

---

# Contents

---

*List of illustrations*

vii

*List of contributors*

viii

1 Learning critical reflection

1

LAURA BÉRES AND JAN FOOK

## SECTION I

### **Developing an appropriate learning culture and strategies to support the critical reflection process**

21

2 Critical acceptance: A pathway to critical reflection on practice

23

TONYA SALOMONS

3 The energising experience of being nonjudgmental in the critical reflection process

34

STEPHEN LAWLEY

4 Finding exception: Application of narrative practice in professional critical reflection on practice

44

NATE MEIDINGER

5 Learning how to be reflective

55

HELEN HICKSON



## **SECTION II**

### **The changes made from the learning process 67**

- 6 From 'imperfect perfectionism' to 'compassionate conscientiousness' 69  
REBECCA DONATI
- 7 Confronting the role of my identity as a mother in my social work practice 79  
JACKIE SCHINDLER
- 8 Critical reflection on practice: Reflecting on confidence and group dynamic 90  
ASHLEY ELSIE-MCKENDRICK
- 9 Deconstructing 'pretty' 102  
JASMYNE LENNOX
- 10 Social worker well-being and critical reflective practice 106  
FENIX CORNEJO

## **SECTION III**

### **Research and reflections on learning and teaching critical reflection 121**

- 11 Reflections on learning as a teacher: Sharing vulnerability 123  
LAURA BÉRES
- 12 Researching the learning experience of critical reflection 139  
LAURA BÉRES AND JAN FOOK WITH NATE MEIDINGER AND TONYA SALOMONS
- 13 Conclusion: Issues in teaching and learning critical reflection 154  
JAN FOOK AND LAURA BÉRES
- 14 Resources for learning and teaching critical reflection 165  
LAURA BÉRES AND JAN FOOK

- Index* 176



---

# Illustrations

---

## Figures

14.1 Simple reflection loop	173
14.2 From domination to hegemony	174

## Table

10.1 Keywords and phrases related to learning critical reflection	114
---	-----

## Boxes

14.1 Exercise in developing critically reflective questions	165
14.2 Critical reflection 'cheat sheet': Pointers for facilitators	169
14.3 Possible critically reflective questions, which can be asked using different theoretical frameworks	171
14.4 For a university setting: Clarifying what makes this <i>critical</i> reflection (usually using PowerPoint slides)	173
14.5 Considerations for a university course	175