

HDFS 5193 Reflective Practice Summer 2018 – Online Course

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This course is the fourth part of the HDFS Graduate Certificate in Infant Mental Health, a certificate program that integrates research, theory and practical application of Infant Mental Health principles, including reflective practice. This course is appropriate for professionals working in a variety of fields with infants, young children and their families, including mental health clinicians, family support specialists, social service providers, early childhood teachers, healthcare professionals, and administrators.

COURSE DESCRIPTION

“As important as methods may be, the most practical thing we can achieve in any kind of work is insight into what is happening inside us as we do it. The more familiar we are with our inner terrain, the more sure footed our [work] – and living – becomes.” P. J. Palmer (cited in Skovholt, T. M., 2001)

“Reflective practice aims to heighten our awareness of our own experiences, reactions and responses, to better allow us to be open to others' experiences, reactions and responses.” Anne Garity, 2017

The focus of this course is to develop and strengthen personal and professional *reflective capacity* – the ability to make sense of ourselves and each other; that is, to understand our own emotional and behavioral responses and the responses of others as meaningful attempts to communicate inner mental states (Fonagy et al., 2002). In our work with infants, young children, and families, the helping relationship can become intense and challenging, impeding our ability as helping professionals to provide the most effective, objective service. A primary aim of reflective practice is to recognize that you are not in this work alone, and to help you preserve your personal and professional well-being through regular reflection, the support of others, and an enhanced connection with the families you serve.

COURSE OBJECTIVES

1. **Understand the basics and importance of Reflective Practice.**
2. **Learn and practice reflective techniques to ground our personal and professional experiences.**
3. **Reflect on our own stories, and examine how our past personal and professional experiences, cultural background, values, and relationships shape the way we interact with others.**
4. **Understand how reflective practice supports relationship-based work, especially work with infants, young children, and families.**

COURSE SCHEDULE

Summer Schedule: This course is a 3-credit hour online course condensed from a typical 16-week semester to an 8-week summer session. Thus, the 8 weeks will be intensive and will require you to complete and submit several assignments each week.

COURSE MATERIAL**Optional Texts (but highly recommended):**

1. Williams, M., & Penman, D. (2012). *Mindfulness: An Eight-Week Plan for Finding Peace in a Frantic World*. New York, NY: Rodale Books.

Associated meditation files found here – **THE LINK IN THE BOOK IS WRONG:**
<http://franticworld.com/free-meditations-from-mindfulness/>

2. Bailey, B.A. (2000). *I Love You Rituals*. New York, NY: William Morrow Paperbacks.

Other materials: Articles and chapters from other books will be assigned based on the topics covered each week. These will be available on D2L.

COURSE ACTIVITIES (380 total points)**1. Introduction Video (10 points)**

Use Flipgrid to introduce yourself to your classmates. Videos should be approximately 90 seconds in length. In your introduction, please include your name, year in school, and major. Also tell us why you are taking this course and what you hope to get out of it. Videos will be due on **Wednesday at 5pm**. Please watch everyone's introduction videos and get to know your classmates! Our classroom grid can be found here: <https://flipgrid.com/reflect2018> Flipcode: Password: You'll see *Class Intros!* topic listed.

For full credit, you are expected to respond to at least TWO of your classmates' posts by **Wednesday at 5pm**. Ask them questions, comment on something they said that you found interesting, or share something about yourself that relates to their introduction.

2. Self-Assessment (pre-test) (20 points)

Complete the questionnaires on reflective capacity. Questionnaires are posted as quizzes on d2l. Pre-test questionnaires are due on **Wednesday June 13 at 5pm**. Post-test questionnaires are due on **Friday August 3 at 5pm**.

3. Content Modules (25 points each)

There will be **8 content modules** to complete. Each week, the modules will be posted with readings, videos, exercises, case studies, or other content, as well as the assignments for that module.

Module Assignments. Assignments will be due by Friday at 5pm each week. Number and type of assignments will vary for each module, but reaction posts will recur almost each week.

- **Reaction Posts** - Each student is required to post a reaction to the **discussion board for each module**. Reactions should address the following prompts at minimum, but can also include additional comments about things you found interesting/meaningful/confusing and why. Prompts:

What was the take home message of this module for you?

How will this info be useful in your personal or professional life?

I encourage you to focus your reactions on the personal meanings you take from the content, rather than on summary. **Reaction posts can take one of 2 forms:**

- a. Written post on the discussion board. For each reading module, there will be a discussion board. Create a new thread with your unique post. Written reactions to the readings should be approximately ½ to 1 page in length, single spaced (minimum 250 words/maximum of 750 words).
- b. Video response posted to the Flipgrid that is linked to the same discussion board. Create a new video post with your reaction to the reading module. Videos should be approximately 3 minutes long (minimum 2 minutes/maximum 5 minutes).

In addition to your unique post, you will also respond to **at least TWO of your classmates' posts by Friday at 5pm**. There is no length requirement for responses, but responses should be thoughtful contributions to discussions that might include additional questions, insights, thoughts, connections to other material, etc. Simply saying "I agree" is not a meaningful contribution and will not receive credit. You can post reactions to classmates in written or video format.

3. Reflective Project 1 (75 points)

Students will pick one of 2 long-term projects to complete by the end of the 8 weeks.

- Read and follow along with the **8-week mindfulness program** by Williams and Penman (2012), *Mindfulness: An Eight-Week Plan for Finding Peace in a Frantic World*. Note that the associated meditation files are found here – **THE LINK IN THE BOOK IS WRONG**: <http://franticworld.com/free-meditations-from-mindfulness/>
- **Keep a daily reflective journal**. Students are expected to journal daily. Journal entries will not be submitted anywhere, but kept by the student over the course of the summer. Detailed format guide will be provided. The reflective journal entries should include both narrative statements (factual details of your experiences and observations) and reflections on the meanings of these experiences, emotional responses, and ideas for next steps.

Students will submit weekly updates about their progress with daily reflective practice. Students are encouraged to make brief videos or take photos of themselves or their practice or write down new insights each week, in preparation for creating a video slideshow that will document the evolution of one's personal reflective practice. Slideshows can include video compilations, snippets from the journal with discussion, demonstrations of reflective

exercises, interviews, reflections on what students learned about themselves and about the experience of engaging in daily reflection.

4. Reflective Project 2 (75 points)

Complete a *Working Model of the Child* interview with the parent of an infant or young child under age 5. Students will video record the interview, and submit the videos to the instructor on the d2l dropbox. Following the interview, students are expected to watch the interview and select 2 questions from the interview that stood out to you in terms of how the parent responded. Students should reflect on what these responses suggest about the parents' experience of their child, thoughts about why the parent responded in that way, why it stood out to you, and what it brought to mind initially and after re-watching the interview. Students can choose to write up their reflections (with the parent's transcribed responses included), or create a video presentation of their reflections (with brief clip(s) of parent's response(s) to the questions).

Grading Scale:

<u>Point Range</u>	<u>Percentage</u>	<u>Grade</u>
342-380	90-100%	A
304-341	80-89%	B
266-303	70-79%	C
228-265	60-69%	D
≤ 227	≤ 60%	F

Tentative Outline of Course Schedule

Module	Date	Topic
1	June 11-17	What is reflective practice?
2	June 18-24	Developing reflective capacity
3	June 25-July 1	Reflective SPACE
4	July 2-8	Reflective Supervision
5	July 9-15	Our own ghosts from the past
6	July 16-22	Professional use of the self
7	July 23-29	Holding the Baby in Mind
8	July 30-August 3	Final Reflections