

Masterclass Course Outline

Masterclass Name	Critical Reflection and Planning for Feedback in Supervision
Masterclass Code	MC1_CRPFS
Study Period	Semester 1 and 2
Study Modes	Face-to-Face (1-day workshop) OR Live VC
Locations	F2F: Cairns, Townsville, Toowoomba, Western Australia and other locations on demand Online: Private Zoom training room (live participation required)
Lead Masterclass Coordinator	Dr Sharon Varela

We acknowledge the Traditional Owners of the lands and waters where our University is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

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Pre-requisites

This Masterclass is designed for clinicians who provide professional/clinical supervision to psychologists and other allied health professionals. An interprofessional education framework is utilised for all of our supervisor training, making our Masterclasses suitable for all supervising allied health professionals. This Masterclass has been approved by the Psychology Board of Australia for supervising Psychologists seeking to maintain Board-approved supervisor status.

Masterclass outline preparation

This Masterclass outline has been prepared by Dr Sharon Varela for the Centre for Rural and Remote Health and the College of Healthcare Sciences, Division of Tropical Health and Medicine, James Cook University. Masterclass outline last updated 1 July 2020.

Q1. This Masterclass is offered across more than one campus and/or mode and/or teaching period within the one calendar year.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q2. If yes (Q1), the design of all offerings of this Masterclass ensure the same learning outcomes and assessment types and weightings.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q3. If no (Q2), Dr Sharon Varela has authorised any variations, in terms of equivalence.		

Masterclass outline peer reviewer

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1 Masterclass at a glance

1.1 Participation requirements

Participation requirements are listed below. All requirements need to be met to successfully complete this Masterclass.

Key Masterclass activities	Time	Day and date	Location
Pre-reading and quiz	3 hours*	Provided one week prior to the Masterclass.	Online/Email
Masterclass** (Note: this is delivered as either a one-day face-to-face masterclass or as an online live VC masterclass delivered through two 4-hour sessions)	7 hours*	Dates published on website**	Refer to website
Completion of reflection tasks (during the workshop or between sessions if online), and participation in group work during the workshop	N/A	N/A	N/A

*This Masterclass is equal to 10 hours active learning. Break times are deleted from the active learning hours.

** For information on the days and times when your masterclass is on, visit <https://www.crrh.jcu.edu.au/health-professionals/supervisor-training-2e39t6/psychology-and-allied-health/training-calendar/>

1.2 Key dates

Key dates	Date
Last date to withdraw without financial penalty	4 weeks prior to the Masterclass commencing
Assessment task 1: quiz (30%)	Date set on LearnJCU, usually 7-5 days prior to the first workshop session
Assessment task 2: reflection tasks/group participation (70%)	Group participation assessed during masterclass; reflection activity completed during masterclass or between masterclass sessions depending on study mode

2 Masterclass details

2.1 Masterclass description

This workshop focuses on key topics related to teaching and modelling critical reflection in psychological practice, integrating educational concepts and empirical findings, and providing opportunities for supervisors to explore difficult areas in clinical supervision. The importance of planning for feedback is also discussed. The simulated vignettes and discussion questions are designed to encourage participants to engage with the following three topics: the importance of pre-planning for feedback within supervision; fostering critical reflection; and linking theory, research and practice. Competence and skills related to each topic will be covered. The content is covered within the relational context of the supervisory relationship.

2.2 Masterclass learning outcomes

Participants who successfully complete this Masterclass will:

- develop an understanding of reflective practice as a development tool and critical reflection within an evidence-based practice model.
- have increased confidence in supervising for reflective practice, particularly critical reflection.
- develop an applied understanding of pre-planning for feedback in supervision.
- develop an understanding of supervision tools and an opportunity to apply these tools to current practice.

2.3 Learning and teaching in this Masterclass

This masterclass will consist of a mix of didactic presentation, skills practice, and group discussions (small and large). This is a master level class that utilises a peer learning framework, drawing on your experience to guide the discussions and learnings. This masterclass is part of a masterclass series, each building on the learning of the other classes, but also designed to be stand-alone if you choose to complete only one masterclass.

2.4 Participant feedback on Masterclass and teaching

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Participant feedback informs evaluation of course and teaching strengths and areas that may need refinement or change. We value your feedback and ask that you provide constructive feedback about your learning experiences for this Course, in accordance with responsibilities outlined in the [Participant Code of Conduct](#). Refrain from providing personal feedback on topics that do not affect your learning experiences. Malicious comments about staff are deemed unacceptable by the University.

2.5 Masterclass resources and special requirements

Core Course readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are listed below for your reference.

Books & Chapters

- Borders, L. D., & Leddick, G. (1987). *Handbook of clinical supervision*. Alexandria, VA: Association for Counselor Education and Supervision.
- Driscoll, J. (2007). *Practicing Clinical Supervision: A Reflective Approach for Health Care Professionals*, 2nd. Edn. Philadelphia, USA: Elsevier Health Sciences.
- Fook, J. (2010) *Beyond reflective practice: Reworking the 'critical' in critical reflection (pp. 37-51)*. In Bradbury, H. et al. (eds.). *Beyond reflective practice: new approaches to professional lifelong learning*. Abingdon, UK: Routledge.
- Freshwater, D., Taylor, B. J., & Sherwood, G (2008). *International Textbook of Reflective Practice in Nursing*. UK: Blackwell Publishing.
- Ghaye, T., & Lillyman, S. (2006). *Learning Journal and Critical Incidents: Reflective Practice for Health Care Professionals*, 2nd Edn. London, UK: Quay Books.
- Hewson, D., & Carroll, M. (2016). *Reflective Practice in Supervision*. Hazlebrook, NSW: MoshPit Publishing.
- Johns, C. (2017). *Becoming a reflective practitioner* (Fifth ed.). Hoboken, NJ: John Wiley & Sons, Incorporated.
- Johns, C. (2006). *Engaging reflection in practice; a narrative approach*. Oxford [UK]: Blackwell Publishing
- Johns, C. (2000). *Becoming a Reflective Practitioner: A Reflective and Holistic Approach to Clinical Nursing, Practice Development and Clinical Supervision*. Oxford [UK]: Blackwell Science, Inc.

- Pelling, N, Barletta, J & Armstrong, P (2009). *The practice of clinical supervision*. Bowen Hills QLD, Australian academic press.
- Silverton, S. (2012). *The mindfulness breakthrough: the revolutionary approach to dealing with stress, anxiety and depression*. Watkins Media Limited.
- Wilson, K. G. (2009). *Mindfulness for two: An acceptance and commitment therapy approach to mindfulness in psychotherapy*. Oakland, CA: New Harbinger Publications.

Research and Articles

- Andersson, L., King, R., & Lalande, L. (2010). Dialogical mindfulness in supervision role-play. *Counselling and Psychotherapy Research, 10*(4), 287-294.
- Bennett-Levy, J., & Thwaites, R. (2007). Self and self-reflection in the therapeutic relationship. *The therapeutic relationship in the cognitive behavioral psychotherapies, 255-281*.
- Branch Jr, W. T., & George, M. (2017). Reflection-Based Learning for Professional Ethical Formation. *AMA journal of ethics, 19*(4), 349-356.
- Buser, T. J., Buser, J. K., Peterson, C. H., & Seraydarian, D. G. (2012). Influence of mindfulness practice on counseling skills development. *Journal of Counselor Preparation and Supervision, 4*(1).
- Cantillon, P., & Sargeant, J. (2008). Giving feedback in clinical settings. *BMJ, 337*, 1292-1294. doi: 10.1136/bmj.a1961
- Carroll, M. (2009). Supervision: Critical reflection for transformational learning, part 1. *The Clinical Supervisor, 28*, 210-220. doi: 10.1080/07325220903344015
- Cross, V., Liles, C., Conduit, J., & Price, J. (2004). Linking reflective practice to evidence of competence: a workshop for allied health professionals. *Reflective Practice, 5*(1), 3-31. doi: 10.1080/1462394032000169938
- Dawson, M., Phillips, B., & Leggat, S. G. (2012). Effective clinical supervision for regional allied health professionals—the supervisee’s perspective. *Australian Health Review, 36*(1), 92-97. doi: 10.1071/AH11006
- Delany, C. & Watkin, D. (2009). A study of critical reflection in health professional education: ‘learning where others come from.’ *Advances in Health science Education, 14*, 411-429. doi: 10.1007/s10459-008-9128-0.
- Falender, C. A., Shafranske, E. P., & Ofek, A. (2014). Competent clinical supervision: Emerging effective practices. *Counselling Psychology Quarterly, 27*(4), 393-408. doi: 10.1080/09515070.2014.934785
- Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford: Oxford Polytechnic.
- Glazer, H. R., & Stein, D. (2015). Mindfulness and the play-therapist supervisor: A study in transformative learning. *International Journal of Play Therapy, 24*(1), 41-53. doi: 10.1037/a0038663
- Hamish, R. M., Hill, T. P., & Gonsalvez, C. J. (2015). Reflective dialogue in clinical supervision: A pilot study involving collaborative review of supervision videos. *Psychotherapy Research, 26*(3), 263-278. doi: 10.1080/10503307.2014.996795
- Hawkins, R. & Little, F. (n.d.). *Improving Mental Health Services in Rural and Remote Australia: Retention and Recruitment of Rural Health Professionals*. Unpublished report.
- Hulse, D., & Tracey, R. (2014). Preplanning for feedback in clinical supervision: Enhancing readiness for feedback exchange. *Journal of Counselor Preparation and Supervision, 6*(2) doi: 10.7729/52.1091
- Inskipp, F. and Proctor, B. (2001). *Making the Most of Supervision. Part 1*. Twickenham: Cascade.
- Johns, C. (1995). Framing learning through reflection within Carper's fundamental ways of knowing in nursing. *Journal of Advanced Nursing, 22*, 226–234. doi:10.1046/j.1365-2648.1995.22020226.x

- Kilminster, S. M. and Jolly, B. C. (2000), Effective supervision in clinical practice settings: a literature review. *Medical Education*, 34, 827–840. doi:10.1046/j.1365-2923.2000.00758.x
- Kitchen, S. (1999). An appraisal of models of reflection and clinical supervision. *British Journal of Theatre Nursing*, 9(7), 313-317.
- Lucas, P. (2012, November). Critical reflection. What do we really mean? In *Australian Collaborative Education Network National Conference Proceedings* (p. 163).
- Mann, K., Gordan, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: A systematic review. *Advances in Health science education*, 14, 595-621. doi: 10.1007/s10459-007-9090-2
- Moran, A. M., Coyle, J., Pope, R., Boxal, D., Nancarrow, S. A., & Young, J. (2014). Supervision, support and mentoring interventions for health practitioners in rural and remote contexts: An integrative review and thematic synthesis of the literature to identify mechanisms for successful outcomes. *Human Resources for Health*, 12, 10-40. doi: 10.1186/1478-4491-12-10
- Plath, D. (2006). Evidence-based practice: Current issues and future directions. *Australian Social Work*, 59(1), 56-72.
- Psychology Board of Australia. (2018). *Guidelines for supervisors*. Canberra, ACT: Author.
- Shea, S. E., Goldberg, S., & Weatherston, D. J. (2016). A community mental health professional development model for the expansion of reflective practice and supervision: Evaluation of a pilot training series for infant mental health professionals. *Infant Mental Health Journal*, 37(6), 653-669. doi: 10.1002/imhj.21611
- Todd, G., & Freshwater, D. (1999). Reflective practice and guided discovery: clinical supervision. *British Journal of Nursing*, 8(20), 1383-1389.
- Winstanley, J., & White, E. (2003). Clinical supervision: models, measures and best practice. *Nurse Researcher*, 10(4), 7-38. doi: 10.7748/nr2003.07.10.4.7.c5904
- Wong-Wylie, G. (2007). Barriers and facilitators of reflective practice in counsellor education: Critical incidents from doctoral graduates. *Canadian journal of Counselling*, 41(2), 59-76.

3 Assessment details

3.1 Requirements for successful completion of Masterclass

In order to satisfactorily complete this Masterclass, you must:

- Demonstrate a reasonable attempt on all assessment tasks, including achieving at least 80% on the pre-quiz assessment task.
- Actively participate in the masterclass activities and discussions.
- Complete the feedback questionnaire.

Assessment items may be reviewed through moderation processes ([Learning, Teaching and Assessment Policy](#), 5.13-5.18). It is important to be aware that assessment “is always subject to final ratification and that no single result represents a final grade in a Masterclass” ([Learning, Teaching and Assessment Policy](#), 5.22.).

3.1.1 Clinical or professional experience requirements

This is a masterclass designed for professional/clinical supervisors of psychologists and other allied health professionals.

3.2 Feedback on Participant learning

Participants will be provided with progressive feedback during the masterclass, and formative feedback on the quiz.

3.3 Assessment tasks

ASSESSMENT TASK 1: Pre-Reading and Quiz

Aligned Masterclass learning outcomes	<ul style="list-style-type: none"> • develop an understanding of reflective practice as a development tool and critical reflection within an evidence-based practice model. • develop an applied understanding of pre-planning for feedback in supervision. • develop an understanding of supervision tools and an opportunity to apply these tools to current practice.
Group or individual	Individual assessment task
Weighting	30%
Due date	Date set on LearnJCU, usually 7-5 days prior to the first workshop session

ASSESSMENT TASK 1: DESCRIPTION

This assessment task has been set to ensure all participants have a shared understanding of the topic being discussed in the workshop. The assessment task will be able to be completed from the supplied readings. The quiz may consist of multiple choice, short-answer and reflective questions.

ASSESSMENT TASK 1: CRITERIA SHEET

You need to achieve a minimum grade of 20/25 to pass the Quiz. Participants will be able to resubmit as many times as it takes to pass. *The Masterclass content builds on the content in the quiz readings.*

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
QUIZ	<p>All questions were attempted</p> <p><i>AND</i></p> <p>Questions identified as short answer questions demonstrated an understanding of the topic and were of sufficient length to answer the question.</p> <p><i>AND</i></p> <p>Any questions identified as reflection tasks demonstrated a critical reflection that described the problem or idea, discussed this in the context of your own practice, and was able to argue how/why this</p>	<p>Not all questions were attempted</p> <p><i>OR</i></p> <p>Questions identified as short-answer questions were attempted but did not fully demonstrate an understanding of the topic and/or were not of sufficient length to answer the question.</p> <p><i>OR</i></p> <p>Questions identified as reflection tasks did not demonstrate a critical reflection that described the problem or idea, or did not discuss it in the context of your own practice, and/or was not able to argue</p>	<p>The Quiz is not returned or completed successfully before the date of the Masterclass.</p> <p><i>If an extension was granted, the Quiz is not returned or completed successfully by the date of the extension.</i></p>

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
	will/will not change or will change/guide your future practice.	how/why this will/will not change or will change/guide your future practice.	

ASSESSMENT TASK 2: Reflection exercise and participation during workshop

Aligned Masterclass learning outcomes	<ul style="list-style-type: none"> • develop an understanding of reflective practice as a development tool and critical reflection within an evidence-based practice model. • have increased confidence in supervising for reflective practice, particularly critical reflection. • develop an applied understanding of pre-planning for feedback in supervision. • develop an understanding of supervision tools and an opportunity to apply these tools to current practice.
Group or individual	Group and Individual assessment task
Weighting	70%
Due date	Assessed during masterclass (reflection activity completed between masterclass sessions for online study mode)

ASSESSMENT TASK 2: DESCRIPTION

This task requires participants to complete a reflection exercise during this masterclass and to participate in group exercises throughout the masterclass.

ASSESSMENT TASK 2: CRITERIA SHEET

To achieve a satisfactory grade, participants will need to attend all sessions of the Masterclass, complete the reflection task and actively participate in peer and group exercises. An unsatisfactory grade will be given under the circumstances listed below. It is expected that this outcome would be very rare as the Masterclass is designed with a developmental learning focus and support is provided if there are any concerns.

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
WORKSHOP PARTICIPATION / GROUP ACTIVITIES	Attended all sessions and engaged in group activities through sharing or other forms of participation (eg., brain storming activities)	Attended only some sessions and/or did not engaged in group activities through sharing or other forms of participation (eg., brain storming activities)	Received an <i>Incomplete</i> grade in Masterclass AND 6 months have passed and did not attend another Masterclass offering (if missed any sessions this would have been required).
PEER EXERCISES (small group or paired skills practice activities or role plays and case studies)	Engaged in all peer exercises as required.	Did not engage in all peer exercises as required.	

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
REFLECTION TASKS (these may be home activities or paired work depending on learning format)	Actively participated in workshop reflection activity and demonstrated an ability to critically reflect on own practice (or in practice) and is able to link this to future practice.	Did not actively participate in workshop reflection activity and/or does not demonstrate an ability to critically reflect on own practice (or in practice) and/or is not able to link this to future practice.	

4 Submission and return of assessment

4.1 Submission and return of assessment

Assessments will be submitted electronically using the LearnJCU learning portal, with feedback provided via the LearnJCU assessment centre. You need to submit before commencement of our Masterclass or ask for an extension.

5 Workshop outlines

5.1 Face-to-Face Masterclass

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. The workshop time is 8 hours, including breaks totalling one hour.

Session	Topic	Materials	Time
1	Introduction	<ul style="list-style-type: none"> Welcome to Country Icebreakers & Introductions 	Whiteboard PowerPoint 30 minutes
2	Theoretical Overview	<ul style="list-style-type: none"> Defining and understanding reflective practice Defining and understanding critical reflection 	Whiteboard PowerPoint 90 minutes
3	Supervising for the <i>Practice of Reflective Practice</i>	<ul style="list-style-type: none"> Reflexivity Supervision for critical reflection - stages of development (from novice to expert) 	Whiteboard PowerPoint Group/paired exercises 120 minutes
4	Preparing for Feedback in Supervision	<ul style="list-style-type: none"> Process of feedback Difficult conversations Feedback tools 	Whiteboard PowerPoint Group/paired exercises 120 minutes
5	Bring it all together	<ul style="list-style-type: none"> Role play 	Group/paired exercise 30 minutes
6	Conclusion	Feedback & Questions	Group/paired exercise 30 minutes

5.2 Live VC Masterclass (online using the Zoom platform)

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. The workshop time is 2 x 4-hour sessions, including breaks. The live VC masterclass will also have a reflective task to complete between sessions.

Session	Topic	Materials	Time
SESSION 1			
1	Introduction	<ul style="list-style-type: none"> Welcome to Country Icebreakers & Introductions Zoom etiquette and overview 	Whiteboard PowerPoint 20 minutes
2	Theoretical Overview	<ul style="list-style-type: none"> Defining and understanding reflective practice Defining and understanding critical reflection 	Whiteboard PowerPoint 90 minutes
BREAK			
3	Supervising for the <i>Practice of Reflective Practice</i> -Part 1	<ul style="list-style-type: none"> Reflexivity Supervision for critical reflection - stages of development (from novice to expert) 	Whiteboard PowerPoint Group/paired exercises 90 minutes
4	Reflection Task	<ul style="list-style-type: none"> Discuss requirements of reflection task 	Complete at home and email reflection to trainer 10 minutes
SESSION 2			
4 cont.	Reflection Task	<ul style="list-style-type: none"> Reflection assessment task review 	Completed reflection 20 minutes
5	Supervising for the <i>Practice of Reflective Practice</i> -Part 2	<ul style="list-style-type: none"> Supervision for critical reflection - stages of development (from novice to expert) 	Whiteboard PowerPoint Group exercises 30 minutes
6	Preparing for Feedback in Supervision - Part 1	<ul style="list-style-type: none"> Process of feedback Difficult conversations 	Whiteboard PowerPoint Group/paired exercises 60 minutes
BREAK			
7	Preparing for Feedback in Supervision - Part 2	<ul style="list-style-type: none"> Difficult conversations Feedback tools 	Whiteboard PowerPoint Group/paired exercises 60 minutes
8	Bring it all together	<ul style="list-style-type: none"> Role play 	Group/paired exercise 30 minutes
9	Conclusion	<ul style="list-style-type: none"> Feedback & Questions 	Group/paired exercise 10 minutes