

# Relationship-Based Professional Development Credential Course

## Learning Activities for Session 7 – Adult Learning: Reflective Practice

**Please note:** The RBPD Credential materials are owned by the Minnesota Department of Human Services, Child Services Division. The materials will be available on Canvas during the course and for one week after the course ends. You are responsible for downloading any materials that you would like to keep for your records.

### Session 7 Overview

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#### Course Level:

2

#### Knowledge Competency Framework for Early Childhood Practitioners:

Content Area VI: Professionalism

#### RBPD KCF Content Areas:

II. Adult learning principles

#### CDA Content Area:

Professionalism

#### Learning Objectives:

- Objective 1: Participants will examine reflective processes to promote self-awareness
- Objective 2: Participants will examine tools that promote reflection, reflective processes, and self-awareness in practitioners
- Objective 3: Participants will learn about “emotional labor” and explore self-care strategies address it

#### Reading: Session 7 Documents

#### Lecture Notes, PPTs and Handouts:

- Session 7 Module 3 PPT Promoting Reflection

- Session 7 Lecture Notes A - Why Reflection
- Session 7 Lecture Notes B - Components of Reflection
- Session 7 Lecture Notes C - Emotional Labor and Self Care
- Session 7 Sphere of Influence Reflection Worksheet

#### Handout pages:

- Reflective Questions (CEED)
- A Framework for Reflective Questioning When Using a Coaching Interaction Style (Rush, Sheldon and Raab 2008)

#### Web Links:

- Becoming a Reflective Teacher (Carter et al, 2010)  
[https://oercommons.s3.amazonaws.com/media/editor/None/srv/django/oercommons/project/media/upload/authoring/14359/documents/TYC\\_V3N4\\_Reflectiveteacherexpanded\\_jwHELT6.pdf](https://oercommons.s3.amazonaws.com/media/editor/None/srv/django/oercommons/project/media/upload/authoring/14359/documents/TYC_V3N4_Reflectiveteacherexpanded_jwHELT6.pdf)

#### Video:

Powerpoint presentation narrated by Dr. Christopher Watson (Mp4) (Posted in Canvas)

#### Discussion Board:

**Initial Post \_\_\_\_\_ with at least 3 additional posts to other participants by \_\_\_\_\_.**

- Based on the article “Becoming a Reflective Teacher,” the power point presentation by Dr. Christopher Watson, Lecture Notes A & B, and your own prior experience and learning, post on the discussion board:
  - What is your understanding of the concept of reflection in our field of early childhood education?
  - When you think about the being reflective (versus being directive) in RBPD work, how and when does a **reflective** approach meet the needs of) adult learners?
  - How have your own thoughts about reflection changed over time?

#### Video chat:

#### Homework:

Be ready to share something you learned from trying out the Motivational Interviewing strategies.

Video chat references Session 7 Lecture A, B, and C, the handout, and the article by Rush, Sheldon, & Raab. Please have page 7 of the Rush, et. al article printed or available for the chat.

Lecture notes A asks, “Why reflect?”

- How do you think reflection (as described in this session) promotes adult learning?

Lecture notes B describe components of reflection.

Reflective alliance:

- How do you see the components of reflective practice (perspective-taking, parallel process, professional use of self, reflective questions working together to support a “reflective alliance?” ***Think about a time when you felt a strong supportive and collaborative relationship with a friend, family member, or colleague. Which reflective characteristics fit your interactions with that person? How so? (Think about other signs of reflective alliance like shared understanding, power, emotion, etc.)***

Perspective-taking:

- Have you ever experienced a situation in which you learned something about another person’s perspective that completely changed your understanding of their behavior? Be ready to share an example of the experience. (You may have covered this in the “reflective alliance” example.)

Parallel Process

- What comes to mind when you hear the quote, “Do unto others as you would have them do unto others?” How have you seen parallel process at work in your own experiences? (Again, this may have come up as you thought about a “reflective alliance.”)

Handout and article:

Please have the last page from the Rush/Sheldon/Raab article available for the Video chat.

The following questions/comments are based on your reading of the “Reflective Questions” handout and the article *A Framework for Reflective Questioning When Using a Coaching Interaction Style* (Rush, Sheldon and Raab 2008)

[https://fipp.ncdhhs.gov/wp-content/uploads/casetools\\_vol4\\_no1.pdf](https://fipp.ncdhhs.gov/wp-content/uploads/casetools_vol4_no1.pdf)

- What are “go to” questions that you find particularly useful? What is a new type of question that you would like to try?

### Practice using the framework

**To think about:** In the article the authors explain that “the coaching characteristic of reflection differentiates the coaching process from basic problem-solving approaches....the coach supports the person being coached in building upon what he/she already knows, is doing, has tried, and thinks about within the context of a specific situation as well as generalized to other situations and circumstances.....leading to a plan for action.” Other ideas from this session would add “talking about feelings” to the list of how RBPB specialists support the RBPB partner.

The end of the article includes a table that lists types of open-ended questions. The four types of open-ended questions in the framework are: (1) awareness, (2) analysis, (3) alternatives and (4) action. The handout provides examples of each type of question and a description of the way in which the framework can be used. *(This is the page you will want to have available for the chat.)*

- **PRACTICE: Be ready to share** a challenging situation you have faced recently or are facing currently in your professional or personal life. (Please do not use real names or violate any issues of confidentiality while doing this activity.) As a group, we will **practice asking questions** about one of the challenging situations. We’ll start with the Awareness Questions, so that we reach a shared understanding of the situation (have your chart with the questions nearby.) This is not a linear questioning process. Let the conversation flow naturally. Questions can be pulled from any of the sections depending on the course your conversation takes.

### Lecture notes C Emotional Labor and Self-care

- Can you think of a time or type of situation when you feel/felt the burden of “emotional labor” (acting more positively or less negatively than you really feel)? How do you process those feelings in order to move through the situation in a healthier way? If comfortable, share something you’ve learned about yourself that helps you recognize or address those situations

### Reflection assignment:

- Think of a challenging or stressful situation at work. Complete a sphere of influence example regarding that situation, using the guidance from Lecture C notes on Emotional Labor and Self Care, p 2. Use the *Sphere of Influence Reflection Worksheet* if that is helpful. Write a brief reflection on using the sphere of influence responding to the following questions:

- As you reflect on this sphere-of-influence experience, how does this impact your feelings about your work? When might a similar process be helpful with your RBPD partner?

Send your sphere of influence example along with your reflection to the instructor.