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## Evaluating A Framework For Reflection On Practice: Does Structured Reflective Activity Actually Affect Clinicians' Practice?

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**PURPOSE:** The aim of this study was to evaluate the transferability and impact on clinical practice of a structured framework for reflection implemented by registered physiotherapy clinicians. The framework was originally designed to enable physiotherapy students develop skills of reflection and self-appraisal. **RELEVANCE:** The results of the study underscore the need for educational developments in academic institutions to link with and inform work-place practice. Importantly, they confirm the positive effects on personal development and clinical practice of learning through regular, deliberate reflective processes. **DESCRIPTION:** The framework for reflection on practice, to be outlined, was implemented by qualified physiotherapists working in both hospital and community settings. After 6 months of regular engagement in the process, the clinicians participated in structured, focus group interviews led by an independent evaluator. The facilitator, a senior clinician, was interviewed to ascertain his perspective of the process. All interviews were transcribed verbatim, and transcripts subjected to rigorous thematic analysis. **RESULTS:** Clinicians confirmed the self-revelatory value of the framework in enabling their deep understanding of the ways in which they were working, including decision-making, procedures, assumptions and interactions with clients and colleagues. A number said they would be changing their practice as a result of the experience. Additionally, they revealed more affective outcomes, such as increased confidence and the pleasure of open sharing and talking about their practice. These results, and others, will be discussed in detail. The results suggest that the framework is transferable, but that learning outcomes may be even more significant for practitioners than for students. **CONCLUSIONS:** The results of this project, linked with previous work, indicate the reflective practice framework can be a powerful tool for enabling individuals to study their own practice and come to a deep understanding of how they think and behave. It also appears to assist clinicians in changing and developing their practice, informed by the self-generated evidence which emerges from the dialogue with others. It is our intention to explore whether students who use the framework continue to do so when in work and to investigate the links to quality enhancement in the work place.