



INTERPROFESSIONAL LEADERS' PERCEPTIONS OF REFLECTIVE PRACTICE AT WORKPLACE

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BACKGROUND

Reflective practice enables leaders to acquire essential knowledge and skills to make better judgments in ambiguous situations. Few studies examine reflective practice amongst interprofessional frontline leaders.

AIM

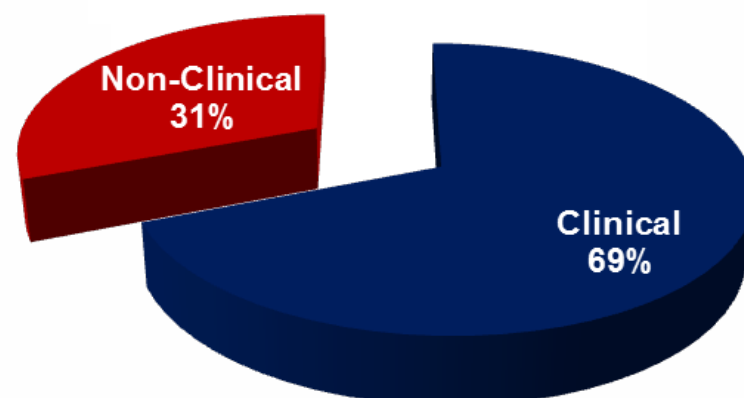
This study sought to examine interprofessional frontline leaders' perceptions on reflective practice, and the quality of their reflective practice at their workplace.

METHODS

Data were collected from 32 inter-professional frontline leaders.

DATA COLLECTION

- 5-point Likert online survey
- Reflective portfolios



Profiles of the Participants

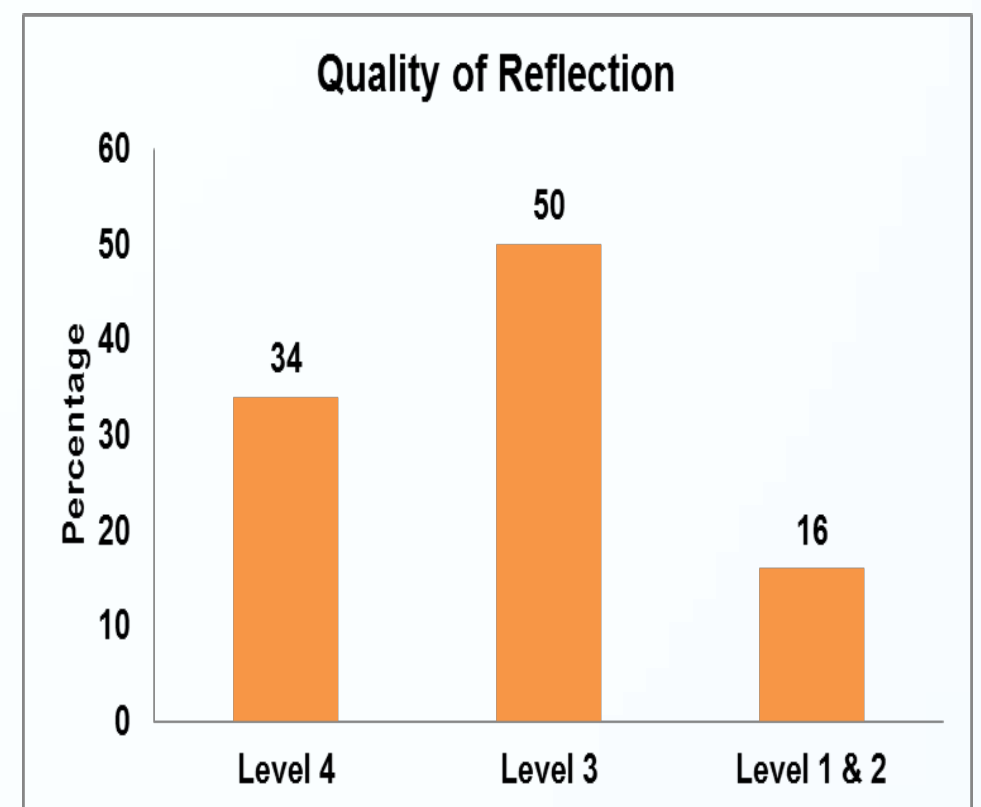
ANALYSIS

Data was analyzed using:

- Independent sample t-tests: Compare responses between clinical & non-clinical leaders
- Hatton & Smith's framework: 2 independent raters rated quality of reflective practice recorded in reflective portfolios.

RESULTS

Participants' Perceptions		Statistics
Greater satisfaction	Clinical Leaders	($M = 3.95, SD = .39, N = 20, t(10.5) = -1.73, p = .11$).
	Team Leaders	($M = 3.91, SD = .53, N = 22, t(8.74) = -1.56, p = .16$).
Strongly recommend (80%)	Promote reflective learning	($M = 3.92, SD = .41, N = 24, t(5.53) = -2.45, p < .05$)
	Enjoyable	($M = 3.17, SD = .76, N = 24, t(28) = -3.84, p < .001$)
	Less time consuming	($M = 2.92, SD = .78, N = 24, t(28) = 3.96, p < .0001$)



16(50%) and 11(34%) reflective portfolios were rated at levels 3 and 4 respectively.

CONCLUSION

Inter-professional frontline leaders appreciated and applied reflective practice as leadership learning tool. Findings of this study pave the way for future studies to further evaluate how various modalities can be harnessed upon to entrench reflective practice amongst interprofessional frontline leaders.

REFERENCES

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- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. Teaching and Teacher Education, 11(1), 33-49.

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