Application of the Active Engagement Model for Reflection

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17th International Reflective Practice Practice Conference, Swansea University, 11th September 2013
Objective of session

- Explain the Active Engagement Model of Reflection
- Summarise main ethical principles underpinning healthcare practice in UK
- Explore Active Engagement Model in the context of complex healthcare practice by a personal written activity
- Discuss examples in pairs
- Feedback to larger group
Delaney et al, 2010

- Three stages which build upon the therapeutic relationship
  - Active listening
  - Reflective thinking
  - Critical reasoning

- ‘Moral distress’

- Complex cases with emotive aspects
Ethical principles of Healthcare practice

- Beneficence (Do good)
- Non Maleficence (Do no harm)
- Autonomy (personal decision making)
- Justice (Fairness)
- Health and Care Professional Council / Chartered Society of Physiotherapy
Context

- Children’s Physiotherapy
- Reflection upon private practice of Selective Dorsal Rhizotomy
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<tr>
<th>Steps</th>
<th>Facilitating Questions</th>
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<tr>
<td>Step 1: Active Listening</td>
<td>- How has the patient and healthcare professional cast their story?</td>
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<td>- Why are they telling the story in this way?</td>
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<td>- Whose voice in the story is dominant</td>
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<td>- What is ethically at stake in this story?</td>
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<td>&quot;to enable the patient, their history, their context to be heard&quot;</td>
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Stage 1:
- How has the child and family cast their story?
- Why are they telling the story in this way?
- Whose voice in the story is dominant?
- What is my previous experience of this?
- What is ethically at stake in this story?
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<td><strong>Step 2: Reflexive thinking</strong></td>
<td>• What goals and values do I, personally bring to a given treatment?</td>
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<td>• What influence do my language and my treatment approach have on the patient and others?</td>
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<td>• How do others (patients, colleagues, managers) know what they know?</td>
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<td>• What shapes and has shaped their world view?</td>
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<td>• How do they perceive me and why?</td>
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Stage 2

- What goals and values do I, personally bring to SDR?
- What influence do my language and my treatment Methods have on the child and family?
- How do others (patients, colleagues, managers) know what they know?
- What shapes and has shaped their world view?
- How do they perceive me and why?
- How do I perceive them?
Step 3: Critical reasoning
“analyse ethical theories, sociocultural influences and theories influencing contexts and patients”

Realm of patient and therapist relationship:
● What values and goals do I bring to the therapeutic relationship?
● How do my professional and personal values and goals differ from the patient’s?

Organizational realm:
● What is my relationship with the health care organization?
● How does this relationship influence the clinical encounter?
● How do institutional systems and structures affect the patient’s ability to receive treatment?

Societal realm:
● What are the health care structures, resources, and economic policies that influence the goals and provision of therapy?
Stage 3

- What values and goals do I bring to the therapeutic relationship?
- How do my professional and personal values and goals differ from the child’s and family?
- What is my relationship with the health care organization?
- How does this relationship influence the clinical encounter?
- How do institutional systems and structures affect the child and family’s ability to receive treatment?
- What are the health care structures, resources, and economic policies that influence the goals and provision of physiotherapy in the UK?
Bigger picture

- Have I gained a deeper understanding of the complexities of these issues upon my clinical practice?
- Understand more about perceived needs of parents of children with CP
- Understand more about pressures on NHS Physiotherapists
- Remaining questions: Where is the voice of the child? What about autonomy and empowerment? These are important to me.
- Will we get the evidence about the clinical effectiveness of SDR? Need more Research
- Will Welsh Government change it’s policy about funding SDR in England? Only if good evidence provided—Research.
Activity

- Hand-out with exercise
- Work on own for 15 minutes
- Pair up and share stories 10 minutes
- Analyse each others stories 10 minutes
- Feedback 20 minutes
- Evaluation