

Reflective Learning in Social Work Field Education

An Annotated Bibliography 2021



Transforming the Field
Education Landscape

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The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing, and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

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PURPOSE AND METHODS

The purpose of this annotated bibliography is to learn about reflective learning in social work field education. The methods for this literature search were completed by using the University of Calgary online library system was used to complete the literature search. The titles and abstracts for each article were read and 24 articles were deemed relevant.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none">• "Reflective learning" AND "social work*" AND "field education or practicum"	<ul style="list-style-type: none">• 2011-2021• English language• Peer reviewed
CINAHL Plus with Full Text	<ul style="list-style-type: none">• "Reflective learning" AND "social work*" AND "field education or practicum"	<ul style="list-style-type: none">• 2011-2021• English language• Peer reviewed
Google Scholar	<ul style="list-style-type: none">• "Reflective learning" "social work" "practicum"• "Reflective learning" "social work" "field placement"	<ul style="list-style-type: none">• 2000-2021• 2011-2021
Social Work Abstracts	<ul style="list-style-type: none">• "Field education or field placement" AND "reflective learning" OR "reflective practice"	<ul style="list-style-type: none">• 2011-2021• English language• Peer reviewed
SocINDEX	<ul style="list-style-type: none">• "Reflective learning" AND "social work*" AND "field education or practicum"	<ul style="list-style-type: none">• 2011-2021• English language• Peer reviewed
Sociological Abstracts	<ul style="list-style-type: none">• "Reflective practice" AND "field education" AND "social work"	<ul style="list-style-type: none">• 2011-2021• English language• Peer reviewed
University of Calgary Quick Search	<ul style="list-style-type: none">• "Field education" AND "Social work" AND "reflect*"• "Reflective learning" AND "social work*" AND "field education or practicum"	<ul style="list-style-type: none">• 2000-2021• 2011-2021• English language• Peer reviewed

ANNOTATED BIBLIOGRAPHY

Bruno, A., & Dell'Aversana, G. (2018). Reflective practicum in higher education: The influence of the learning environment on the quality of learning. *Assessment & Evaluation in Higher Education*, 43(3), 345-358. <https://doi.org/10.1080/02602938.2017.1344823>

Sustaining students in becoming reflective practitioners is considered as a valued outcome of higher education. The paper aims to evaluate the impact of the learning environment conditions inspired by Schön's theory of reflective practicum, by discussing a case study of a master's degree class. The learning environment was designed to sustain reflective practice and meaningful engagement through professional practice simulation, problem-based learning, and reflective writing. Unlike much of the research into reflective learning, the quality of learning was evaluated by assessing the use of reflective practice in students' weekly journaling, rather than measuring students' satisfaction or perceptions of effectiveness. Two hundred and six journal entries of 23 students were assessed and used in a quantitative analysis based on a linear mixed-effects model. Findings indicated that the reflective practicum has an incremental effect on students' reflective practices and that reflective practice is dynamic and sensitive to specific learning environment conditions. In conclusion, students' co-responsibility of the learning environment allowed by the professional practice simulation appears to foster meaningful and reflective learning. Conversely, conditions that stimulate only cognitive engagement have little impact or even inhibit reflective practices. Practical implications of the use of reflective journal are discussed.

Chan, Y. M. (2017). Enhancing critical reflective practice in fieldwork education: An exploratory study of the role of social work agencies in the welfare context of Hong Kong. *International Journal of Humanities and Social Sciences*, 11(4), 811-821.

In recent decades, it is observed that social work agencies have participated actively, and thus, have gradually been more influential in social work education in Hong Kong. The neo-liberal welfare ideologies and changing funding mode have transformed the landscape in social work practice and have also had a major influence on the fieldwork environment in Hong Kong. The aim of this research is to explore the educational role of social work agencies and examine whether they are able to enhance or hinder critical reflective learning in fieldwork. In-depth interviews with 15 frontline social workers and managers in different social work agencies were conducted to collect their views and experience in helping social work students in fieldwork. The overall findings revealed that under the current social welfare context most social workers consider that the most important role of social work agencies in fieldwork is to help students prepare to fit-in the practice requirements and work within agencies' boundary. The fit-for-purpose and down-to-earth view of fieldwork practice is seen as prevalent among most social workers. This narrow perception of agency's role seems to be more favourable to competence-based approaches. In contrast, though critical reflection has been seen as important in addressing the changing needs of service users, the role of enhancing critical reflective learning has not been clearly expected or understood by most agency workers. The notion of critical reflection, if considered, has been narrowly perceived in fieldwork learning. The findings suggest that the importance of critical reflection is found to be subordinate to that of practice competence. The lack of critical reflection in the field is somehow embedded in the competence-based social work practice. In general, social work students' critical reflection has not been adequately supported or enhanced in fieldwork agencies, nor critical reflective practice has been encouraged in fieldwork process. To address this situation, the role of social work agencies in fieldwork should be re-examined. To maximise critical reflective learning in the field, critical reflection as an avowed objective in

fieldwork learning should be clearly stated. Concrete suggestions are made to help fieldwork agencies become more prepared to critical reflective learning. It is expected that the research can help social work communities to reflect upon the current realities of fieldwork context and to identify ways to strengthen agencies' capacities to enhance critical reflective learning and practice of social work students.

Chen, H.-F., Chan, G. H., & Yeung, W.K. J. (2020). Objective measurement for assessing students' reflective abilities during the social work practicum. *Journal of Social Work Education*, 56(4), 734–752. <https://doi.org/10.1080/10437797.2019.1661900>

The present study aims to develop and validate an objective scale to assess abilities for reflective process and reflective practice outcomes within social work practicums. The study analyzed supervisors' evaluations of 85 students and estimated the relationships between students' and instructors' objective ratings on competency. The results indicate that a total of 38 items could be used to measure abilities of reflective process and reflective practice outcome, respectively. The items were positively relevant for teachers' evaluations of students' competencies and partially related to students' self-evaluations on performance as well as to supervisor's support. The results also indicate that teachers and students might hold different perspectives regarding performance, as suggested in the literature. This article includes several suggestions for improving social work practicums.

Chen, Q., & Russell, R. M. (2019). Students' reflections on their field practicum: An analysis of BSW student narratives. *Journal of Teaching in Social Work*, 39(1), 60-74. <https://doi.org/10.1080/08841233.2018.1543224>

This qualitative study was undertaken to explore what undergraduate students reflect on during their learning to practice social work in the field. Reflection is essential in the social work field practicum where students learn the practice of social work by doing. Seventeen

BSW students' final field practicum learning papers are analyzed. Four themes emerge that highlight the content of their reflections: situations of uncertainty, opportunities for application, tensions in action, and confrontations with others. This article presents in detail these 4 themes. Discussion includes suggestions for helping students better engage in reflective learning.

Damianakis, T., Barrett, B., Archer-Kuhn, B., Samson, P.L., Matin, S., & Ahern, C. (2020).

Transformative learning in graduate education: Master of social work students' experiences of personal and professional learning. *Studies in Higher Education (Dorchester-on-Thames)*, 45(9), 2011–2029. <https://doi.org/10.1080/03075079.2019.1650735>.

Transformative learning captures the process by which students engage in their learning at holistic levels (emotional, cognitive, spiritual, physical, social, and environmental) and the extent to which they experience a change in perspective, of themselves or society. This four-year, four-cohort study (n = 40) examined the transformative learning experiences of Masters of Social Work students as they prepared to graduate and practice in their professional field. Data were collected via focus group methods and were analyzed using qualitative content analysis. Three primary themes were identified: (1) transformation is a process of feeling displaced, re-evaluating, and surfacing; (2) transformative outcomes are multidimensional and embody personal and professional learning; and (3) transformative learning is a holistic experience. This study makes a novel contribution to the literature on transformative learning by empirically examining students' experiences of transformation within accredited professional programs, and the development of pedagogical approaches that facilitate student growth within such settings.

Dempsey, A., Lanzieri, N., Luce, V., de Leon, C., Malhotra, J., & Heckman, A. (2021). Faculty respond to COVID-19: Reflections-on-action in field education. *Clinical Social Work Journal*, 1–11.

<https://doi.org/10.1007/s10615-021-00787-y>

The field placement process has become increasingly challenging for schools of social work, particularly for large graduate programs situated in urban centers with competing schools.

The unprecedented circumstances created by the COVID-19 public health crisis further strained the placement process, revealing a delicate balance of interdependent systems that schools must address when confronted with an unforeseen disruption of field education. This paper reflectively examines the steps taken by the field faculty and department of one large school of social work to address the impact of the pandemic on field education and its placement process. Utilizing crisis and shared trauma perspectives, the field disruptions, continuity of learning, contingency plans, and the attendant anxiety caused by COVID-19 are discussed, as are the lessons learned. Though COVID-19 has significantly altered the placement process, this reflective frame allows faculty to take the lessons emerging from the crisis and use them to improve services and learning opportunities for students in the future.

Fearnley, B. (2020). Becoming a reflexive and reflective practice educator: Considering theoretical constructs of Bronfenbrenner and Bourdieu for social work student field placements. *Social Work Education*, 1–13. <https://doi.org/10.1080/02615479.2020.1796954>

Social work student field placements can be challenging, demanding and at times complex, for both the student and practice educator. In this paper a model of practice education will be proposed that draws on the concepts of critical reflexivity in addition to critical reflective practice along with applying the theoretical constructs of Bronfenbrenner and Bourdieu. Two distinct objectives are presented: becoming a reflexive practice educator, and becoming a reflective practice educator: do, teach, assess, and will consider how the practice educator

might explore what they do as a social worker, how they are going to teach what they do and how they are going to assess the student's practice. The model supports the practice educator in facilitating the student's learning and development during their placement and in the preparation for professional practice.

Hermesen, M., & Embregts, P. (2015). An explorative study of the place of the ethics of care and reflective practice in social work education and practice. *Social Work Education, 34*(7), 815–828. <https://doi.org/10.1080/02615479.2015.1059804>

The moral development and identity of social work students have been shown to be enhanced by education in caring. Important aspects of this education are training in reflective practice and learning to have a perspective focused on professional loving care. In this study, we have explored how reflective processes can be implemented in both educational settings and working practice from an ethical point of view. Elaborating upon reflective practice from an ethical perspective focuses on reciprocity in relationships and relational capacity in institutional contexts. The study took the form of interviews with social work teachers and health care professionals. Interview and focus group data were analysed, three main topics were identified, and statements were coded with relation to these topics. Use of both educators and practitioners in this study showed the importance of not neglecting the transition from education to practice. Responses also showed the value placed upon continuous education and development over the course of a health care professional's career.

Hughes, M. (2013). Enabling learners to think for themselves: Reflections on a community placement. *Social Work Education, 32*(2), 213–229. <https://doi.org/10.1080/02615479.2012.734803>

This paper provides reflections on the organisation, delivery, challenges and effectiveness of a community placement undertaken by first-year students in an undergraduate social work qualifying programme. The placement aims to foster transformative learning, autonomous

thought, critical reflection, professional competence and evidence-based practice which is attuned to the values of the profession. Working in small groups, students are encouraged to immerse themselves in a particular topic and to explore and gain insight from the perspectives of those with first-hand experience. Evaluations demonstrate that when presented with a range of experiences, conflicts, dilemmas and real-life situations, students critically question their assimilated and taken-for-granted beliefs and evaluate their developing knowledge of legislation, policies, theories and models of intervention. They have the opportunity to practise a range of social work skills including research, interviewing and self-managed group working within real settings. This provides useful skill development and preparation before undertaking a social work role in subsequent practice learning opportunities. As such, it is suggested as a model of skill development to meet the current demands of the profession, such as the recommendations for skill development by the Social Work Reform Board in England and Wales.

Jensen-Hart, S., Shuttleworth, G., & Davis, J. L. (2014). Dialogue journals: A supervision tool to enhance reflective practice and faith integration. *Social Work & Christianity*, 41(4), 355–372. Dialogue journaling is a supervision tool that has potential to transform learning within social work field education settings. Dialogue journals enhance reflective practice, critical thinking, and the integration of faith in practice. The impact of dialogue journaling within a field setting will be explored through perspectives of student, field supervisor, and field director.

Jones, V. N., & Conner, L. R. (2020). Measuring social work students reflective learning through role-play and writing. *Social Work Education*, 40(7), 861-871.

<https://doi.org/10.1080/02615479.2020.1729721>

Reflective learning encourages critical thinking, self-awareness, and self-regulation. Role-play and writing exercises benefit reflective learning. Both approaches enhance student learning

and support the development of a professional self. This exploratory study surveyed participants ($N = 29$) enrolled in an undergraduate social work course before and after role-play and reflective writing to determine if either method contributed to perceptions of reflective learning. The study utilized the Self-reported Reflective Learning Questionnaire—student version, an 18-item scale measuring reflective learning perception. Statistical analyses indicated a significant difference in perceptions of reflective learning following a combination of role-play with reflective writing. Future research should explore the impact of role-play with reflective writing to influence the values and professional behavior of social work students.

Lam, C. M., Wong, H., & Fong Leung, T. T. (2007). An unfinished reflexive journey: Social work students' reflection on their placement experiences. *The British Journal of Social Work*, 37(1), 91–105. <https://doi.org/10.1093/bjsw/bcl320>

The fieldwork placement is recognized as one of the major components of social work education and a major determinant of its quality. A key aspect of the learning process in the fieldwork placement is the exposition of practice encounters to the students' critical reflection. Given the importance of the process of 'reflection' or 'reflective learning', a qualitative study based on the reflective logs of social work students was conducted to explore the meaning of social work field education and the learning experiences of social work students during their placement. The study findings revealed that disturbing events experienced by students in their fieldwork were a catalyst to their reflective process. Meanwhile, their undue concern with knowledge and skills application within a circumscribed knowledge frame suggests the dominant influence of scientism and competence-based practice in social work, in which learning outcomes and instrumental and technical reasoning are highly emphasized. Discovery of 'self' was also the major premise in the students'

reflection logs, in which a majority of them took their prevailing self-identity as a constant state to be verified in interaction with others in the fieldwork placement. Reflexivity is manifested in asking fundamental questions about assumptions generated by formal and practice theories; it addresses the multiple interrelations between power and knowledge and acknowledges the inclusion of self in the process of knowledge creation in social work practice. Its realization in social work education requires the social work educators' reflexive examination of the dynamics that influence the construction of curriculum, which in turn construct our prospective social workers.

Lee, M., & Fortune, A. E. (2013). Do we need more "doing" activities or "thinking" activities in the field practicum? *Journal of Social Work Education, 49*(4), 646-660.

<https://doi.org/10.1080/10437797.2013.812851>

How do MSW students learn new professional skills in the field practicum? Does students' reflection affect the use of other learning activities during the field practicum? Students in field practica participate in activities that involve observation, doing (participatory), and conceptual linkage. In this study of MSW students, conceptual linkage activities represent students' overall reflective capacity to integrate classroom theory and field practice. The results indicate that conceptual linkage activities are more strongly related to learning outcomes than observation or participatory activities. There is also a significant interaction effect between participatory activities and conceptual linkage activities when students' satisfaction is considered. Discussion includes suggestions for increasing students' reflection to integrate classroom and field.

McGuire, L. E., & Lay, K. A. (2020). Reflective pedagogy for social work education: Integrating classroom and field for competency-based education. *Journal of Social Work Education, 56*(3), 519–532. <https://doi.org/10.1080/10437797.2019.1661898>

With the 2008 Education Policy and Accreditation Standards (EPAS) identifying field as signature pedagogy and the 2015 EPAS emphasizing holistic competence, social work education is challenged to identify and expand pedagogy that supports and enhances the integration of classroom and field education. This article posits reflective pedagogy as a strategy to integrate theory and practice in order to achieve competency. An examination of field education as pedagogy, as well as a conceptual review of reflection and critical thinking, is provided to further explicate an understanding of reflective pedagogy that embraces experiential learning, integrates content with experience, and facilitates meaning. Instructional strategies consistent with reflective pedagogy are discussed. Additional research is needed to expand knowledge of reflective pedagogy and how it may be effectively utilized to enhance social work education.

Pallisera, M., Fullana, J., Palaudarias, J.-M., & Badosa, M. (2013). Personal and professional development (or use of self) in social educator training. An experience based on reflective learning. *Social Work Education*, 32(5), 576–589.

<https://doi.org/10.1080/02615479.2012.701278>

Working on use of self with professionals in social education from the initial training stage onwards is often deemed a necessary contribution to their personal and professional development. Despite this, it is difficult to find references to programs and experiences that have been undertaken from this perspective. In this article we present a recent experience from a university in Catalonia (Spain) which aimed to work on self-knowledge and professional identity through the implementation of the reflective learning model prior to students' practical work experience. The first section of the article is dedicated to contextualizing the experience of training social educators in Spain. A theoretical framework is then provided,

including a description of course content, methodology and assessment, and finally the experience is assessed by noting strengths and weaknesses detected in the process.

Pawar, M. (2017). Reflective learning and teaching in social work field education in international contexts. *The British Journal of Social Work*, 47(1), 198–218.

<https://doi.org/10.1093/bjsw/bcw136>

Unlike many other reported international social work (ISW) experiences, this article aims to analyse strengths and weaknesses in overseas placements and to present strategies to improve the quality of field education in international contexts. Drawing on primary data, field education documents and critical field experiences, it demonstrates how two students from an Australian social work programme reflectively attempted to deal with weaknesses, build on strengths, and improve their practice knowledge and skills in international placements. They undertook second placements in two non-government organisations focusing on community development activities in Mumbai, India. The analysis shows that focus on early and systematic preparation and reflections on typical experiences enhance learning. It discusses what students were able to do and learn in international placements. Such sharing offers useful insights to social work educators and practitioners, particularly those intending to offer field education abroad and to students wishing to undertake such placements in international contexts, and to those undertaking further research and developing related policy.

Rehn, M., & Kalman, H. (2018). Social work students' reflections on challenges during field education. *Journal of Social Work: JSW*, 18(4), 451–467. <https://doi.org/10.1177/1468017316654362>

Field education is a key curriculum component in social work programmes. Students as well as researchers have identified this learning experience as central to the students' transition to practice. This article reports on a qualitative study with the aim of analysing social work students' narratives of their experiences during field education in order to elucidate their

reasoning with regard to the challenges presented by unique clients and their contexts, along with their objectives set in the service user situation. The narratives of 23 social work students in Sweden describing a sum total of 46 problematic and unproblematic situations during field education were analysed, revealing circumstances that according to the students had either aggravated or facilitated professional action. The experiences of being overwhelmed by emotions and of having too much latitude in the interpretation of principles and guidelines were experienced as aggravating circumstances, whereas having knowledge of legislation and clear guidelines to follow was experienced as facilitating client interaction and as providing a sense of security with the professional role. The analysis also revealed differing levels and scope of ambition with regard to the objectives set in the service user situation. Our results demonstrate the importance of furthering students' articulation of and active reflection on their interpretation of guidelines and legislation, and on their own setting of objectives specific to the individual cases and on how these objectives relate to the value base of social work.

Shea, S. E. (2020). Field note-engaging social work interns in reflective practice: A specialized training series for field instructors. *Journal of Social Work Education*, 56(1), 193–200.

<https://doi.org/10.1080/10437797.2019.1633973>

To address a gap in social work field instructor training, a unique reflective practice training series was designed and implemented with social work field instructors supervising BSW social work interns. Grounded in the connection between supervision and the development of reflective practice skills, the 6-session training series provided field instructors with an introduction to reflective supervision strategies that can be employed with social work interns. The participants' feedback indicates that the training series increased field instructors' use of reflective practice strategies in field instruction. The positive response to the training

series demonstrates the need for additional attention to reflective practice training and assessment in social work field instruction.

Shea, S. E, & Shea, S. E. (2019). Reflective supervision for social work field instructors: Lessons learned from infant mental health. *Clinical Social Work Journal*, 47(1), 61–71.

<https://doi.org/10.1007/s10615-018-0677-2>

Reflective supervision is a specialized approach to supervision essential to infant mental health (IMH) practice, a relationship-based approach to working with infant and toddlers and their families. This unique approach to supervision is rooted in reflective practice, which has been cited as an important component of social work field and practice education (CSWE in Educational policy and accreditation standards,

[https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-](https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx)

[EPAS/2015EPASandGlossary.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx) , 2015; Bogo in Clin Soc Work J 43:317–324, 2015;

Franklin in Clin Superv 30(2):204–214, 2011; Hendricks et al. in Learning to teach: teaching to learn, Council on Social Work Education Press, Alexandria, 2013). Borne out of the findings from a reflective practice training series for social work field instructors, a 9-month reflective supervision group was piloted for field instructors with a goal of enhancing the field instructors' capacities for engaging their student interns in reflective practice. This reflective supervision group provided field instructors opportunities to engage in process-oriented group supervision, facilitated by a field director with a background in IMH, and focused on the field instructors' supervision of social work interns. This paper describes how this unique field instructor supervision group supports field instructors' use of the reflective practice capacities of curiosity, self-awareness, and use of parallel process. Specifically, an example of a field instructor's use of the reflective supervision group to address a challenging field supervision experience illustrates the powerful role of reflective practice in enhancing and expanding a

field instructor's capacity to more fully support a social work intern's professional development.

Sicora, A. (2019). Reflective practice and learning from mistakes in social work student placement.

Social Work Education, 38(1), 63–74. <https://doi.org/10.1080/02615479.2018.1508567>

Student placement is a fundamental component of social work education and an important space where to build critically self-reflective practitioners. Students learn from their reflection on their experience and their mistakes are a powerful opportunity to go behind the surface of events and understand the essence of the profession. This article will present some results from the analysis carried out on the reflective writing of a group of social work students who describe and reflect on the most significant mistakes they made in their field practice using a reflective framework developed for errors and failures. The main results of this experience are illustrated with special focus on the impact and on the emotions, the relationships with service users and the assessment of the cases. Students are often so concentrated on looking at their responsibility that they become almost blind to the systems and interactions that contribute to the negative outcomes of their actions. Social work education programs should emphasize the importance of structured reflective habits and promote the culture of responsibility instead of the 'blame culture', that is probably the strongest obstacle to learning from mistakes and preventing their repetition in the future.

Slabbert, I. (2015). Reflective learning in social work education in the field of substance abuse. *Social*

Work, 51(4), 549–564. <https://doi.org/10.15270/51-4-485>

Reflective learning in social work education in the field of substance abuse is very much part of social work education. A qualitative study was proposed with final-year social work students at a selected university in South Africa doing a course in the field of substance abuse. The participants completed a reflective exercise on abstaining from an aspect/habit/substance

in their own lives for three weeks. Six themes emerged, namely abstinence from: depressants, stimulants, opioids, food, social media and bad habits. Findings indicated that students gained an insight into possible harmful patterns in their own lives as well as into the complexity of life-long abstinence in prospective clients' lives. Recommendations are provided for social work education, practice and research.

Testa, D., & Egan, R. (2016). How useful are discussion boards and written critical reflections in helping social work students critically reflect on their field education placements? *Qualitative Social Work: QSW: Research and Practice*, 15(2), 263–280.

<https://doi.org/10.1177/1473325014565146>

Critical reflection is regarded as a necessary skill in social work practice. While there is extensive literature on the need to develop the skills for critical reflection, there is little research into whether discussion boards and guided critical incident questions are useful in helping social work students develop critical reflection. This article reports an exploratory study conducted about the use of discussion boards and written reflections by social work students undertaking field placement. Results indicate that, conducted within a safe learning environment, students do engage with both discussion boards and written reflections to critically reflect on their social work practice.

Vinjamuri, M., Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education*, 36(8), 933–945.

<https://doi.org/10.1080/02615479.2017.1362379>

There has been substantial discussion internationally about the need for social work students to integrate research into practice. Little has been written, however, about teaching methods that address the cognitive and emotional challenges students experience in their efforts to develop research competencies. Many students believe that research does not apply to the

'real' world of practice and are anxious and fearful when they begin a research course. Using a retrospective review of students' assignments, this article describes the use of reflective diaries in teaching MSW students from a university in the USA skills for practice-based social work research. Reflective diaries provide a safe forum for students to actively engage with the challenges they experience while taking a research course and take ownership of their learning needs. The diary entries provide instructors with windows into their students learning processes that enable them to create scaffolding opportunities that support students in developing confidence in their research skills. This article describes the pedagogical philosophy behind reflective diaries, details of the diary's assignment, and benefits of this learning tool for students and instructors. The authors offer recommendations for incorporating reflective diaries into social work research courses and implications for evidence-based practice.

Watts, L. (2021). Values, beliefs, and attitudes about reflective practice in Australian social work education and practice. *Australian Social Work*, 1–13.

<https://doi.org/10.1080/0312407X.2021.1874031>

Reflective practice and critical reflection are considered crucial to learning and practising social work. Based on qualitative analysis of interviews with Australian social work practitioners, students, and academics this article offers a description of the strong normative role reflective practice plays in contemporary social work practice. The research was conducted as part of a larger interpretive study into how reflective practice is understood in social work education and practice in Australia. The research found that reflective practice is considered as central to the development of practice wisdom, accountability, and the development of self-awareness. The paper discusses the normative role reflective practice

plays for social worker agency. The paper also outlines the formative role social theory plays in the development of critical reflection.

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