



# Future Allies (5) – Reflective partnering to improve placement: Provider

## Reflection

NDIS providers reported that ongoing partnerships with Universities, students and NDIS participants were essential in developing and maintain successful placements. Establishing clear expectations from the beginning, good communication during the placement and finally reflecting on the placement can ensure a beneficial placement for all parties and continuous improvement for future placements.

## Reflection for the provider

Ask yourself the following questions and talk to the student, participant or the university about your reflections on the student placement



What were the students' names?

What allied health discipline were they from?



What services did they provide? How did the students help you?

What goals/activities did you work on with them?



How did you feel when you worked with the students?

Was this a helpful/useful feeling?



What was the best or most useful thing about working with the students?

Why?



What was the worst or least useful thing about working with the students?

Why?



What would you like to change about working with the students?

What will you do differently to make working with future students better?



## **DEIP Strategy**

Another widely used reflection strategy that can be adopted for all parties is the DIEP Strategy. There are four steps in this approach are to Describe an insight (new understanding), to Interpret and Evaluate it, and to Plan how it might transfer to future practice or learning. It can also be applied to answering specific, targeted questions for each of the stakeholders in a placement setting.

### ***D – Describe***

Reflect on the experience and focus objectively on what you learned and give the details of what happened.

Answer the question: 'What did I learn?'

Some suggested starting phrases: The most interesting (surprising/ important/ significant/ ...) (insight/ theory/ thing ...) I read (saw/ heard/ realised/ learned...) from this experience is that ... One thing I realise (understand ...) now is that ... A significant issue I have found ...

Continue the paragraph with details of what, where, when, etc.

### ***I – Interpret***

Interpret the insight: Explain the meaning of the insight: your understanding/ conclusion/ connection with other learning/ experiences/ questions unanswered/ etc.

Answer the questions: 'What might it mean?'

Some suggested starting phrases: This realisation may have important relevance for three reasons. First, it implies ... A possible implication/meaning of this new idea/understanding is that ... This (new) understanding of ... is likely to mean three things. It could be ...

### ***E – Evaluate***

Evaluate what you have learned or experienced. Make judgments about the value of what you have learned connected to observations you have made.

Answer the question: 'How is this useful for my deeper understanding?'

Some suggested starting phrases: This concept of ... is valuable for .../ will change the way I approach ... This understanding is important in a number of ways. First it ... This insight is connected with (theoretical approaches to .../ theories/ concepts/ Having realised that ..., I wonder if .../ I intend to develop ...

### ***P – Plan***

Plan how this learning will be applied in practice. Comment on relevance to your course, program, future profession, life...

Answer the question: 'How might this learning apply in my future?'

Use future tense in this paragraph to show transfer of knowledge to the future. A suggested starting phrase: This (new insight) will be useful in my future practice, in my future career as a ..., and in my life.



## Placement Reflection Questions

For each stakeholder, pose a specific, related question.

- Educational Institute (supervisor) – Reflect on your observations of the student on their first placement experience.
- Student – Reflect on your experience of working with an NDIS Participant for the first time.
- NDIS Provider – Reflect on how the student engaged with their first NDIS participant during the appointment.
- NDIS Participant – Reflect on how your appointment went with work placement student

These questions all target the first appointment / observation. You could ask the same series of questions for subsequent appointments or broader questions across the whole placement.

For supervisors /students / providers you should require written answers but for participants you could ask for written responses or you provide choices for their responses (scale / tick boxes)

## References

- Brebner, C., Lawless, A., Coles, L., Attrill, S., McAllister, S. and Foley, K. (2018). 'Building the Allied Health Workforce for an NDIS Future'. Retrieved from <https://www.openlearning.com/courses/ndis>
- Boud, D. (1985). Promoting reflection in learning: A model. In D. Boud, R. Keogh, & D. Walker (Eds.), Reflection: Turning experience into learning. London: Kogan Page.
- Cambridge Community (n.d.). Getting started with reflective practice (n.d.). Retrieved from <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>
- Caty, M.-È., Kinsella, E. A., & Doyle, P. C. (2015). Reflective practice in speech-language pathology: A scoping review. International Journal of Speech-Language Pathology, 17(4), 411-420.
- Forgette, K. (N.D) Frameworks for Reflective Writing. Provided by: University of Mississippi. License: CC BY-SA: Attribution-ShareAlike. Retrieved from <https://courses.lumenlearning.com/olemiss-writing100/chapter/frameworks-for-reflective-writing/>
- Fragkos, K. C. (2018). Exploring whether (and how) self-reflection can improve practice as a teacher educator. AMEE MedEdPublish.
- Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: a systematic review. Advances in health sciences education, 14(4), 595-621.
- Melrose, S. (2017). Balancing reflection and validity in health profession students 'self-assessment.
- Olckers, L., Gibbs, T. J., & Duncan, M. (2007). Developing health science students into integrated health professionals: a practical tool for learning. BMC Medical Education, 7(1), 45
- RMIT University. (2018). Learning Lab: The reflective process. Retrieved from <https://emedia.rmit.edu.au/learninglab/content/reflective-process-0>
- Tice, J. (2011). Reflective teaching: Exploring our own classroom practice. Retrieved from <https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>