


**ACR-GNY & CUNY DRC
Breakfast Roundtable**
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Tzofnat Peleg-Baker, Ph.D.
March 7, 2024

**No Matter How Good an Expert You
Think You Are, Reflective Practice
Can Improve Your Outcomes**

Reflective Practice & the Structured Reflective
Instrument (SRI)®



Reflective
Practice
INSTITUTE INTERNATIONAL

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Plan for today

- Opening Reflection
- About Reflective Practice (RP)
- The Structured Reflective Instrument (SRI)
 - Research informing the SRI
 - Instrument Principles
- Trying it Out
- Questions & Closing

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Experience Vs. Expertise?

EXPERIENCE. Built by repetition.

EXPERTISE/ EXPERT SUPERIOR PERFORMANCE.

Takes more than repeatedly implementing facts & concepts learned formally.

1. **Intention** to improve to attain the highest level of performance. **A way of Being**
2. **Cognitive processing**—problem-solving & anticipatory thinking.
3. **Humility** & valuing help to continually improve.



EXPERIENCE is valuable, but INSUFFICIENT

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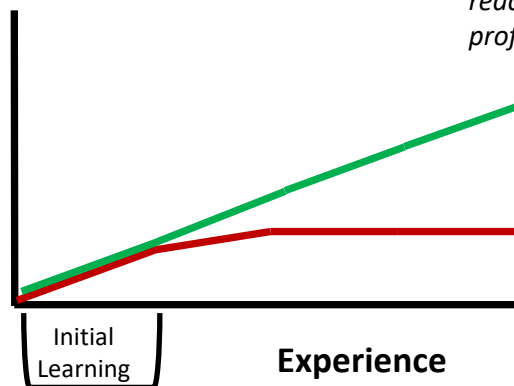
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Growth Professional Path

Continuous improvement & reaching the highest levels of professional mastery through RP

Performance



Traditional Professional Path

Reach stable, average level of performance by more experience & some training

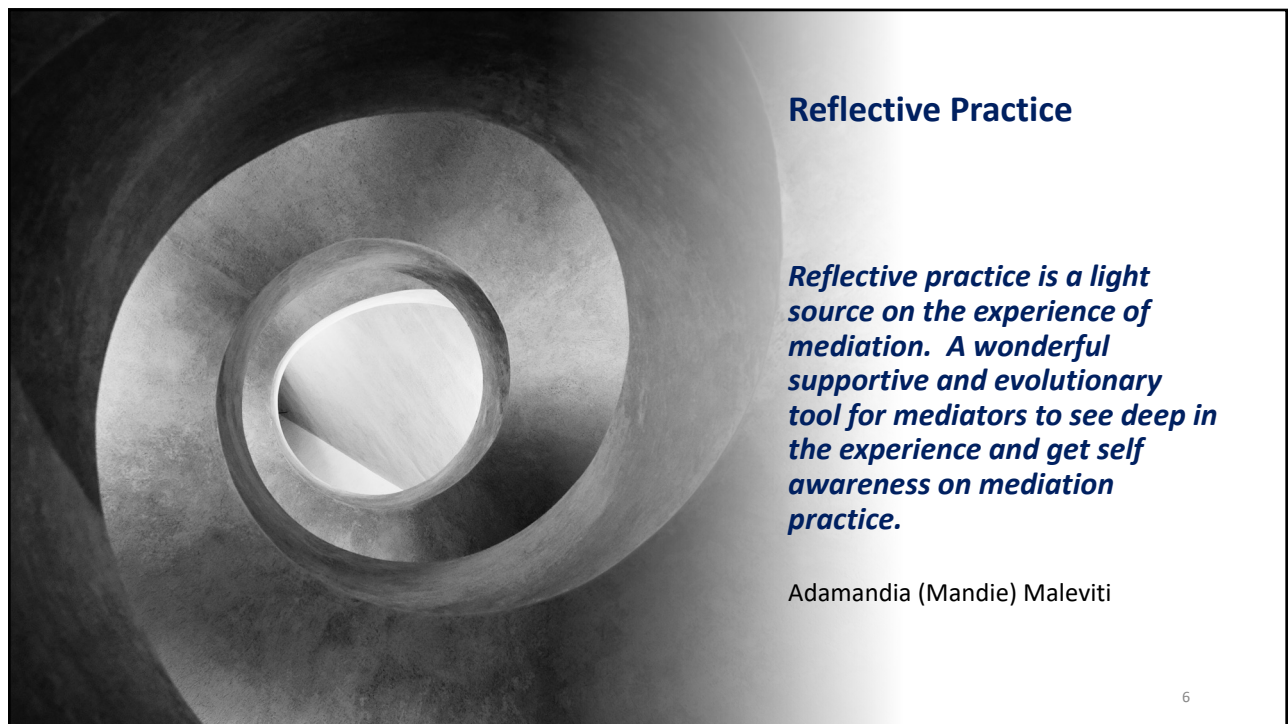
How can we attain superior performance?

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Reflective Practice

Reflective practice is a light source on the experience of mediation. A wonderful supportive and evolutionary tool for mediators to see deep in the experience and get self awareness on mediation practice.

Adamandia (Mandie) Maleviti

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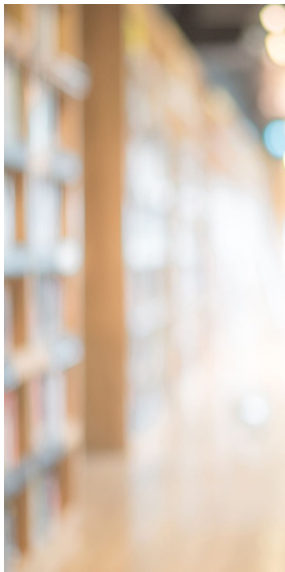
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When you experience a
puzzling practice
situation...

What do you do?



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Reflective Practice

What it is and what it isn't

REFLECTIVE PRACTICE

Analytical—why
Subjective
Focused on practice dilemma
Structured and systematic
Connecting theory to practice

REFLECTION

Descriptive—what
Objective
Free flowing-wide ranging
Informal and often casual
Emphasis on skills

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Benefits of Reflective Practice

INTRINSIC

Pursuing curiosity
Accomplishment
Confidence
Satisfaction
Autonomy

EXTRINSIC

Resolve dilemma
Gain knowledge
Strengthen skills
Control
Attain mastery



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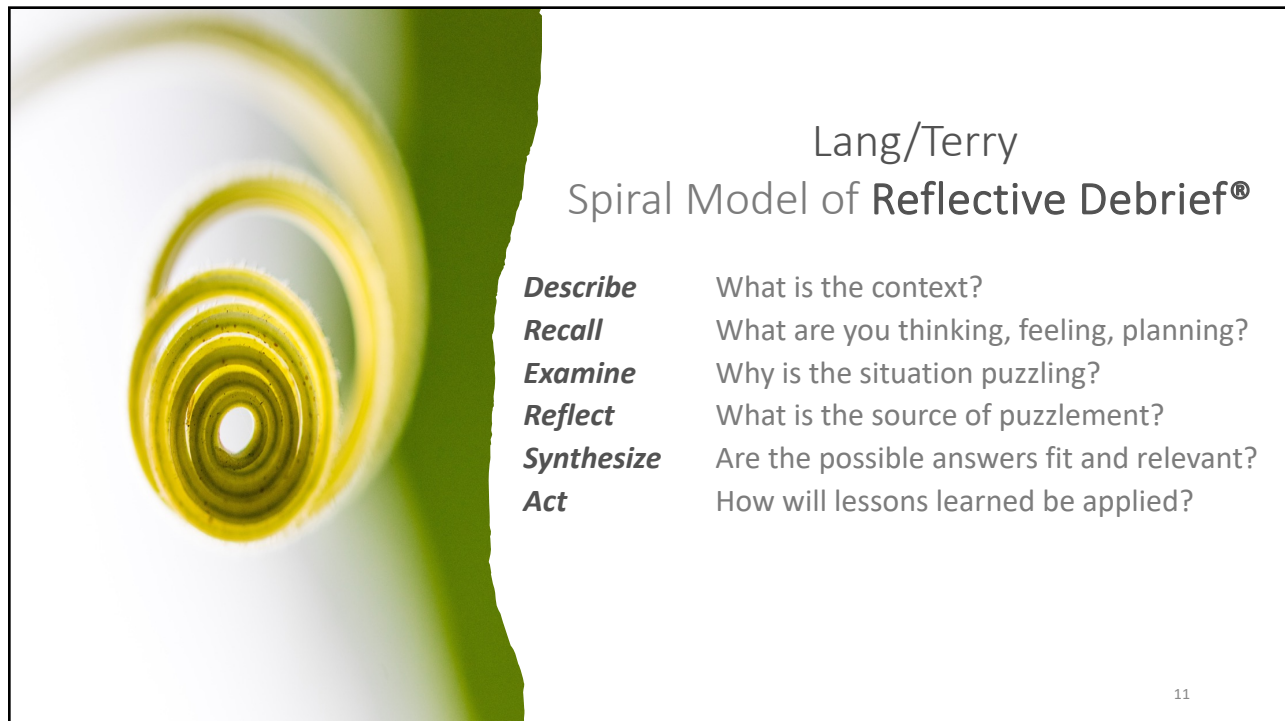
Guidelines for Reflective Debrief



Practitioner decides what to explore.
“Telling” is of less value than self-discovery.
Exploratory questions promote self-examination.
Reassurance is unnecessary.
Evaluations - even positive – are not helpful.
At the end, the practitioner may seek suggestions.

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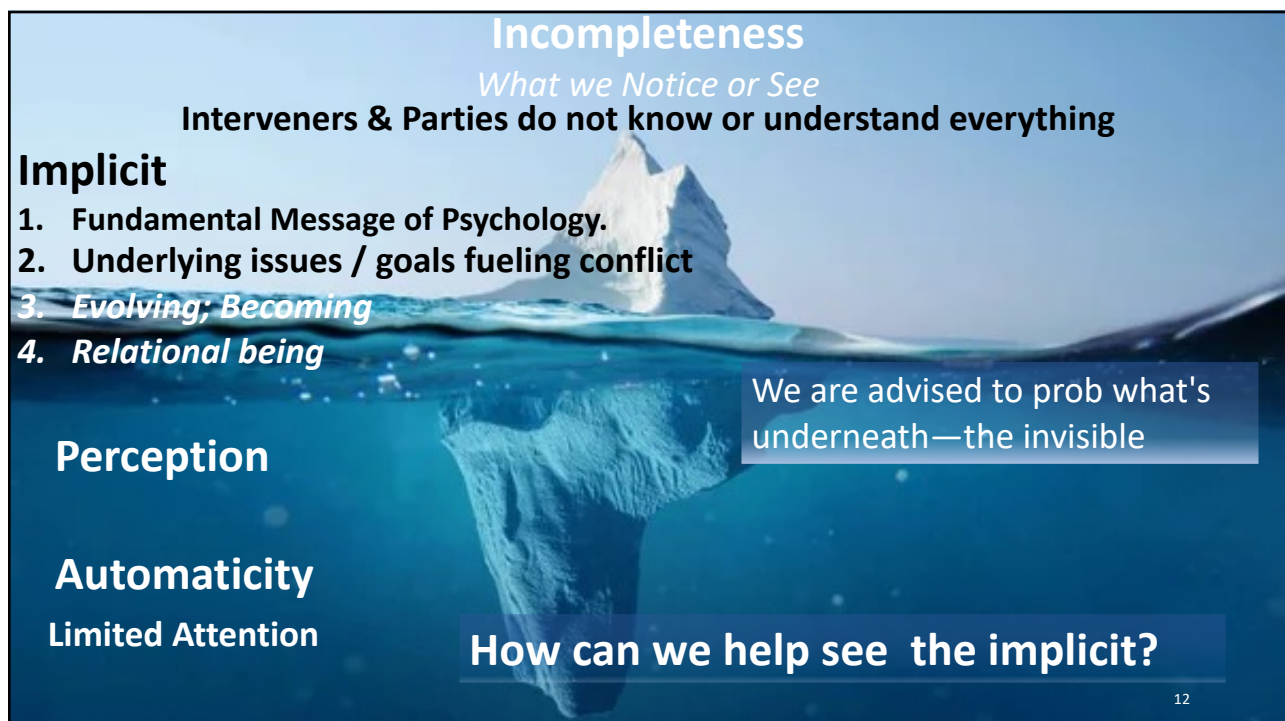
The diagram features a green and yellow spiral on the left side, transitioning into a white background on the right. The spiral consists of concentric, overlapping rings that create a sense of depth and movement.

Lang/Terry Spiral Model of Reflective Debrief®

| | |
|-------------------|--|
| Describe | What is the context? |
| Recall | What are you thinking, feeling, planning? |
| Examine | Why is the situation puzzling? |
| Reflect | What is the source of puzzlement? |
| Synthesize | Are the possible answers fit and relevant? |
| Act | How will lessons learned be applied? |

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The image shows an iceberg floating in blue water. The tip of the iceberg is above the surface, while the much larger base is submerged below. The text is overlaid on this image.

Incompleteness

What we Notice or See

Intervenors & Parties do not know or understand everything

Implicit

1. Fundamental Message of Psychology.
2. Underlying issues / goals fueling conflict
3. *Evolving; Becoming*
4. *Relational being*

We are advised to prob what's underneath—the invisible

Perception

Automaticity
Limited Attention

How can we help see the implicit?

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In medicine. Testing Accuracy & Speed

A. Immediate diagnosis condition. Read the case & write the *most likely diagnosis* for the case.

B. Differential diagnosis condition.

1. Read the case & write the *most likely diagnosis*
2. Consider *alternative diagnoses if the initial hypothesis was to prove incorrect* & write them down.
3. Conclude *the final diagnosis*.

C. Deliberate Reflection (DR).

e.g., Mamede et al. 2007-2022

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Mamede & colleagues presented empirically the effectiveness of RP:

- Improve physicians' clinical **PS, diagnoses & diagnostic learning** by providing the opportunity to assess findings systematically.
- Reduce clinicians' **errors**.
- Overcome the influence of **salient distractive features & disruption** caused by overly emotional or aggressive patients & overcome availability **bias**.
- Help students **solve diagnostic problems**.
- Facilitate the understanding of new information about disease

Mamede & Schmidt, 2008, 2010; Mamede et. al, 2012 2014; 2019 2015; 2017; 2020; 2022

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Living In a Cave does not Make One a Geologist

Expert Performance approach to Expertise

Executing a behavior proficiently without an intention to improve may not lead to further improvement in performance

Improvements depend upon deliberate efforts to change particular aspects of performance



Those who keep improving for decades engage in **purposeful practice** in a **safe** training environment where they practice **specific aspects** with **supervision/ guidance**, opportunities for **reflection, PS & repetition with feedback**.

Ericsson et al., 1993; 2014; 2018; 2021; Ericsson & Smith, 1991b; Ericsson & Ward, 2007

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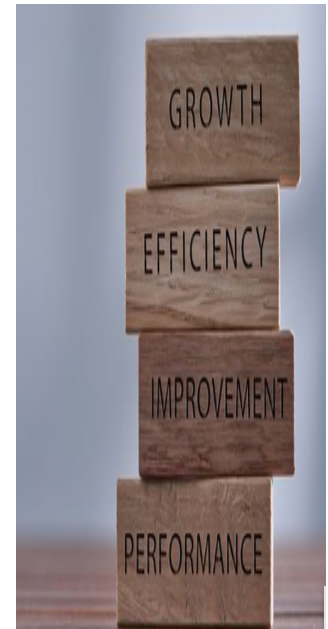
RP Leads to competent diagnosis & improved quality automatic DM

The mechanisms behind the effects of RP remain unclear. Needs further research.

Tentative explanations. Activation/Reorganization of prior knowledge induced by RP.

RP Expands & Restructures the Mind. Develop complex schema & mental representations

Expert performance requires substantial extended effortful practice



e.g., Anseel, et al., 2009; Ellis & Davidi, 2005; Mamede et al. 2007-2022

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Our RP Approach- What makes it different?

Reflective Practice.

1. Purposeful.
2. Focuses on
 - A. What we are **not** good at!
 - B. What we can become

Generates continuous learning & improvement through probing our experiences, structurally & systematically. **Liberating!**

SRI. A framework for reflecting on **specific aspects** underlying behaviors & helping integrate new insights in practice. Done by engaging cognitively & building new & more complex cognitive structures.

Activating system 2. Slow, deliberate, effortful, logical & consider explicit & implicit goals & intentions

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SRI Structured Reflective Instrument

SPiR Goals

Who are we to one another?
How I want to be treated/positioned in the situation? How much independence & interdependence we want.

Identity & relational issues are the “drivers” of conflicts. Regardless of substantive issues, parties are most concerned about trust, treatment, or communication. However, hard to identify (internally & externally). **Remain unspoken.**

What do parties say they want? Tangible; explicit. Easy to talk about.

What communication would work best? Determines substantive, identity, & relationship.

Who am I in the situation? Do I have a positive image in their eyes? Am I viewed positively?

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SRI Structured Reflective Instrument

4 X 4 X 4 X 4 Multidimensional Container

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SRI Structured Reflective Instrument
The SSSS of RP Shared. Safe. Systematic. Structured.

Changing & Overlapping

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When Simplicity Meets Complexity

SRI generates an Interplay between System 1 & System 2.
 Conscious & Unconscious—Necessary for developing new understandings, capabilities & new circuits.

Benefits:

1. Gain more control of interveners' performance,
2. improve the quality of automatic, associative decisions.

Premature Automaticity. Simple schema & mental representations.
Mature Automaticity. Complex schema & mental representations.

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When Simplicity Meets Complexity

The **structured** formula applied **systematically** helps surface an extensive range of essential implicit social psychological issues driving conflict.

The SRI addresses the intervention's overarching goal To offer parties a container to identify underlying issues & engage in intentional, purposeful & meaningful conversation.

Promotes informative decisions & progressing toward optimal outcomes.

Changes habits & neural pathways

SRI might feel unnatural/ artificial initially.

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HOW do RP & SRI Work?

- **Groups of 8-15.**
- **Meet regularly 1.5-2 hours.**
- **PreAction, InAction & PostAction**
- **Journaling**
- **Active Reading with prompt Qs**
- **Theoretical/ conceptual presentation (sometimes)**
- **Group Agreement.** Structures & Intentions.
- **Reflective Dialogue.** Relating to theory & Practice.
- **Reflective Practice.** Practice dilemmas; case.
- **Disrupting Patterns.** SRI might feel unnatural/ artificial initially.

Inner & Outer Dialogue.

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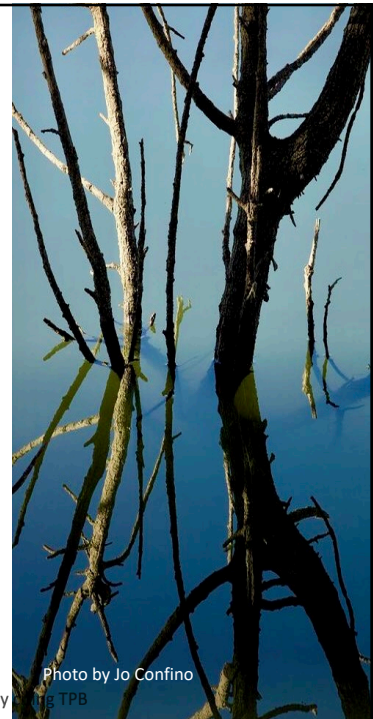


Photo by Jo Confino
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Reflective Practice Groups The Basics

Make use of practitioner's knowledge and experience.

Self-exploration leads to self-discovery.

Opportunity for individualized learning.

Group members participate and gain insights from lessons learned.

Non-judgmental approach where advice is not the focus.



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From participants in RP groups & applied the SRI

The SRI helped me to:

Make the implicit explicit; to attend implicit needs does not require a mediator to become a psychotherapist... mediators could attend to relational needs without asking the parties to lay on the couch.

Develop a deeper understanding of how invisible emotional aspects play out & what is **my role as a mediator** in attending to them.

Address grappling Qs

What must I attend & when?

How to surface dynamics fueling tension.

Consider important aspects I did not consider before.

Respond more fully to complex situations.



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Reflective Practice & the Structured Reflective Instrument (SRI) ®



Thank You



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Trying it Out The SRI



Reflecting on an aspect from the SRI relational dimension. Think about the issue of relationships in your conflict.

1. Are you satisfied with helping the parties to treat each other with respect? 1 (no)-7 (highly)
2. What behaviors did you use or should have & did not use to help parties to treat each other with respect?
3. What prospective actions would you consider applying to promote mutual in the future?

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