**Setting the stage for students**

Focusing on Jesuit values with students in our teaching and supervision.

Creating a safe environment, normalizing discomfort and lack of expertness

Consciously integrate and discuss Jesuit ideals and values into teaching and supervision with students and trainees. Make clear how what they are doing and what we are teaching is Jesuit/Ignatian.

Integrate more time and space for self reflection.

Encourage students to do journaling to enhance self-reflection.

Emphasize integrating skill acquisition with your personality in developing one’s style/approach.

Promote their active learning – be more specific in requests for feedback.

Be more self-reflective as a supervisor and teacher. Take the time for this after each class and supervision session.

Incorporating Ignatian Pedagogy into my work

1. Ask the question re: connection
2. Offer connections I see

\*Modeling She had the experience but missed the meaning!

**Tom Rodgerson’s Group**  
Attending to my own “space: in life since that is passed on\_\_\_\_\_in the classroom and sometimes speaks the loudest without words.

To expand the concept of reflection in PC665 to include “reflectivity” and when there is “nothing coming” to pursue or encourage pursuit of the nothingness.

In PC705 to shift focus from lecture and concepts to application and awareness in the moment; adding affective to the intellectual; watching for “movements” in the student’s in class.

Looking for mid-course corrections.

To include video clips taken while on the Ignatian Pilgrimage.

**Natalie**

SS group in middle school

1. Have students observe a middle school classroom, lunch room, etc. and possibly write a reflection paper on their thoughts/feelings and how it may impact/affect their work with them in the near future.

Supervision of SS intakes

1. Start each supervision/class meeting with a mindfulness exercise.
2. Incorporate a positive activity into supervision that taps into self-care and wellness. (e.g. have students take turns bringing in one of their favorite foods/candy). (e.g. have students take turns sharing aspects about themselves)
3. As part of group supervision have students receive feedback anonymously from their classmates. Pass a piece of paper around the room with an individual’s name and have each student write one positive piece of feedback about that individual’s clinical work. (could add challenge of having each student unite also a piece of advice or constructive criticism too!)
4. Tomorrows orientation-use ideas from Mary Jo for students to take a moment to reflect on clinical feels for starting with their first client. Have

**Sharon**

The Clinic requires that my class (10week rotation) do a workshop. I am not a big “workshop” fan , so I was trying to think of how to make this experience work \_\_\_\_\_for me and the students. (1st year students often want you to give them the workshop idea). Last year one of the things I saw the students struggle most with was the understanding contextual factors that affect kids’ academic success. They “got” the individual factors easily (“the kid has ADHD”), but struggles to see how that played out in context. (“He sits in the back of an overcrowded, overshadowing classroom & has acted out so much that no matter what he’d do now his teacher sees him as a troublemaker”). So I’d like for the students to do a reflective exercise focusing on the specifically. I want the to:

1. Session #1 write out what contextual factors (school, parents, resources, etc) helped them academically achieve.
2. Over the 1st 3 intakes write down notes why the kid in the intake is having trouble succeeding (concentrating \_\_\_\_the contextual factors alone or have the individual factors (\_\_\_\_ADHD)\_\_\_\_with the contextual ones.
3. I’d like them to compare the 2 lists and write what surprised them and how they felt about the lists.
4. Discuss the lists and their reflection (where I’m hoping to draw out same themes of privilege on their past & realization that systemic issue are really substantial players with kids \_\_\_\_\_\_\_
5. Take the basis of the lists (particularly the 2nd list where they listed things that kept the kids from succeeding) and use that as the idea generator for what kind of workshop to develop.
6. Provide more context to students about the learning process –validate their feelings of incompetence in learning new ways of learning – frame for them that it is a real opportunity for them to learn how to work through feelings of incompetence, as they will experience that many time in the future.
7. Help student to better pace their own learning & be more \_\_\_\_about level of content \_\_\_\_to provide more flexibility in pacing the process of learning is what’s more important by learning the process, they will be able to gain more content of their own

* Model self-reflection about\_\_\_\_\_\_
* Model being open to \_\_\_\_\_\_corrections
* Introduce more opportunities for reflection & evaluation to allow for feedback about the pace of learning
* Check\_\_\_\_collaborative balance with in group work self & peer evaluation built in into the mid-semester

1st class open conversation to topics of (learning about) students’ reasons for choosing this class, this program, this university. Get to know them for their individual interest/goals/reasons & incorporate these into my lecture/lecture style/ course material

Discuss Jesuit philosophy & goals/mission & how that is reflected in this class, assignments, lectures, assessments

During Semester: at the end of each class, require reflective exercise (related to a prompt/question I provide from today’s (that day’s) course material) so that student can begin to make personal connections to the material/\_\_\_\_experience of the material and it can become more personally relevant.

Return to their goals (stated in 1st class). Reflect on their progress toward personal goals, ask for feedback regarding how I may further aid in their journey toward personal goals.

In having them to find/explore for self-HW=finding examples of course material

I plan to be attentive to the background and current environment (context) of my supervisees, not just asking how cases or class are going

I plan to “meet them where they are at” in terms of experience, the \_\_\_\_\_\_orientation, and competence/confidence

I plan to encourage self-evaluation of my supervisees both as a means of reflection and of evaluation of purpose vs. success

I plan to check-in about their growth as a whole person, and their total development, and to actively encourage non-psychology activities that represent them caring for themselves as a person

Clinical Supervision

Experience: Using sand tray/play therapy process, allow student the opportunity to choose an object that reflects their feelings/experiences that let them to Pastoral Counseling & place the items in the sand.

Reflection: \*personal (vs.) reflection

1. Allow students to reflect/share their reasons for choosing a particular object
2. Encourage students to keep a journal written or of art

Evolution: I like Dr. Thomas’s idea of weekly, self-evaluation, specifics

**Erin O’Keefe**

Bring “here & now” time/exercise to frame each meeting/opportunity

Bring/encourage depth in each step

Does Loyola have the luxury to have time for depth in this culture/city/economy?

Through this, how can we continue to model depth and reflection?

Bring “the end” to the “the beginning” what does the end look like? How will that change?

Since we are at the “deciding to act” phase, how can we evaluate of choices and alternatives instructionalize the on the basis of what glorifies God and move?

For each participant/partner, always ask what unique gift do you bring/offer and how can you provide a chance to offer this up?

What institutional/unlearning needs to happen?

**Matt Kirkhart**

Course: Cognitive & Learning Theory

Students: Doctoral Psychology

Experience:

Use self as a subject

Identify behavior they want to change

Reflection:

Consider the theory & research on learning that could be used to change their behavior. Consider modification of plan if needed after weekly evaluation.

Action:

Develop a plan to apply plan in the context of their ideas.

Implement plan

Modify plan if needed after weekly evaluation.

Evaluation:

Examine data after one week including their own affective experience as well.

Identify barriers that stopped the application of their plan.

Final Reflection:

Examine both plan & barriers to plan.

**Donna** **Beck**

Intake Assessment Ideas

Here and Now/Contemplative Exercises…….

Make these exercises initial part of mindfulness \_\_\_\_\_\_\_\_?

2-3 minutes before I \_\_\_\_\_& \_\_\_\_\_sit in

Silence, reflect Ts & Fs, jot down quickly before & after Intakes

Reflective Exercise→/Paper

A time when they were “assessed” for anything in anyway? Explore their own \_\_\_\_\_, fears…..and remind them of \_\_\_\_\_clients are likely feeling (\_\_\_\_\_terrified\_\_\_student is

Pay attention to client & not own need to be perfect→miss out on opportunity to learn

Replace their own anxiety with understanding of client & \_\_\_\_to client rapport etc.

**Bob Wicks**

**Reflection:** Increase reflection nature for students by having them look at how they value it-not whether they have time for it. A) Physician’s story B) Convey one scheduling your priorities (How many learners become more reflective

**Evaluation:** Not looking so much at what they are doing wrong but how gifts can become \_\_\_\_under stress-this is an example of balancing support & challenges themselves & their clients (How can evaluation of self & others help move toward insight?)

Experience: 1.) offer space a.)listen b.)question & seek \_\_\_\_of both questions & comments c.) be relaxed and aware of nonverbal reaction 2.) be mindful-be present in the now with eyeswide open to what is happening ? judgment. 3.) offer suggestions that are \_\_\_\_\_\_Buddhist student “She is your spiritual director.”

**Beth Kotchick**

Reflection

Clinical supervision training is inherently contextualized and \_\_\_\_on experience \_\_\_\_\_\_\_\_\_and present and action on the pair of students) they are actively engaged in therapy with real clients in the real world.

\_\_\_\_\_\_\_\_\_\_\_\_\_is often missing from training in the reflection piece and students don’t necessarily know how to reflect, and I ----always do a good job teaching them (too little time for much to do)

I’d like to incorporate more written & verbal reflection-focus on present, self \_\_\_(sensory experience)-separated from action

Body scar

Memories not just in therapy but in\_\_\_\_\_with me

Affect

And I need to make this more of a priority for myself-to make space & model my own reflection as a supervisor

1. Tomorrow orientation-use ideas from Mary Jo for student to take a moment to reflect on clinical feels for starting with their first client. Have item\_\_\_\_\_\_and then at midterm meeting share & reflect again.
2. Tomorrow orientation moment of silence to observe!
3. During semester focus on adaption of \_\_\_\_\_plan
4. Context-understand of working with a variety of clients which was a problem for some religious students (judgment prejudice
5. Pacing-we often have supervisors that do not \_\_\_of pacing as an individual process but\_\_\_\_a group process
6. Use education of “learning new ways of learning” with evidence \_\_\_\_\_practice look for more than one way to treat a client.
7. Look at self evaluation through reflect rather than \_\_\_\_\_\_
8. Take into consideration individual student needs\_\_\_\_then same support we give clients
9. “Learning involves deeper learning” use this philosophy for “grand round” and sharing of challenges in therapy \*feelings of incompetency
10. Take learning skills and strength of students’ and incorporate them into their new skills

Experience: Research Methods I (Master’s level)

Students come to my RMI class with extremely variable degrees of experience with and feelings about research design and statistics. They are in my class because they have chosen the practitioner track (as opposed to the Thesis track) in our clinical and counseling programs. The anticipation/fear/dread of many students is palpable on the 1st day of class. Since their affect will most likely affect their connection with the course material, building an “Experience” activity into the course may be helpful.

Assignment:

1. Students will reflect on their previous experiences with Research, Research Methods, & Statistics. They will describe as many experiences as they can recall from their own life in order to attempt to understand where the feelings and thoughts and even value-judgments they currently hold have come from (Maybe get them to discuss in small groups too).
2. Mid-course reflection paper on assimilating their new experiences with Research.
3. Final-course reflection paper=summarize new insights & judgments.

Group Supervision

1. Adults forget the importance of play and play is the center of many kids lives. Teaching/lecturing them on how to\_\_\_\_with kids is not enough so instead we spend a session doing just that-play. Bring in all types of toys, games & have them play. This allows them to return to & experience being a kid again.
2. Culture/background-Encouraging them to share their\_\_\_background and experience and how \_\_\_\_affects how my approach clients, what may expect to be “normal” & there to plan. When they start to hear others stories expanded-they learn \_\_\_\_that they are many different\_\_\_\_\_to experience something.\_\_\_\_\_\_\_
3. DVD\_\_\_\_\_in group\_\_\_\_the students to reflect as their session as well as get feedback (positive and negative) from peers. Through discussion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Starting a new group

Have the students who will be involved participate in the setup, based on their past experiences. For example, adolescent girls group, have the students bring to me \_\_\_\_\_\_they were presented with help them see new their experience will affect how they will be as group leaders as well as help them remember what if was like to be an adolescent & empathize with their group members/clients

**Martin Sherman**

**Discernment Reflection**

How to deal with \_\_\_\_\_\_\_without having the focus be on incompetence of the student

1. Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How much is really the \_\_\_\_\_\_\_
3. How much is really anxiety inte\_\_\_\_\_\_\_\_\_\_\_\_\_
4. How much is a \_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_
5. How to handle \_\_\_\_\_\_\_\_\_
6. Emotion focus
7. Problem solving \_\_\_\_\_\_
8. Sharing the frustrations
9. Exactly how was it handles
10. What was learned about \_\_\_\_self during this process-less focus on\_\_\_\_\_more focus on\_\_\_\_\_\_experience-why did I respond in\_\_\_\_\_helpful was. What does it tell me about me. What will I do\_\_\_\_next time how outside input is optimal for me, how much do I share with the instructor what if I discover I am not a detailed oriented type of person

The counseling process involves exploration of experience understanding and action. I was impressed this morning about how father brought in the notion of judgment \_\_\_\_counseling pieces the pardoned would look more like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have always used a lot of reflection in my career course with the SUK exercises-which make students \_\_\_\_\_ the theory that they have learned. But I have never asked them to reflect on how they have made (what judgment they have used) when discerning these choices or differencing it from other possible choices. I think I will add this, also, \_\_\_\_\_to have them reflect write and share with the class:

1. What they experienced when seeking their first job
2. What they experienced when seeking their present job
3. What are the similarities and differences. I am not sure yet if I want to have them look into the future.

For internship in education, I want to share the model we learned this morning with Loyola supervisors, and have a session for school supervisors.

Context=working with Tim, deans, faculty & work to provide optimal context so that decisions are made with even more understanding of the \_\_\_\_contextual factors.

Experience and Reflection and Evaluation