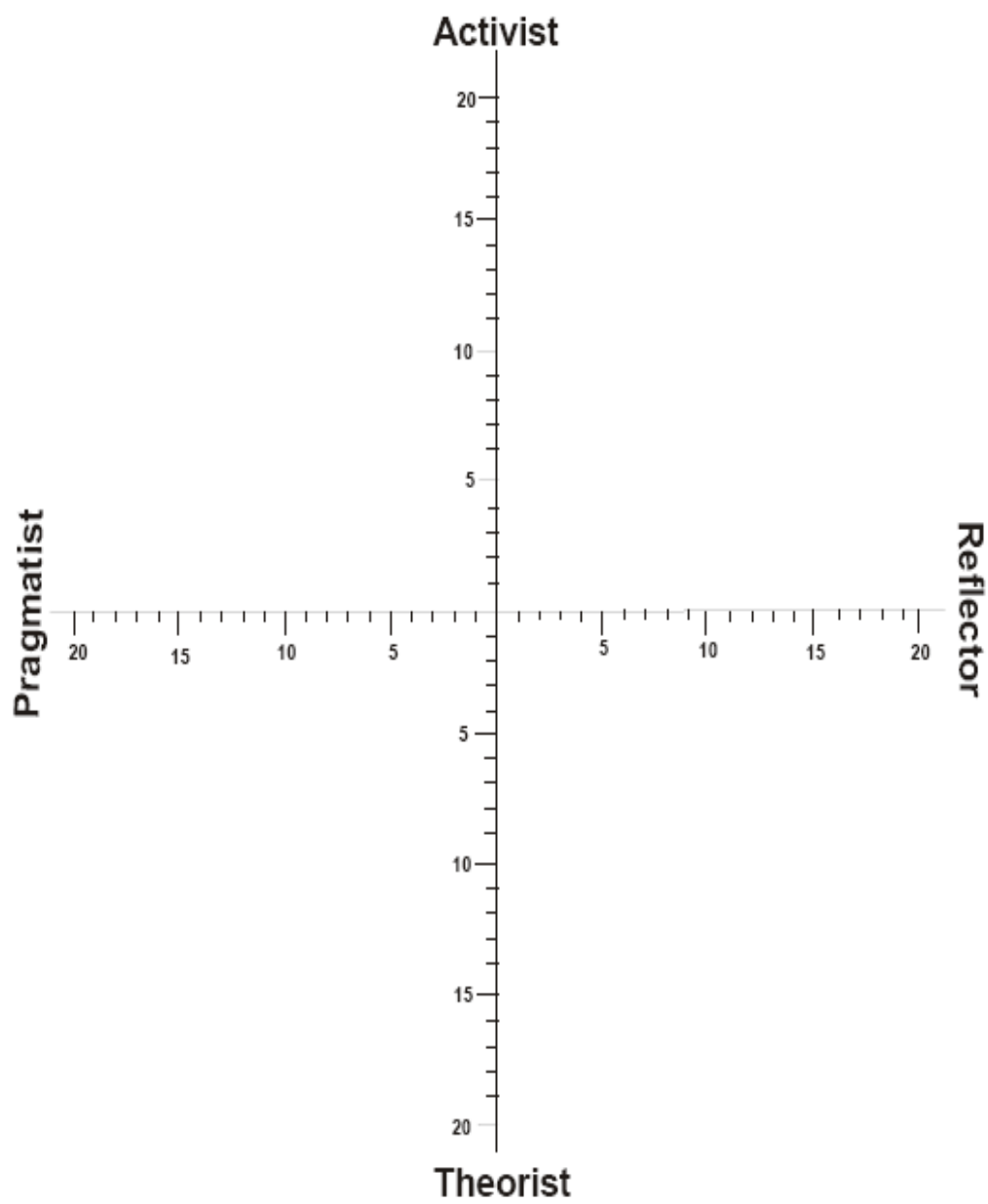
60. I like to ponder many alternatives before making up my mind.	
61. In discussions with people I often find I am the most dispassionate and objective.	
62. In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking.	
63. I like to be able to relate current actions to a longer-term bigger picture	
64. When things go wrong I am happy to shrug it off and 'put it down to experience'.	
65. I tend to reject wild, spontaneous ideas as being impractical	
66. It's best to think carefully before taking action.	
67. On balance I do the listening rather than the talking.	
68. I tend to be tough on people who find it difficult to adopt a logical approach	
69. Most times I believe the end justifies the means	
70. I don't mind hurting people's feelings so long as the job gets done	
71. I find the formality of having specific objectives and plans stifling.	
72. I'm usually one of the people who puts life into a party	
73. I do whatever is expedient to get the job done.	
74. I quickly get bored with methodical detailed work	
75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.	
76. I'm always interested to find out what people think.	
77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.	
78. I steer clear of subjective or ambiguous topics.	
79. I enjoy the drama and excitement of a crisis situation	
80. People often find me insensitive to their feelings.	

LEARNING STYLES QUESTIONNAIRE SCORING

You score one point for each item you ticked. There are no points for items you crossed. Simply indicate on the lists below which items were ticked and total them at the bottom. This will indicate your particular learning style(s).

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
TOTAL =	TOTAL =	TOTAL =	TOTAL =
<i>Activist</i>	<i>Reflector</i>	<i>Theorist</i>	<i>Pragmatist</i>

Plot the score on the arms of the cross to determine your learning preferences.



Appendix 2 Reflective Log Template (Example 1)

Name:

Date:

Subject / Title of Learning Event:

Description of significant event	
How did this make you feel?	
What would you want to change?	

<p>What learning have you taken from this?</p>	
<p>How will you apply your learning in the future?</p>	
<p>What KSF dimension does this link to?</p>	

C1 – Communication

C3 – Health, Safety & Security

C5 – Quality

C2 – Personal & People Development

C4 – Service Improvement

C6 – Equality & Diversity

Appendix 2 Reflective Practice Template (Example 2)

Describe a recent event in your professional life?	
What did you do?	And why?
What went well?	What could have been better?

What, if anything, might you do differently?

Describe what you learned from this experience and how it is to be applied in practice?

Which KSF Dimension(s) does this relate to?

C1 – Communication

C3 – Health, Safety & Security

C5 – Quality

C2 – Personal & People Development

C4 – Service Improvement

C6 – Equality & Diversity

Appendix 3 Portfolio Evidence List

List of Work Activities	Evidence for Portfolio
Attended monthly Staff Meeting	Minutes from staff meeting Action Plan from Staff Meeting
Had clinical supervision with supervisor	Clinical Supervision Record Sheet and action points
Finished a block of input with group of service users and collaborated with supervisor on progress	Reflective worksheet completed regarding group Anonymous copy of the progress report.
Attended monthly in-service event	In-service Certificate of attendance. Reflection log on the learning achieved.



