

Reflective practice in practise: the missing link in improving improvement?

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How can we bring reflective practice in to system wide change to amplify sustainable improvement?

Where does proactive reflective practice align with improvement intervention design?



Where are our values, beliefs, assumptions, biases and heuristics situated in improvement science?

What reflective methodology enables systems to learn autonomously?

Boundaries

Complex systems are inherently plagued yet positioned perfectly to provide a rich landscape of multiple realities and perspectives. Consequently, there are often significant efforts to untangle and make sense of how individuals work together when approaching improvement interventions within complex systems. A useful reflective practice tool in guiding this process is boundary critique, connected with **critical systems heuristics** (Ulrich, 1983).

What?

- 12 questions based on four boundary issue categories: motivation, power, knowledge and legitimacy
- Used as a mapping process to critically discuss the facts and values with 'what is' and 'what ought' to be present

Why?

- Provides framework to incorporate multiple perspectives on a problem definition
- Can be used in evaluation, ideal mapping or to reframe existing situation

The process of **boundary critique** strives to reach some form of clarity where there is none (or little). In doing so, it attempts to unearth perceptions and assumptions whilst allowing individuals to offer a level of discursive criticality that is reflexive in nature.

Biases

To question our assumptions, beliefs, perceptions, mental models and heuristics, offers a **reflexive approach** to learning. Being critical of our potential blind spots can be challenging when collaborating with others. It requires an open, honest and psychologically safe environment (Bolton, 2009).

Drawing on the ethical practice of evaluation within improvement, we need to be able to consider our interaction with the proposed intervention, and, ultimately, the intended outcomes. Therefore, the process of questioning our biases and exploring individual and collective blind spots should be continuous and systematically revisited throughout any improvement design (Marshall *et al.*, 2022).

Bildung

The concept of 'Bildung' (German) represents a philosophy of knowledge about the world in combination with our moral and emotional development. The **Bildung Rose** (Andersen, 2022) is a heuristic model that outlines seven domains in societal knowledge and progression alongside complexity. For society to contribute and thrive, there must be some form of acceptance, recognition and harmony between all domains in light of their complexities. In health and social care improvement, this is no different.

How do we generate knowledge across multiple domains whilst appreciating their interdependencies in order to improve improvement science?

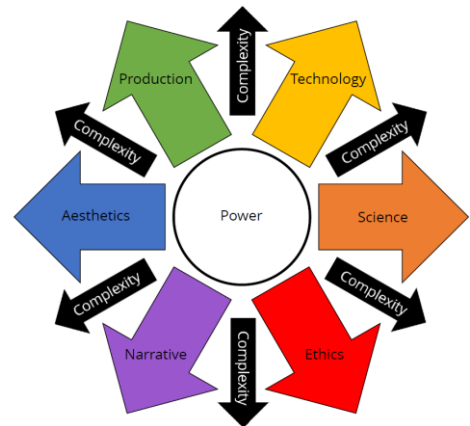


Figure 1. The Bildung Rose (Andersen, 2022)

- Consider the societal domains of knowledge generation when designing improvement interventions within complex systems
- Explore where and how specific powers influence each domain via collective reflective practice

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