If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. It may not include content identical to the powerpoint. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.
The Reflective O.T.:
Nicole Quint, Dr.OT, OTR/L

After this course, participants will be able to:

1. Describe the different behaviors of a reflective therapist.

2. Identify specific strategies to facilitate reflective practice behaviors within your role as an O.T.

3. Consider the personal behaviors and contextual aspects that can serve as barriers toward reflective practice.

4. Reflect on how to individualize strategies within the personal practice context for each participant.
Reflective practice “involves the practitioner in a continuous internal dialogue in which the relationship between the professional self and the personal self is kept alive and thought about.”

Le Riche (1998, p. 34)

Why Reflect as an OT?

Epstein/et al.
• Invite doubt and ambiguity to create

• Critical self-reflection is at of effective clinical work

Knight
• Respect emotional toll and prevent burn out

Dawson
• RQs do not need to have one correct answer-they disrupt common ways of thinking enable one to approach the situation with a fresh sense
Process: “Event” Context

<table>
<thead>
<tr>
<th>Process</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: What?</td>
<td>* Working with a specific client may raise a clinical question.</td>
</tr>
<tr>
<td>2. “So what?”</td>
<td>* A comment from a caregiver may challenge attitudes or beliefs.</td>
</tr>
<tr>
<td>- Critical analysis</td>
<td>* A difference of opinion may arise within a multidisciplinary team.</td>
</tr>
<tr>
<td>- Seek/review knowledge</td>
<td>* One might get the feeling that practice is compromised by procedures or resources.</td>
</tr>
<tr>
<td>- Initial ideas/sharing</td>
<td></td>
</tr>
<tr>
<td>- Critical analysis</td>
<td></td>
</tr>
<tr>
<td>3. “Now what?”</td>
<td></td>
</tr>
</tbody>
</table>

Reflective practice “…is a form of mental processing like a form of thinking that we use to fulfil a purpose to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding and possibly emotions that we already possess.”

Moon (2001, p.2)
Mindfulness

• Being in the present fully
• Bridging past to future within the present (working memory)
  • Metacognition
  • Self-awareness
  • Self-monitoring
  • Self-regulation
  • Sequencing
  • LET’S TRY!!

How?

Avoiding contextual barriers

Barriers
• Need for control
• Time constraints
• Old identities
• Auto pilot

Enablers: Process and Behaviors
Behaviors: Reflective Therapist

Reflective and active listening
Reflective questioning
Observing
Giving meaningful feedback
Receiving meaningful feedback (inquiry)

Morley, Smith, & Petty (2011)

Reflective Listening:
Getting the Story while Communicating Understanding
Reflective Listening

Special type of listening

Involves:

- **Paying respectful attention** to content and feelings of another’s communication
- **Understanding** what the other is communicating from his/her perspective
- **Letting** the other person know that he/she is heard and understood

SETS STAGE FOR EFFECTIVE PROBLEM SOLVING

*Note: Your perspective IS NOT involved in the process*

---

Reflecting on Reflective Listening

When you can answer the following, you are engaged in reflective listening:

What is going on with this person right now?
Door Openers

“Gentle invitation to talk” (p. 17)

• 4 steps
  Reflect observed behavior
  Invite person to speak
  a. Verbally state OR
  b. Imply you are willing to LISTEN
  Silent pause allowing other to initiate communication
  Engage in reflective listening

Activity: Reflect on a recent situation in which you MISSED a door bell opportunity
Why did you miss it? What aspect of the context did you miss? What step?

Context: It Matters

RL needs following contextual conditions:
• Party needs to be heard/emotional energy
• Listener:
  Chooses to accept person
  Accepts other person
  Can maintain objectivity
  Can manage emotions
  Has time to listen
  Trusts other person’s ability to be expert in own life

WHO IS A “LISTENER”??? O.T.s!!!
SLANT

S: Secure environment
L: Lean in
A: Acknowledge with eyes
N: Nod
T: Time with silence

Responding

Use acknowledgement responses (1-3 words/gestures)
Understand feelings of other person
Identify main points
Ask open-ended questions if needed
Repeated what you heard
Progression: consent, feeling, meaning, summary
Examples: Feelings

Emphasize Intensity & Emotion

“You feel a little bit sad/angry?”

“You feel quite helpless/depressed?”

“You feel very stressed?”

“You feel extremely embarrassed?”

Find more at: http://www.skillsyouneed.com/ips/reflecting.html#ixzz3yJX5IyuY

Reflecting Feelings

Response

Keep it direct and simple

You’re feeling upset

(“I can’t take that kind of time to handle all these doctors”)

You’re feeling frustrated

(“I have been working so hard and I don’t think I’m any better”)

You feel upset about her interference

(“I wish she would mind her own business and get off my back”)

You feel annoyed when your preparation doesn’t seem to make a difference

(“I prepared all week and I think I’m going to fail anyway”)

Reflecting Meanings

Response

Emphasize feeling and function
Let’s Try it! Try 1 of 2

Margo (Teacher) “No offense. I hear what you are saying about his ADHD, but he is just lazy and tries to get out of everything. I know you think it’s something to do with his system, but it seems like he’s in control and just trying to get out of everything”

Danny (client in inpatient OT) “I don’t see the point in having to work on all this. Just because I forget some things sometimes—it’s because I’m tired and not at home. You make it out like my brain isn’t working or something. I just want to work on my walking.”

Reflective and Active Questioning
Questioning

- Do I fully understand what the client is telling me?
- Does the client feel that I fully understand?
- Is there anything I need to clarify?
- Do I know all the specifics that I need to know?
- Did I acknowledge feelings? Validate them?

Timing is key with problem solving

Observations

Beyond Clinical...
Additional Observations

- Body language
- Self-regulation and emotional/state & regulation
- Just-right challenge
- Level of assistance
- Senses

Observations: Self Reflection

- How is what I am doing affecting this client?
- Am I present in the moment?
- What could I be doing different/better?
- Is this best practice?
Feedback

- “GOOD JOB!”
  https://www.youtube.com/watch?v=S0UvJZmGTsk&list=RDSoUvJZmGTsk&t=0

- THE POWER OF “NO”
S: Specific
T: Timely
O: Observed, objective behavior
P: Plan

SANDWICH

The Feedback Sandwich

Positive Feedback
Constructive Feedback
Positive Feedback

http://sinelnikov.name/pictures/feedback-sandwich.jpg
1. Laney (6th grader) comes to therapy and has a strong body odor. She feels sad because she said she thinks other kids talk about her and laugh at her.

2. Mark (24 year old with BKA) is making huge progress and ready for inpatient d/c. You are concerned that he has not addressed the grief process and seems to be in denial about the loss of his leg.

3. Mary is your level II fieldwork student. She is consistent with knowledge but seems to get anxious with clients and they have complained that she makes them uncomfortable.

4. One of the mothers of a client is very problem-focused and is overly sarcastic with her child. She only complains about what the child does wrong and seems to dismiss progress being made. The client becomes upset when this happens and you are concerned that it is demotivating your client.

Asking for Feedback

Who can you ask feedback from?

Why?

Self-monitoring

When?

Guiding feedback so you can improve performance/gain insight and meaning
Measure Progress

Visual analog scale: daily VAS to assess what stage of process or behavior you want to address

Goal attainment scaling: set goal and monitor progress over time with 4-5 point scale

Reflective questioning (informal)

Process

What?: Context

So what?: analysis

Now what?: new perspective for decision making

Ex: difference of opinion with multidisciplinary team
References


