

Part III

Reflective Inquiry in the Professions

Part III of the Handbook takes up a major component of the work to offer a rich set of data useful for comparisons, presenting a set of overviews of reflective inquiry in several professions: teacher education, the law, medicine, occupational therapy, nursing, social work, teaching, adult education and probation services. These vignettes comprise state of the art views of reflective practice within the profession, a brief historical overview, a description of the conceptualization of reflection, how it is employed and a view of where the profession is today and might be in the future. In brief, these chapters present nine professions.

Chapter 4: Teacher Education

Ken Zeichner and Katrina Yan Liu, the authors of this chapter, discuss different views of reflection as a goal for teacher education over the last 30 years. The authors do this with three critical questions in mind: the degree to which reflection in teacher education has resulted in genuine teacher development; the extent to which the goal of reflection has contributed to educational equity; and, the relationship between the goal of preparing reflective teachers and what we know about the realities of teachers' work. Certain striking things are revealed: that in the 1970s there was no sizable research on teachers' work and no real discussion of teacher thinking. This is an excellent opening discussion appropriate for looking historically at teaching and teacher education today. Also included in this chapter is a contrast case examining reflective practice in China.

Chapter 5: Education for the Law

In this chapter, author Filippa Anzalone traces the progress of legal education from the emphasis on a case-dialog method of its originator, Christopher Columbus Langdell of the Harvard Law School, to today's experimentation and reform highlighting reflective practice.

With the goal of teaching students and moving them from novices to expert levels, to think like a lawyer, the case method is nearly legendary in education for the law. Yet it is this method that is being challenged today, charged with being too pro forma, rigid, and cutting off useful questioning and critical thinking. Reflective practice is seen as providing opportunities to examine and test beliefs, one's own as well as those of the profession. This chapter reviews this history and introduces ways of approaching teaching reflective practice for a new goal.

Chapter 6: Medical Education

For author Dr. Tony Ryan, reflective practice in medicine can largely be taken from Schon's pioneering work with ways of knowing through reflection in action and reflection on action. Ryan sees a rich complex of ideas and practices that can be mapped onto medical education and practice. "In medicine, reflection before action is the way a doctor prepares psychologically for an imminent patient encounter. Knowing in action is the way a skillful and experienced doctor thinks on his feet and reacts to variations in practice almost unconsciously. Thus knowing in action is mainly intuition or pattern recognition with rapid meta-cognition oversight. Intuition however can lead to cognitive errors, such as diagnosis fixation, etc. – if doctor's intuitive assumptions are not tested." So Ryan lays out how, in the chapter, he will draw on new cognitive understandings in the education of doctors. Reflection in action requires intuition but it is a meta-cognitive process. It includes the capabilities of emotional intelligences, such as self-awareness, self-regulation, zeal, persistence, and motivation, founded on a firm knowledge base. A rich fare of ideas joins current discussions about the education of doctors as reflective practitioners.

Chapter 7: Occupational Therapy

The authors of this chapter, Ellen Cohn, Barbara Schell, and Elizabeth Crepeau, present an intriguing history of Occupational Therapy founded in 1917 with its enduring commitment to reflective practice. This study provides a case exemplar of reflective practice from the origins of the profession to today and that in itself is a provocative contrast case to other histories in the Handbook.

The authors situate reflection within practice and the diagnosing and implementing of a therapy. Influenced by Philippe Pinel's ideal of moral treatment of people with mental illness, the founders of the profession sought to provide treatment to health through accommodating and adapting occupations of meaningful activities. The authors also indicate where reflection fits into the training of today's therapists. As Occupational Therapy moves towards its one hundred anniversary, to occur within several years, there has been a re-examination of reflective practice and an effort to identify the shape of its future within the profession.

Chapter 8: Nursing Education

In this chapter, Suzie Kim and her colleagues, Laurie M. Lauzon Clabo, Patricia Burbank, Mary Leveillee, and Diane Martins, review reflective practice in nursing education. They especially examine the major conceptual framework that has been appropriated in nursing to date, that is, Schon's idea of *reflection on action*. Schon's idea of reflection in action, with its emphasis on real-time practice of being immersed in the situation of practice while continuously inquiring about one's approach to it, is, the authors assert, a "difficult process and may be more appropriate and possible in the practice of experts rather than of novices or students." In nursing, this approach of reflection on action has been taken up using journals, diaries, critical incidents. But the report presented here examines Critical Reflective Inquiry (CRI) developed by Kim for clinical practicum courses with nurses. The aim of the practicum is to gain self understanding of the knowledge, values, and attitudes that become integrated-in an active practicum whose purpose is to evaluate the practicum in order to learn from one's practice. This represents a shift from standard practice in

which comment on the student's practice was made by an outsider, not the student. This presentation emphasizes the training in the procedure, the necessity to educate the trainers to engage in the practice themselves if they are to teach it – a procedure needed in all models of teaching reflection.

Chapter 9: Social Work Education

Social Work practice in several countries world wide is today viewed as challenged and monitored, increasingly by bureaucratic procedures, assert authors of the chapter, M. Murphy and colleagues M. Dempsey and C. Halton. Not surprisingly, Social Work literature is replete with the perceived assaults on professional identity by techniques approaches. Tragic cases of clients make media history and bring assaults on practitioners often ignoring organizational or policy directives also at work in a situation. Still some urge Social Workers to exercise autonomous judgment resulting in critical tensions in the field. This tension today gives new impetus for reflection in Social Work education.

This chapter addresses the history of reflection in the field, the bases both theoretical and practical, and concerns the recent move to emphasize evidence-based practice. Today reflective practice is a requirement for social work accreditation, making it a high stakes component for practice in many countries. This chapter too discusses what education for reflection entails, and what is needed for the future in the new competency-based practice.

Chapter 10: Teaching K-12 to Higher Education

Cheryl Craig addresses reflective practice in teaching K-12 and in higher education. She gives a comprehensive scholarly look at theorists and practitioners in the historical perspective. She is especially attentive to the role of the teacher in actual practice and as influenced by historical and theoretical trends. She traces movements in international perspective in great detail. What is especially compelling and illuminating is Craig's introduction of a narrative exemplar, the real-life story of one teacher's attempts to teach reflectively and to be a reflective practitioner and how both were stymied as well as encouraged within the context of a school setting in the midst of school reform in the United States. The purpose of this robust story is to reveal the complexities of contexts and to allow a reader to place the teacher's experience in a real situation and reveal the barriers as well as to project what the future might encourage.

Chapter 11: Adult Education

Stephen Brookfield takes up "critical reflection as an adult learning process." In this chapter, he opens with the acknowledgement of the fact that clinical practice across several professions is located in a zone of ambiguity. And he argues that this is where reflective inquiry comes in. For the chief form of learning that practitioners undertake – in spite of preservice and inservice programs – is reflective learning; "learning to reflect in and on the problems they face in the field every day. Through reflective practice practitioners explore assumptions that frame their perception of problems and responses typically generated by them." What Brookfield does find problematic is the tendency to conflate the

terms “reflection” and “critical reflection,” as if they mean roughly the same thing and describe the same behaviors. Brookfield goes on to elaborate why it is necessary to underscore the distinctions between the two and he goes on to do that in this provocative chapter, taking up a current, popular topic, critical reflection.

Chapter 12: Probation Services

Chapter 12 of the Handbook draws on a recent study of Probation Officers by author Carmel Halton to address reflective practice in Probation Services in the Republic of Ireland. The chapter examines links between social and political ideologies, changes in the structure of probation organizations and modifications of roles, function, and practices of personnel. Shifts in the mission of probation services has made probation work largely the delivery of programs and projects to offenders. Indeed probation world wide is at the forefront of the delivery of programs to offenders – cognitive behavioral programs to sexual and violent offenders, domestic violence perpetrator programs; cognitive skills programs and substance use programs. Unlike other countries in the United States and Europe where Probation is a statutory service, probation in Ireland has not been established as a distinct corporate body in law, despite recommendations to that effect. The 1907 law that established legislative provision for probation in Ireland, cites that of “advising, assisting and befriending” the offender. The 2001 statement shifts: “To foster public safety and promote the common good by changing the behavior of offenders and ...reducing the level of offending.” Traditional probation focus on the offender and their needs is gradually being superseded by a focus on the victim and wider community interests. The chapter documents how reflective practice is seen as necessary to the future of Probation.