

**The value of reflection for educational psychologists
in private practice**

by

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Submitted in partial fulfilment of the requirements for the
degree

MAGISTER EDUCATIONIS

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DECLARATION OF ORIGINALITY

I, Anél Hattingh (student number 28133022), declare that the dissertation “**The value of reflection for educational psychologists in private practice**” which I hereby submit for the degree Masters Educationis in Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.


.....
Anél Hattingh

5 July 2019

ETHICAL CLEARANCE CERTIFICATE

The author, whose name appears on the title page of this mini-dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers* and the *Policy guidelines for responsible research*.



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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
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DECLARATION FROM LANGUAGE EDITOR

29 May 2019



Louise van Niekerk
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To whom it concerns:

This letter serves to confirm that I have edited a dissertation by Anél Hattingh for English language usage, titled:

The value of reflection for educational psychologists in private practice,
submitted in partial fulfilment of the requirements for the degree Magister Educationis (Educational Psychology) in the Department of Educational Psychology, Faculty of Education, University of Pretoria.

Yours sincerely

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ABSTRACT

Research indicates that making time for effective reflective practices could assist professionals to overcome stressful challenges and enhance learning. Educational psychologists also experience stressful challenges which can negatively impact on the quality of their services. The purpose of this study is to provide insight to the problem statement: *Investigating the value of reflection for educational psychologists in private practice.*

A multiple case study design was utilised. The purposefully selected sample was composed of three educational psychologists in private practice based in Gauteng, South Africa. The data collection methods included semi-structured interviews, reflective journal entries and weekly verbal feedback. Using an interpretive approach, the analysis and interpretation of findings were categorised into five themes: (a) The use of reflective practices in educational psychologists' private practice, (b) Content of reflections of educational psychologists in private practice, (c) Challenges when reflecting, (d) The influence of reflection in private practice, (e) The value of reflection in private practice. Time management, content and convenience were some of the major challenges experienced by all the participants. The value of reflective practice within an educational psychologist's private practice included acting in the best interest of the client, facilitating change, meaning making and developing an inner reflective voice. This research revealed that novice educational psychologists needed a structured method of reflecting. Experienced psychologists emphasised the need for a sustainable, integrated method of reflection. Recommendations are offered for educational psychologists in private practice, for training, and for further research possibilities.

Key Terms:

Reflection, reflective techniques, educational psychologist, private practice, qualitative, case study.

LIST OF ACRONYMS AND ABBREVIATIONS

Atlas.Ti	Software for Qualitative and Mixed Methods Data Analysis
HPCSA	Health Professions Council of South Africa
I1:P1	Interview 1 Participant 1
I1:P2	Interview 1 Participant 2
I1:P3	Interview 1 Participant 3
I2:P1	Interview 2 Participant 1
I2:P2	Interview 2 Participant 2
I2:P3	Interview 2 Participant 3
I3:P1	Interview 3 Participant 1
I3:P2	Interview 3 Participant 2
I3:P3	Interview 3 Participant 3
RJE:P1	Reflective journal entries Participant 1
WVF:P2	Weekly verbal feedback Participant 2
WVF:P3	Weekly verbal feedback Participant 3
MC:P1	Member checking Participant 1
MC:P2	Member checking Participant 2
MC:P3	Member checking Participant 3

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CHAPTER 1 - INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

In my personal and professional life, I have always valued reflective practices as learning tools to understand past and present experiences and to improve strategies or develop new strategies for future experiences. As an aspiring educational psychologist, I am interested in exploring the reflective practices of educational psychologists, especially in private practice. My personal convictions regarding reflection are confirmed by research: reflection is recognised as an imperative component regarding professional development and continued lifelong learning (Boud, Keogh, & Walker, 2013; Cowan, 2014; Moon, 1999; Procee, 2006; Twyman & Redding, 2015), leading to continuous growth and overall wellness.

Reflection can fulfil several functions among practising professionals, including to assist in the process of making meaning of multifaceted situations and to enable learning from experience (Mann, Gordon, & Macleod, 2009). Even though recent research focused on reflection as a key developmental process in the professional growth of therapists, counsellors and other healthcare practitioners (Skovholt & Trotter-Mathison, 2014); there is still a gap in research on whether reflection is essentially implemented by professionals (Rønnestad & Skovholt, 2003).

Boud and Walker (1993) pointed out that there are potential barriers that can constrain our understanding of the reflection process. There is substantial ambiguity (Thompson & Pascal, 2012) in the multiple broad formulated definitions of reflection (Cowan, 2014). Jay and Johnson (2002) viewed the concept as ill-defined and difficult to characterise. Several studies share similar beliefs on reflection's ill-defined nature and describe reflection as a broad concept (Cowan, 2014; Davis, 2003; Jay & Johnson, 2002; Jordi, 2010; Kuit & Gill, 2001; Shapiro, Brown, & Biegel, 2007).

On the one hand, reflection can originate from a question for which a useful answer is desired, which gradually moves towards accumulating depth from descriptions and correlation of interpretations through critical discussion, evaluation and justification of personal meaning (Cowan, 2014). Samuels and Betts (2007) concurred with Cowan (2014) and identified a need implicit in the literature to challenge students to move in their reflections beyond description to analysis, in order to deconstruct what had happened and why, and thus be able to reconstruct by creating alternative approaches.

1.2 RATIONALE

From the background of reflection, it can be deduced that reflection can be advantageous. Various research studies have found that reflective practice leads to better learning (Davis, 2003), as it puts a combination of cognitive and emotional processes into action, which leads to enhanced learning. Cowan (2014) pointed out that although there are widely acclaimed suggestions for continuous professional development, reflection should be an essential component of lifelong learning and professional development. Nevertheless, reflection and reflective practice are eulogised as being beneficial for practitioners and practice, not only to enhance professional development and growth (Fook & Askeland, 2007), but also to link theory and practice, promote critical thinking and lead to self-awareness and understanding (Cushion, 2016).

Research has also found that therapists and other healthcare workers are at risk for occupationally related psychological challenges (Paris & Hoge, 2010; Richards, Campenni, & Muse-Burke, 2010). Therapists commonly experience “compassion fatigue” (Weiss, 2004, p. 121), an extreme form of burnout due to the emotional labour that is often a part of therapeutic work (Shapiro et al., 2007). Any stress can influence a therapist’s effectiveness. It can impinge on decision making skills, have a negative impact on attention and concentration, reduce the professional’s ability to establish strong relationships with clients and cause occupational burnout (Shapiro et al., 2007). It follows logically that self-care may be a useful accompaniment to the professional training of future psychologists and therapists (Shapiro et al., 2007), including educational psychologists. Skovholt and Trotter-Mathison (2014, p.7) described this phenomenon experienced by counsellors, therapists and health professionals as a balancing act between “too much other-care and too much self-care”; pointing out that self-reflection facilitates the process of considering self-care. Thus, reflection practices can form an integral part of self-care.

According to Cowan (2014), it had been more than 30 years since the seminal publication of reflection as a beneficial practice. The suggestions made in these publications have since been implemented in educational programmes and professional development structures. Existing literature has shown the effectiveness of reflective practice in constructing own meaning (Maree, 2012), developing metacognition, promoting self-directed development, and nurturing valuable abilities used in professional life (Cowan, 2014). It would, therefore, seem that reflection necessarily leads to professional and personal development.

After establishing a need for reflective practices in professional development in general, it can be assumed that there is a need for reflective practices in educational psychologists’ private practice as well, as educational psychologists are regarded as constant learners who should continuously reflect on their own activities while interacting with and learning from others (Eloff, Maree, &

Ebersöhn, 2006). Specifically, there seems to be gaps in existing research on whether educational psychologists in private practice do, in fact, use reflective practices. Moreover, the value they attribute to reflection practices still needs to be explored, which leads to the problem statement for this study.

1.3 PROBLEM STATEMENT

Based on the value of reflection for professionals providing health services as explained in the rationale, reflection plays an integral role in the effectiveness of therapeutic practices, professional and personal development as well as the professional's wellbeing. Consequently, not having a form of reflective practice within private practice can potentially have a negative impact on the quality of services provided and the wellbeing of the educational psychologist. The problem statement therefore centres around investigating reflective practices in educational psychologists' private practices. The investigation will attempt to identify whether or not educational psychologists use reflective practices, and to what extent, if any, educational psychologists in private practice¹ are using reflective practices. This will also lead to an understanding of the way in which educational psychologists in private practice make use of reflective practices. The importance of reflective practices and why educational psychologists use reflective practices in private practice may also be revealed through investigating the value that educational psychologists attach to their professional and personal reflective practices in private practice.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to provide insight and/or answers to the problem statement: *Investigating the value of reflection for educational psychologists in private practice*. The utilisation and value of reflection in private practices could assist and guide future educational psychologists in private practices by providing the why and how of successful reflective practices. A broader purpose is that the results of the study could inform the training programmes of educational psychology students, as well as other training programmes for healthcare professionals.

1.5 RESEARCH QUESTIONS

Specifically, the following research questions have been formulated to address the problem statement and purpose of the study:

¹ When the word private practice is used, its intention is to refer to all the private practices collectively.

1.5.1 Primary research question

What is the value of reflection for educational psychologists in private practice?

1.5.2 Secondary research questions

1. To what extent do educational psychologists in private practice make use of reflection?
2. How do educational psychologists in private practice make use of reflection?
3. What is the influence of reflection for educational psychologists in private practice?

1.6 WORKING ASSUMPTIONS

The working assumptions for this study are:

- Reflection is a vital component of being a life-long learner and every educational psychologist in private practice should participate in some form of reflective practice. The nature and value of reflective practice, however, will be investigated.
- Future experiences and situations can be more effectively dealt with when reflection has taken place.
- There is uniqueness in the meaning that individuals attach to experiences and therefore truth and reality will differ according to every individual. In order for individuals to identify truths for themselves, they need to identify the meaning that they attach to experiences.
- An individual's social context, co-determined by norms, beliefs, conventions and culture, is a key influence used in understanding human behaviour (Jansen, 2012; Nieuwenhuis, 2012a). Since human behaviour and thoughts are established by social conventions, interpretation is required to gain insight, make meaning and increase understanding of the specific behaviour and thought patterns of individuals (Adams, Collair, Oswald, & Perold, 2004; Jansen, 2012).
- Human knowledge will be the source of origin of meaning. People are deliberate, conscious and creative in their actions; they act with intention and make meaning in and through their actions (Cohen, Manion, & Morrison, 2000).
- I assume that educational psychologists that use reflective practices within their private practices will have predetermined strategies, based on reflection, for certain experiences which they find effective in their personal and professional development and learning.
- Prompting students to develop and utilise metacognitive reflection will affect their learning process by stimulating metacognitive activities, promoting better learning performance (Bannert, 2006). It is assumed that the same will apply to educational psychologists who use metacognitive reflection.

1.7 CONCEPT CLARIFICATION

1.7.1 Reflection

For this study, reflection is described as an active learning experience (Revans, 2011) where a person - in this study an educational psychologist - examines and recalls a particular experience, gives it some thought, analyses and interprets the experience (Boud et al., 2013; Pompeo & Levitt, 2014) by using personally chosen reflective techniques, and evaluates it so that she² can learn and develop improved personal and/or professional strategies for similar experiences in the future (Berg, Hicks, & Roberts, 2017; Cotton, 2001; Edwards, 2017; McInerney, 2013).

1.7.2 Reflective practice

Reflective practice is an active process of reflecting (Higgins, 2011) that becomes a repeated exercise. Continuous participation in this active process of reflecting is essential in acquiring and maintaining proficiency in the skill of effective reflection in order to develop improved strategies for similar future experiences (Dornan, 2016; Edwards, 2017; Farrell, 2004; Kelly, Woolfson, & Boyle, 2017; Killion & Todnem, 1991; Postholm, 2008; Scaife, 2014).

1.7.3 Reflexive practice

Reflexive practice concurs with the beliefs of subjective meaning making of reality as a foundation for reflecting that lead to how individuals construct their realities and identities (Cunliffe, 2004). Reflexivity is executed with the intention to learn and change and can be described as a dynamic interaction between reflecting and taking action (Antonacopoulou, 2017). The terms reflective practice and reflexive practice are used interchangeably in some existing research.

1.7.4 Reflective techniques

During reflective practice there is a need for a variety of reflective techniques. Reflective techniques are the tools that educational psychologists use in order to actively participate in the reflection process. In this study, reflective techniques will refer to the various skillful and efficient ways or means of reflecting, such as self-reflection, shared reflection and written reflection.

² According to a study by Shefer, Shabalala and Townsend (2004), psychologists registered with the HPCSA in July 2004 comprised 67.6% females and 32.4% males. For this study, the pronoun 'she' will be used to represent 'he/she'. This is not intended to discriminate, but is due to the majority of psychologists, including educational psychologists, in South Africa being female.

1.7.5 Educational psychologist

Educational psychologists enhance human functioning in terms of learning and development by assessing, diagnosing and intervening in the areas of cognitive, personality, emotional and neuropsychological functions of people (RSA, 1974). They follow their scope of practice³ for educational psychologists as laid out by the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act 56 of 1974 (RSA, 1974). Part of their scope is to identify and diagnose challenges to learning and development and to apply psychological interventions to enhance, promote and facilitate optimal learning and development. They subsequently perform therapeutic interventions. These interventions include the enhancement, promotion and facilitation of optimal learning and development (RSA, 1974).

1.7.6 Private practice

The work or the practice of an educational psychologist as an independent professional rather than as an employee, is considered a private practice. An educational psychologist can be both self-employed or working in private practice and work part-time at a school on a contract basis (Maurice-Williams, 2001).

1.8 PARADIGMATIC PERSPECTIVES

1.8.1 Epistemology of the study

Interpretivism is the paradigm that provides a lens through which the origin of knowledge will be viewed and through which the results of the study will be interpreted. Interpretive studies generally attempt to understand phenomena or experiences through the meanings that people assign to the specific experience (Nieuwenhuis, 2012a), and is therefore applicable to implement when dealing with reflections. Every individual constructs meaning differently, which leads to multiple perspectives and interpretations of particular events and situations (Cohen et al., 2000). Gaining insight is one of the main purposes of the study and using an interpretive approach will be beneficial in the investigation of the value of reflection for educational psychologists in private practice, allowing for a rich description of unique meanings, incorporating the social context and social conventions of participants.

³ According to the Government Gazette of the Republic of South Africa (RSA, 2018), a new prospective scope of practice is being deliberated. As the proposed scope of practice is presently being updated, the promulgated scope of practice according to the Health Professions Act (No. 54 of 1974,) as mentioned above, is used for the purpose of the study.

As the participants' viewpoints can be interpreted subjectively by the researcher, the researcher will regularly take the summaries of interviews and findings back to the participants to ensure authenticity of the findings in a process called member checking. Member checking is a reasonably valid way to establish meaningfulness of the interpretations and findings (Lincoln & Guba, 1985) and is also a key aspect in ensuring authenticity because the interpretations are based on the perspectives of the participants (Thomson, 2011).

1.8.2 Methodological approach

The nature of the research questions usually determines the methodological approach; hence a qualitative approach will be followed in the proposed study. Qualitative research is "interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam & Tisdell, 2015, p. 6). Qualitative researchers perceive the world as being made up of individuals with their own personal assumptions, conventions, attitudes, intentions, beliefs and values (Nieuwenhuis, 2012a). During a qualitative approach, the researcher is attempting to find out how other people construct reality in a situation by gathering information from the participants. The way of perceiving and knowing reality is to explore others' experiences regarding a specific phenomenon (Nieuwenhuis, 2012a).

Even though the findings of a qualitative approach cannot usually be generalised, it provides greater clarity and in-depth understanding of how people make meaning of phenomena in a specific context (Cohen et al., 2000; Nieuwenhuis, 2012a). The results will therefore make sense to those to whom it applies. For this study, the results will make sense to other educational psychologists in private practice, as they will be able to relate to similar settings and conditions.

1.9 RESEARCH METHODOLOGY

1.9.1 Research design

For this study, a multiple case study design will be used as the research design. A multiple case study design involves selected multiple case studies to illustrate an issue or concern that has been selected to be researched (Creswell, 2013). A key asset of the case study design is the use of multiple techniques and data sources during the data gathering process (Nieuwenhuis, 2012a), thus providing a rich data base. On the other hand, limitations of case studies are that they are usually dependant on a single or only a few cases and the research is therefore unable to provide a generalised finding. In this study, the multiple case study chosen as the research design will involve selecting four participants who will enable the collection of richer, more in-depth data.

1.9.2 Selection of participants and the research site

In case studies, the sample size is often small and it is more common that purposive sampling techniques are used (Fletcher & Plakoyiannaki, 2011; Morgan & Sklar, 2012; Stake, 2013). In purposive sampling, the act of selecting participants are based on a specific purpose (Maree & Pietersen, 2012) and based on some defining characteristics that make those participants the holders of the insight or knowledge needed for the particular study (Nieuwenhuis, 2012a). For this study, four educational psychologists⁴ in private practice will be purposefully selected as participants, to ensure rich, in-depth data. The replication found by using more than one participant will probably improve the quality and authenticity of the data and resulting findings. This will also enable variety and create opportunities for a more intensive study. Criteria to be applied for selection will include gender, level of experience, occupation, and the location of each participant's private practice. The four participants will be female to allow for easier comparison among the participants and because the majority of educational psychologists in South Africa is female (Shefer et al., 2004). The participants will be at different levels of experience in their careers (two novice and two experienced)⁵ and, in line with convenience sampling (Etikan, 2016), based in the Centurion area in Gauteng, South Africa, to ease accessibility. The participants' private practices will be the research sites.

1.9.3 Data collection methods and documentation strategies

In this study, I will use semi-structured interviews, reflective journal entries and weekly verbal feedback to gain insight from the participants in their natural settings (private practice) and attempt to understand the meaning they attach to reflection.

(1) Multiple semi-structured interviews

Multiple individual semi-structured interviews will be used during the data collection process. The interviews will be structured to gain insight into the participants' perceptions of their reflective practices. The first interview will be conducted at the beginning of the study and is aimed at

⁴ The initial research design contained three educational psychologist participants: one novice, one with medium experience, and one experienced educational psychologist. As no educational psychologists with medium experience could be found, the research design was changed, with the permission of the ethics committee, to include two novices and two experienced educational psychologists.

⁵ Only novice and expert participants were included for this study in order to elucidate possible similarities and differences in their reflective practices.

providing insight into how the participants perceive their own current reflective practices in their own private practice. The second interview will be a short interview in the middle of the study to follow up on whether participants are writing in the reflective journal or are keeping up through weekly verbal feedback, as well as to provide individualised support if challenges occur. The third interview will be conducted at the conclusion of the research and will investigate the participants' own reflective practices, as well as the value the reflections added to their private practices or them personally. Multiple interviews also give the researcher the opportunity to confirm or disaffirm whether the researcher understood the previous interview correctly and whether assumptions made are true and accurate, reducing bias, in a process called member checking (Birt, Scott, Cavers, Campbell, & Walter, 2016).

According to Creswell (2013), open-ended questions are preferred during the interviews. For purposes of comparison, a set of pre-determined open-ended questions will be asked, but will allow ample opportunity to include more questions to probe certain answers. A potential challenge for the researcher will be to actively listen to what the participant is saying and not to simply try to complete the set of questions. When the researcher listens actively, opportunities will appear for follow-up questions that can enhance the quality of the data being collected. A way to overcome this potential challenge is for the researcher to be open and flexible during the interviews. In addition to the obvious ethical implications to safely storing original data and using password protected files, the researcher and participants will have to decide on a coded way to refer to clients in the participants' private practice, so that the researcher remains unaware of the identity of the participants' clients. Audio-recordings of the semi-structured interviews will be made, transcribed and included as data sources.

(2) Reflective journal entries

An effective method of reflection is reflective writing, which is a process of revision and can be described as self-critical, evaluative and analytical (Cowan & Westwood, 2006). Reflective journals are associated with a type of self-directed learning and can aid in providing rich, in-depth and personal information. Research have shown that journal writing reduces the momentum of the learning process, increases the control of learning, acknowledges the role that personal assumptions and emotion plays in learning and promotes metacognition (Cowan, 2014; Moon, 2004; Samuels & Betts, 2007).

One potential challenge could be that the participants may forget to make regular entries into their reflective journals or decide against it due to time constraints. A suggestion to circumvent this challenge is to establish agreed upon time slots in which the participants will write in their reflective

journals, perhaps supported by reminders through text messages. The novice participants decided to use reflective journaling as their form of participation in the research.

(3) Weekly verbal feedback

Feedback is a process through which the participants can construct their own knowledge base (Mory, 2004) by discussion. The feedback process will be performed weekly, to provide the participants with the opportunity to share the knowledge they have gained through their reflective practices. Weekly feedback has been associated with immediate improvements (Bono & Colbert, 2005; Hattie & Timperley, 2007). The expert participants chose to give weekly verbal feedback to the researcher, stating that they did not have time for reflective journal entries. The expert participants' time is of great value, therefore depending on what is most convenient for the expert participants, the weekly verbal feedback will be done telephonically or by meeting at their private practices. The feedback will be audio-recorded and transcribed.

(4) Observational field notes

Throughout the study, the researcher can make observational field notes. This will include what is being heard and seen while conducting interviews with the participants in the research settings. There is a challenge for the researcher to be open and not to be limited by focusing on only a few themes that emerge from observations. Field notes can be given to a mentor or a colleague to read, who may be able to point out emerging themes that the researcher did not recognise (Taylor, Bogdan, & DeVault, 2015). Field notes can also be discussed with participants during the member checking process which may increase the quality of the data collected. Field notes could also contain the researcher's personal assumptions, opinions and beliefs, which may disclose potential biases.

1.9.4 Data analysis and interpretation

The collected data provides descriptive evidence of the research, but cannot provide interpretations and explanations (Pope, Ziebland, & Mays, 2000). Inductive thematic analysis will be used during the proposed study. Braun and Clarke (2006) describes thematic analysis as a method where themes or patterns found within the collected data are identified, analysed, and reported on. Thus, themes and concepts that might be embedded throughout the interviews, reflective journals and the participants' weekly verbal feedback could be discovered.

One of the key advantages of thematic analysis is its flexibility and its usefulness to provide a rich and meticulous detailed, yet multifaced and complex summary of the collected data (Braun & Clarke, 2006). When analysing the data, codes will be given to themes that emerge. The coding

enables the researcher to sort the data and cluster it into topics, patterns or bigger themes. The aim of data analysis is to make sense of the data through interpretation (Nieuwenhuis, 2012c). A potential challenge during the data analysis process will be to find a suitable systematic way of analysing the phenomenon that is hidden in the data and reveal the results. The computer program *ATLAS.ti* can help to overcome this challenge (Friese, 2014).

1.10 QUALITY CRITERIA

Validation will be established during a case study by getting feedback after transcribing interviews from the participants through a process called member checking. The process of member checking consists of taking the collected data, interpretations and conclusions and confirming the credibility of the information with the participants who provided the original data that were collected during the study. Lincoln and Guba (1985, p. 314) described member checks as “the most crucial technique for establishing credibility” in a study. Through member checking, the participants add credibility by having a chance to react and give their opinions about the data, results and final narrative of the study.

Another way to establish credibility is to describe the setting, the participants and the emerging themes in rich detail (Creswell & Miller, 2000). Rich detailed descriptions validate the findings and make it possible for future readers of the study to engage in the literature and share the perceptions of the participants’ experiences. Creswell and Miller (2000, p. 129) stated that “credibility is established through the lens of readers who read a narrative account and are transported into a setting or situation”. Detailed descriptions can empower readers to discover what is applicable to their own settings or similar experiences and help them to relate to the research findings. (See 3.7 for a more detailed discussion of quality criteria.)

1.11 ETHICAL CONSIDERATIONS

First and foremost, written approval from the University of Pretoria has to be obtained prior to conducting the proposed research study. Before collecting any data, the participant must provide written consent to the nature of the research and the identified responsibilities. The researcher must inform the participant of voluntary, anonymous participation. In order to obtain informed written consent, the researcher must use language that is reasonably understandable to the research participant (RSA, 1974). The records of the data will be stored, maintained and analysed in a way that ensures that the main requirement of confidentiality is met throughout the study. The researcher will take special care while conducting the research to respect the dignity, human worth and the rights of the participants to hold their own values, opinions, attitudes and beliefs that differ from her own (RSA, 1974).

1.12 OUTLINE OF CHAPTERS

Table 1.1 provides an overview of the outline of the chapters:

Table 1.1: Overview of the outline of chapters

CHAPTER	OUTLINE
CHAPTER 1: Introduction and context of the study	Chapter 1 serves as an introduction and provides a backdrop for the study, which provides the necessary historical and literary background and the rationale for the study, as well as a description of its suitability. The aforesaid also includes a brief discussion of the study's main focus. In addition, the study's key concepts are clarified. A brief outline of the methodological components relevant to the study is also provided, which serves as an introduction to Chapter 3.
CHAPTER 2: Literature review	Chapter 2 is a review of past and current literature on the topic being researched, as well as reflective practices and techniques that educational psychologists could possibly be using overall and within private practice. Furthermore, the theoretical and conceptual frameworks underlying the study, which include reflection as a key aspect, are also included.
CHAPTER 3: Research methodology	Chapter 3 describes the selected research design and methodology applied throughout the research study. A detailed description of the chosen research design, sampling strategy and research process, as well as the data analysis processes are included in Chapter 3. A multiple case study design is described, and the benefits thereof are identified. The interpretive paradigm is also described in detail. Strengths and challenges are highlighted throughout the description of the chosen methods. The ethical considerations and quality criteria are emphasised to highlight the way in which the researcher ensured fair and accurate research procedures throughout the research study.
CHAPTER 4: Findings and interpretations	Chapter 4 presents the data that has been obtained and the analyses thereof. This includes a description of the results of the inductive thematic data analysis process, as well as the identified and analysed themes and subthemes that emerged from the collected data. Examples are appropriately included where needed.
CHAPTER 5: Conclusion and recommendations	In Chapter 5, the literature examined in Chapter 2, along with the results and findings in Chapter 4 are examined in an attempt to answer the primary and secondary research questions. The conceptual framework of the study is also included as it guides the way in which the results and findings are contextualised and interpreted. The limitations, contributions and suggestions for future research and application in practice are also highlighted. The chapter concludes with the final recommendations and a conclusion for the research study.

1.13 CONCLUSION

This chapter introduced the study by stating and discussing the primary and secondary research questions. Following the introduction of the study in terms of background, rationale, conceptual framework, epistemology and methodology, Chapter 2 offers a review of past and current literature regarding the reflective practices of educational psychologists in private practice.

CHAPTER 2 - LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

As mentioned in Chapter 1, reflection and reflective practices are widely cited terms, yet there remains considerable ambiguity in terms of clear definitions or understanding of what reflection and reflective practices should entail. In Chapter 2, I attempt to clarify the ambiguity by providing a conceptual framework for understanding reflection and reflective practice, based on a study of some of the available literature on this topic. I also explore the various perspectives and facets, as well as the value of reflection for health professions in general, and for educational psychologists specifically. Some reflective methods, techniques and time issues are also addressed.

2.2 CONCEPTUAL FRAMEWORK

A conceptual framework for research is necessary as it forms an underlying plan that describes and explains the terrain being investigated (Athanasou, Mpofu, Gitchel, & Elias, 2012). One theory providing a framework for the study, lies in the work of Piaget, who argued that reflection is one of the conditions for the construction of formal thought (Fox & Riconscente, 2008; Piaget, 1964). He also believed that individuals systematise, construct, plan and create their learning experiences according to their individual cognitive structures (Eloff & Ebersöhn, 2004). This led to Piaget's developmental-procedural learning theory: individuals gather information through experiences and have schemes that are constantly developing and that form their cognitive structures. As individuals manipulate and explore their environment, they construct their reality (Keenan & Evans, 2010).

Learning is "assumed as the 'acquisition', 'construction' or re-organization of knowledge structures" (Cushion, 2016, p. 3), leading to deeper understanding. This deeper understanding exists as a result of self-reflection and/or collaborative reflection. For this reason, social constructivism was chosen as a second theoretical framework for the study, providing an understanding of collaborative reflection. Whereas reflection is a process of recalling and examining experiences, constructing own thoughts about it and then constructing improved strategies for future experiences, collaborative reflection can be done by exchanging reflective ideas with others. A person's own beliefs, biases and assumptions will influence self-reflection, while other people's beliefs, biases and assumptions will influence collaborative reflection. The final product of reflection will be socially influenced and thus socially

constructed. Social constructivist theory emphasises that individuals are consciously involved and actively aware when construing knowledge and that such knowledge is always interpreted from within a specific cultural and social context. (Eloff & Ebersöhn, 2004).

Figure 2.1 represents the conceptual framework for the proposed study, showing the complementary nature of Piaget's developmental-procedural learning theory and social constructivism in understanding reflection.

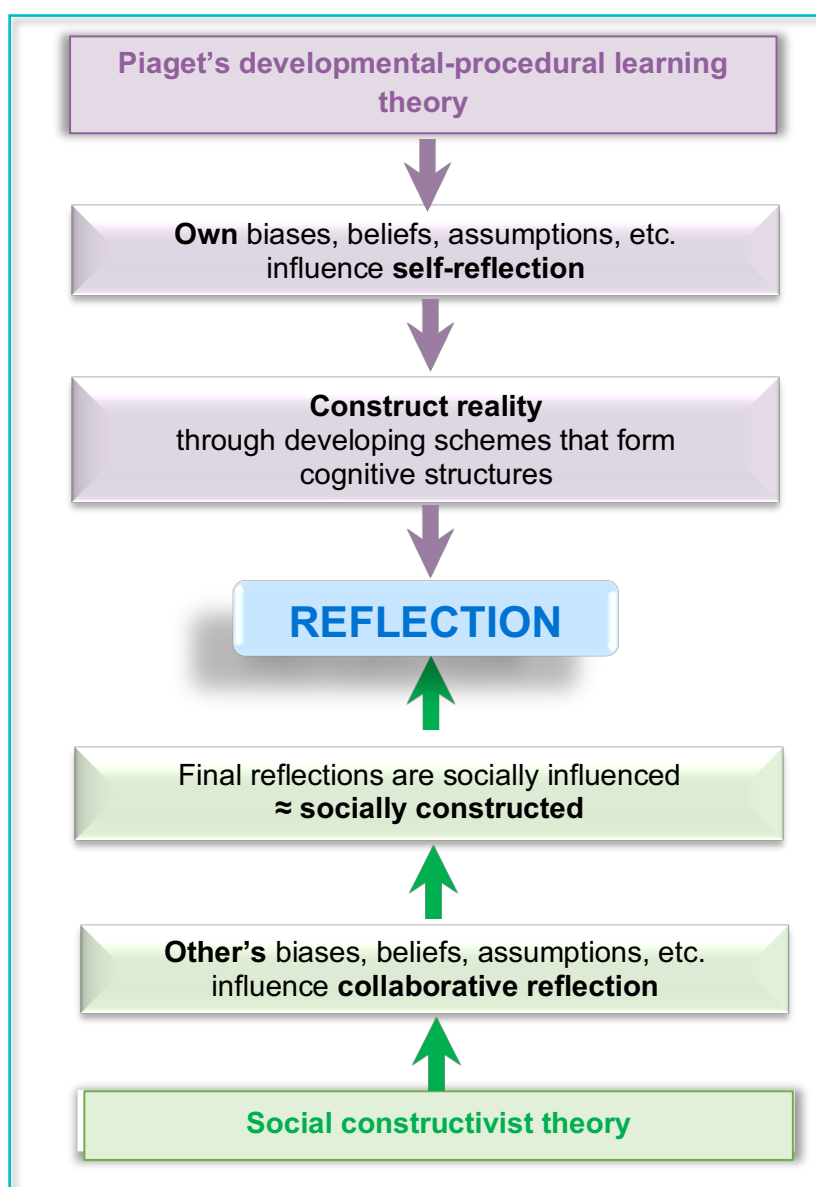


Figure 2.1: Conceptual framework (based on Kim, 2001; Palinscar, 1998; Piaget, 1964; Ültanir, 2012)

2.3 PERSPECTIVES ON REFLECTION

There are many different perspectives on reflection in literature. Reflection can be perceived as an action or a process. An explanation of each concept, as well as a description of reflection as an umbrella term, is subsequently provided.

2.3.1 Reflection as an action

Kemmis (2013, p.139) stated that to reflect is to “take stock of something that has happened, in order to prepare ourselves for action”. Literature has identified reflection-before-action, reflection-in-action and reflection-on-action as dimensions of reflection before, during and towards action that promotes diverse learning opportunities. Reflection-before-action helps professionals to explore elements of their practice and enables a better understanding of their professional development (Edwards, 2017). Reflection-before-action has also been termed reflection-for-action and is productive in nature (Farrell, 2004), as it is pro-active or pre-emptive and it purposefully focuses reflection for a significant action (Farrell, 2004; Killion & Todnem, 1991) in the future; for example, reflecting when preparing for a session with a teenager who struggles with grief.

Reflection continues being a crucial component for success during assessment and/or therapy sessions. The term reflection-in-action is used when describing reflection that takes place during a learning event (Comer, 2016; Knott & Scragg, 2016; Schön, 1983). Edwards (2017) defines reflection-in-action as “a way of ‘constructing’ practice while it is happening that can facilitate the development of moment-to-moment decision making” (p. 2). Essentially, reflection-in-action is thinking about what is happening while it is happening; for example, reflecting on why a teenager suddenly refuses to talk, by reflecting on what has been said and how it has been said. There is knowledge located within the actions of skilled practitioners that is revealed and learned through reflection-in-action.

Schön (1983), one of the first researchers in reflection research, described the distinctive structure of reflection-in-action, as well as reflection-on-action, as a vital component that needs to be fostered in professionals when referring to professional practice. Reflection-on-action indicates that practitioners reflect after actions with the intention of understanding processes better and to improve and prepare for future practice (Dornan, 2016; Postholm, 2008; Scaife, 2014). In the above example, the educational psychologist might reflect that the teenager felt patronised and therefore exerted control by refusing to talk.

Reflection should be practised on a continuous basis, taking place before, during and after completion of all sessions. Reflection-before-action, reflection-in-action and reflection-on-action are all dimensions of reflection that can be utilised by educational psychologists.

2.3.2 Reflection as a process

A process can be described as a sequence of events leading to change (Colman, 2009). As reflection is seen as continuously repetitive (a sequence of events or actions), it creates an ongoing meaning making process by integrating previously learned knowledge and practical experience. Reflection is an approach that can be utilised for personal and professional development, thus becoming part of the process of clinical practice training and lifelong learning (Cooper & Wieckowski, 2017).

With reference to educational psychologists, Ghaye and Lillyman (2010) described reflection as an enabling process that facilitates an educational psychologist to move thinking, practice and context forward in some way. This forward movement requires reflective learning. Reflection is consequently seen as a process of reasoned thought (Jayatilleke & Mackie, 2012) that leads to the goals of learning and personal and professional development. The ability to reflect on own processes also develops psychologists who are capable of monitoring themselves in a variety of situations (Boud et al., 2013).

To summarise, reflection is referred to as a process in which practitioners have the opportunity to develop skills to identify and adapt assumptions and biases in a way that is systematic and enhances awareness; this leads to the objective of increased competency and effectiveness (Cooper & Wieckowski, 2017).

2.3.3 Reflection as an umbrella term

Combining the above notions of reflection, it is my opinion that reflection can thus be used as an umbrella term to signify the activity or action and the process that is used when a person is actively examining, interpreting and evaluating a particular experience. Reflection as an action may be theoretically distinguishable from reflection as a process, but practically reflection as action and process are inseparable.

Meta-cognition is essential in the use of reflection as an action, as well as a process. Thinking about thinking entails higher-order strategies for monitoring mental processes than for critical thinking (McInerney, 2013). One should interact with what is learned and reflect on one's work to reinforce one's learning and to promote meta-cognitive skills (Frodeman, Klein, & Pacheco, 2017). All forms of

meta-cognitive activity, including planning, self-awareness, self-monitoring, self-evaluation, meaning making, self-regulation and decision making (Flavell, 1979), are included in the term.

2.4 FACETS OF REFLECTION

Besides being considered both an action and a process, the term reflection incorporates various facets and skills, including self-awareness, problem solving, decision making, meaning making, growth, learning and mindfulness.

2.4.1 Self-awareness

Self-awareness can be described as a process of learning and gaining new insights from experiences that increases personal maturity and leads to more effective professional work (Skovholt & Trotter-Mathison, 2014), echoing the understanding of reflection as conceptualised for the study (refer to 1.7.1). Self-awareness and reflection have been identified as the cornerstone of professional development and are recognised as essential professional skills in social care practice (Greene, 2017). Mental health professionals can benefit from the capacity for awareness of their own thoughts, emotions and behaviours in order to deliver effective services (Pompeo & Levitt, 2014; Oden, Miner-Holden, & Balkin, 2009).

Reflection can thus be a means to self-awareness, which is a critical component of professional development. Jayatilleke and Mackie (2012) stated that reflection enhances personal and professional development, which leads to a perception of self-awareness. Research furthermore shows that reflection develops and increases self-awareness and that becoming self-aware is a lifelong learning commitment (Anttila & Löytönen, 2010; Edwards, 2017; Hofer, 2017). Through this lifelong learning process, self-awareness can help maintain a healthy balance between personal and professional roles (Dornan, 2016).

Pompeo and Levitt (2014) distinguished self-reflection and self-awareness as complementary constructs in professional development. It can therefore be concluded that self-awareness and reflection are reciprocal in nature; that reflection contributes to increased self-awareness; and that self-awareness contributes to better reflection. An outcome of this reciprocal relationship between reflection and self-awareness is lifelong personal and/or professional learning.

Self-awareness can lead to an understanding of one's own values which contribute to the understanding of one's own viewpoints during interaction with clients (Griffith & Frieden, 2000).

Increased understanding and effective case formulation have also been associated with self-reflection on the part of the therapist (Tufekcioglu & Muran, 2015). Likewise, higher levels of self-awareness are also associated with greater therapeutic effectiveness (Oden et al., 2009). Self-awareness can thus potentially be increased by reflection, which in turn has a positive impact on therapeutic competence (Bennett-Levy, 2001).

Self-regulation has an intimate relationship with self-awareness. Self-regulation represents a range of mental processes, such as perception, attention and inhibition, through which self-awareness is developed (Vohs & Baumeister, 2016). In order to gain self-awareness, an educational psychologist must be able to engage in reflective thinking. The process of reflective thinking includes the ability to explore and discover, to be curious and to be assertive in engaging in the path that will lead to additional self-knowledge, new understanding and a more focused state of self-awareness (Hébert, 2015).

2.4.2 Problem solving and decision making

Reflection has been linked to problem solving (Boud et al., 2013) and decision making (Schön, 1983). Problem solving is a complex process where a problem is identified by a specific person in a specific context and a solution is envisioned which will solve the particular problem. Educational psychologists who can appropriately identify a problem (challenge), visualise solutions, use critical reasoning skills and ultimately make appropriate decisions based on the possible solutions, can develop a sense of control over the problem solving process (Boud et al., 2013). Educational psychologists can therefore benefit from the ability to reflect on the process and use these reflections to guide future approaches to problem solving (Kelly, Woolfson, & Boyle, 2017).

Schön (1983) suggested using reflection to enable personal experience to inform decision making processes. Clinical reasoning involves meaning making and decision making, enabling health professionals to make informed and responsible clinical decisions when addressing the challenges their clients are experiencing (Higgs, Jensen, Loftus, & Christensen, 2018). Since clinical reasoning is used as a method for thinking and decision making to ensure that best possible judgement is applied towards action, it has also been associated with good clinical practice (Paterson & Chapman, 2013). When practical decision making is prioritised, it can support the development of reflection-in-action (Edwards, 2017), which is, as mentioned before, a perspective of reflection.

2.4.3 Meaning making: Interpretation and construction

Moon (2013) describes reflection as a mental process of which the purpose and/or outcome is the making of meaning. Reflection has also been described as a process that includes interpretation (Pompeo & Levitt, 2014). Experiences need to be interpreted in order to find meaning, while reflection can be a tool to achieve effective interpretation and construction of new knowledge and new strategies. Deeper meaning is created and found when practicing professionals engage in critical reflection (Fook, 2016b).

2.4.4 Change

Boud et al. (2013) established that when professionals engage in self-reflection and reflect on their actions, they expose themselves to the possibility of change. Traditions and routines are open for scrutiny when reflecting, making processes and strategies available for change (Postholm, 2008). Reflection can consequently be seen as a process where an individual, such as an educational psychologist, is acting as an agent of change by utilising reasoned thought through which critical personal and professional assessment can take place (Jayatilleke & Mackie, 2012).

2.4.5 Growth and reflective learning

As previously discussed, reflection is a rich source of fuel for continuous personal and professional growth. (Cottrell, 2015; Killion & Todnem, 1991; Knott & Scragg, 2016; Twyman & Redding, 2015). The ability to grow personally and professionally is an inevitable desire for professionals.

John Dewey described reflection as a process that enables learning from experience (Cotton, 2001). Learning and professional development are lifetime ventures since there are always new knowledge to be gained, new goals to achieve and more to learn (Berg, Hicks, & Roberts, 2017). Professional development can therefore be seen as a lifelong process of continuous learning, reflection and growth (McInerney, 2013).

As more research is being done on reflection, new terms are coined to connect reflection with learning to assist on the path towards growth. Revans (2011) proposed the term 'action learning', which means learning from reflections on actions. Postholm (2008) suggested that action learning implies finding the balance between looking forward as well as looking backwards. Another term that has emerged is 'learning practice'. This term is explained by Billet and Newton (2010) not only as learning opportunities encountered by a professional during professional activities, but also how the professional chooses to engage in and learn from these activities.

2.4.6 Mindfulness

Mindfulness is most frequently described as a state of mind that includes being attentive, observant, focused and aware of what is occurring in the present (Brown & Ryan, 2003; Hirst, 2003). Reflection is part of the process of making adequate meaning of what is taking place (Entwistle, 2013). Reflection is therefore closely linked to mindfulness and mindfulness can assist professionals in understanding and organising reflection-in-action (Jordan, Messner, & Becker, 2009).

2.5 APPLICATION OF FACETS TO PIAGET'S DEVELOPMENTAL-PROCEDURAL LEARNING THEORY AND SOCIAL CONSTRUCTIVIST THEORY

The different facets of reflection can be incorporated into the conceptual framework of the study as the facets can be seen as different ways of thinking needed to create schemas and ultimately construct reality in order to learn. Piaget believed that reflective activity is the “catalyst that brings about cognitive structuring and restructuring” (Derry, 1996, p.165). Interpretations made and construction gained from self-awareness, problem solving and decision making, lead to change, growth and learning, thus informing the meaning making process which constructs an individual's reality.

Social constructivist theory will inform and shape the facets of an individual's way of thinking and constructing reality. The facets also contribute to the construction of thinking schemas which relate to Piaget's viewpoint of constructing reality through gathering information and continuously developing schemas. Piaget believed that knowledge is gained through adaptation after an experience has taken place (Piaget & Cook, 1952). Adaptation is thus needed to ensure growth and change.

Piaget also highlighted the importance of reflection in the construction of formal thought (Fox & Riconscente, 2008) which is needed to construct reality. The facets identified during the literature review can assist in the procedure of reorganising existing schemas and acquiring new ones to make meaning and construct reality, as well as ultimately developing deeper insight and understanding, as deeper understanding exists as a result of reflection. Thus, the final product of reflection is individually and socially influenced and individuals are actively evolving and constructing their reality and knowledge bases.

In summary, the model in Figure 2.1 can be augmented to incorporate the above concepts. Figure 2.2 illustrates this incorporation into the study's existing conceptual framework.

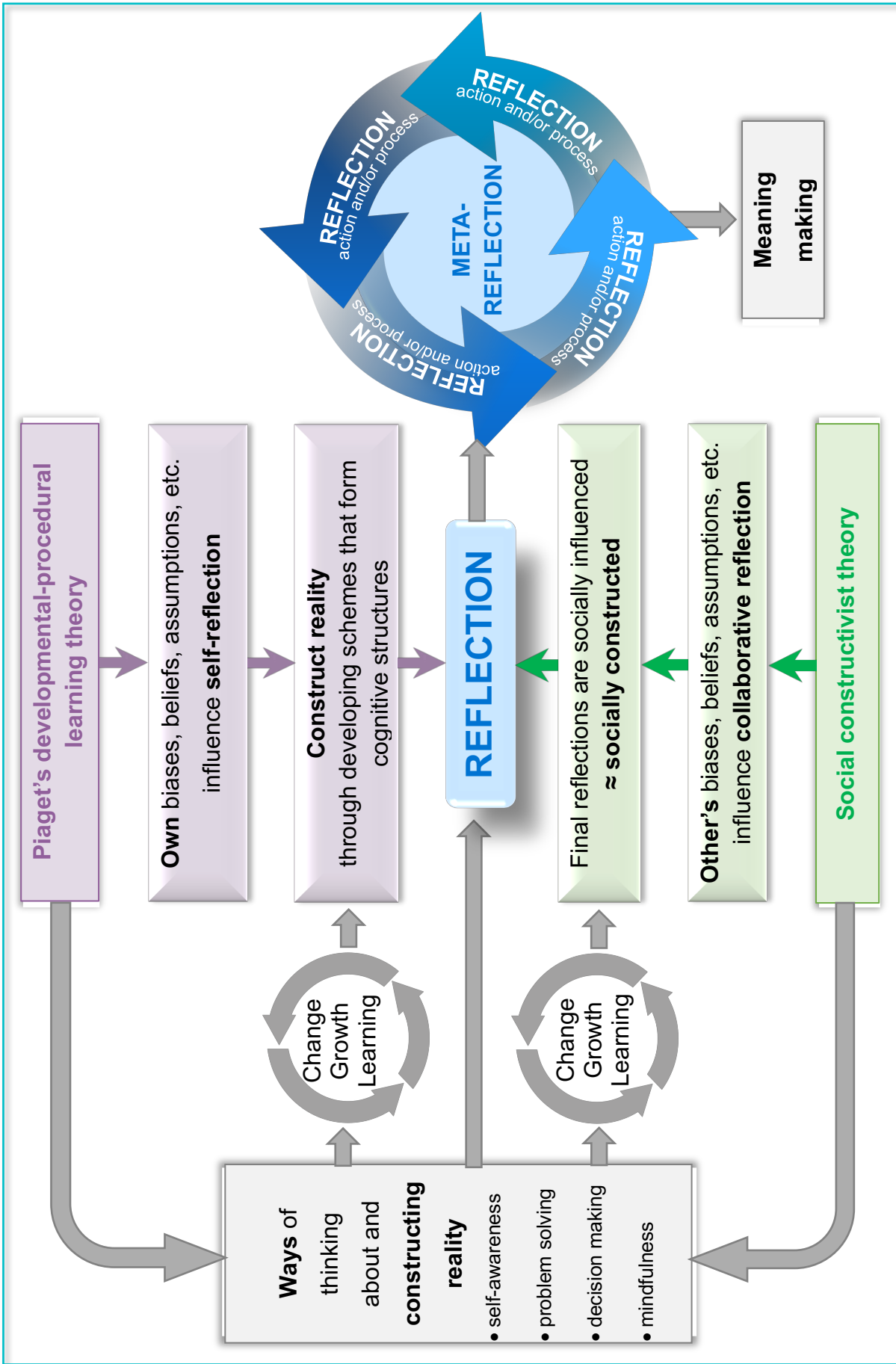


Figure 2.2: Conceptual framework with incorporated concepts (based on Kim, 2001; Palinscar, 1998; Piaget, 1964; Ültanir, 2012)

2.6 PROFESSIONS BENEFITTING FROM REFLECTION

2.6.1 Health professions internationally

Reflection is an essential component of job-related learning in a variety of professions (Korthagen & Vasalos, 2009). Focussing on health professions provides an opportunity to gain a broader perspective on the benefits of reflection while still gathering relevant insights applicable to the study's focus, specifically educational psychologists. Moncur (2013) emphasised reflection opportunities as an imperative integral factor of professional practice in caring health professions such as psychology, counselling and nursing. A study conducted on a reflective practice exercise with clinical psychologist graduate students in a doctoral degree programme, revealed positive outcomes of the reflective practice in terms of clinical growth and related client outcomes (Cooper & Wieckowski, 2017). Another study, investigating the reflection process in professional nurse education, encouraged the development of an education culture in which reflection and reflective practice were promoted and valued, and the findings were considered transferable across disciplines (Cotton, 2001). Gould and Baldwin (2016) concurred on the importance of critical reflection as a fundamental aspect of professional learning and development in service development in social work organisations.

People working in healthcare settings experience increasingly excessive stress (McConville, McAleer, & Hahne, 2017; Wise, Hersh, & Gibson, 2012) and burnout that may negatively affect their work (Paris & Hoge, 2010; Richards et al., 2010). Many research studies have investigated the benefit of self-care (Wise et al., 2012), self-efficacy (Zimmerman, 2000), subjective well-being (Collier & Williams, 2005), mindfulness (Brown & Ryan, 2003) and personal development (Cross & Papadopoulos, 2001) as a response to professional stress, burnout and other associated health issues. Reflection and reflective practices have also been highlighted as an important aspect of healthy living. These studies provide only a glance of the vast research that link reflection and reflective practices to professional development and clinical growth that is valued and promoted in the health professions.

Shared or group reflection has also been positively associated with increased personal and professional development and overall well-being of health professionals. During shared or group reflection, practitioners have an opportunity to share, comment and receive feedback from others to reduce misinterpretations and to discover alternative ways of interpreting an experience (Boud et al., 2013).

In the process of shared reflection, disciplines can be blended using trans-disciplinary and interdisciplinary healthcare; a movement that has grown rapidly in recent decades (Frodeman et al., 2017; Lawlor, Kreuter, Sebert-Kuhlmann, & McBride, 2015; Wronka, 2017). Transdisciplinary teams can become a unity of intellectual frameworks that reach further than their individual disciplinary perspectives (Thomas & Newman-Toker, 2016). These teams are presented with an expansion of knowledge from different fields that can be integrated in order to improve strategies towards the delivery of quality care (Nembhard & Edmondson, 2006). Critical and shared reflection is needed to learn and discuss experiences during teamwork. Nembhard and Edmondson (2006) point out that “few industries have more at stake when teams learn—or fail to learn—than health care” (p. 942).

Each healthcare context is unique and requires careful consideration, application of ethics and vigilant reflection in order to determine the next step in the process of assessment, diagnosis, intervention and treatment. The continuous process of reflection fosters personal and professional development (Cottrell, 2015; Killion & Todnem, 1991; Knott & Scragg, 2016) through which best practices and ethics are affirmed (Wald, 2015). Reflective capacity (including reflection and reflective practice) is therefore regarded as an essential component of professional competence and development (Mann, Gordon, & MacLeod, 2009).

2.6.2 Educational psychologists

Reflecting and using reflective practices hold an abundance of potential advantages for educational psychologists. One such advantage is that reflection can be a beneficial tool when ethical issues are considered (Fisher, 2016) and when vital ethical decisions need to be made (Doherty & Purtilo, 2016). Making ethical decisions is a crucial and integral part of an educational psychologist’s role. With reflection, educational psychologists can grasp the significance of what has happened or is happening (Entwistle, 2013).

Doherty and Purtilo (2016) argued that “ethics is reflection on and analysis of morality” (p.108). Ethical decisions can therefore not only be facilitated by reflection, but rather ethics and reflection are two aspects that are intertwined and each of these aspects are vital for the other. Ideally, educational psychologists should utilise both aspects simultaneously to make valid and rational decisions about an experience in practice and to interpret it accurately.

Another potential advantage of reflection and reflective practice is that it can assist educational psychologists in the process of personal and professional development and growth. Wald (2015)

stated that personal identity development and transformation cannot occur without reflection. Reflection also plays an integral role in the enhancement of professional practice (Moon, 1999), patient/client care and skills development (Cooper & Wieckowski, 2017). The aforementioned emphasises the need for promoting reflection in the process towards personal and professional growth and competency. Qualified psychologists should consequently practice lifelong professional and personal development of which reflection should be considered and acknowledged as a key ingredient (Knight, Sperlinger, & Maltby, 2010).

Reflection and reflective practice are claimed to empower practitioners (Cotton, 2001). It has the potential to help professionals integrate and establish links between theory and practice that in turn may lead to greater professional expertise and clinical competence (Cooper & Wieckowski, 2017). Reflective practice is considered a key factor for attaining greater self-awareness and understanding (Cooper & Wieckowski, 2017; Cotton, 2001; Knight et al., 2010). This could in turn enable educational psychologists to think and react faster and more appropriately in the present moment during sessions. Wronka (2017) stated that a healthy combination of reflection and spontaneity is required to deal with a client.

Another advantage of reflective practice that has been specified frequently is that it is a key component not only in personal and professional development, but also of critical thinking and lifelong learning (Boud et al., 2013; Cooper & Wieckowski, 2017; Cowan, 2014; Procee, 2006; Twyman & Redding, 2015). Educational psychologists can potentially better understand past and present experiences and improve strategies for future experiences in practice when using reflection as a lifelong learning tool.

2.6.3 The potential benefit of reflection in private practice

Reflection and reflective practice are being integrated as a vital component in various health professions and professional practices such as psychology, medicine, teacher education, nursing, social work and occupational therapy (Lyons, 2010; Mann et al., 2009). Reflection and reflective practice are frequently cited as an essential characteristic of competent healthcare professionals and as a crucial component for professional development and competence (Mann et al., 2009). A study by Jayatilleke and Mackie (2012) showed that reflection improves practice in disciplines associated with public health. Kuenzli (2006) concurred by arguing that the ability to critically reflect on clinical experience and practice is a crucial component of a healthy professional practice. Reflection can also

be an opportunity for educational psychologists in private practice to link learned theoretical knowledge and practical experience (Fook, 2016a).

In teaching, research has shown that reflecting on one's own practice is useful and becomes part of one's planning process, making professionals more competent (Postholm, 2008). Without reflection, general methods, strategies and organisation of practice can develop into habits and routines that lack innovation and perspective. Reflection provides opportunities to think about and rethink past, present and future experiences in new ways, as well as recognising and identifying different perspectives. Meta-reflection can also be used in private practice to assist with the aforementioned.

Meta-reflection is repeated reflection upon reflection (Maree, 2013) (refer to Figure 2.2). Meta-reflection can therefore refer to all perspectives of reflection simultaneously, including reflection-in-action, reflection-on-action and reflection-for-action (Farrell, 2004; Killion & Todnew, 1991; Kuenzli, 2006; Schön, 1983). Meta-reflection can also be considered as a form of internal regulation, giving practitioners the opportunity to question their effectiveness when dealing with experiences and specific situations (Paterson & Chapman, 2013). Savickas (2011) stated that to reflect on reflection is to trigger appropriate action, which is essential for educational psychologists in private practice.

However, despite the evidence of improved practice after reflection, and even though various studies have found that reflective practice is a meaningful exercise (Cooper & Wieckowski, 2017) and that professional competence and growth requires reflection (Korthagen & Vasalos, 2005), there are still gaps in whether or not educational psychologists in South Africa do, in fact, use reflective practices within their private practices.

2.7 REFLECTIVE PRACTICES

The term reflective practice carries various meanings, ranging from questioning assumptions and beliefs to active engagement and participation in a series of actions leading to critical and creative rationalisation that reveal links between practical experience and learning (Higgins, 2011). Various methods and techniques can be used, some of which are more time consuming than others.

2.7.1 Methods and techniques

Diverse methods and techniques have been used during reflective practices. There is no one right way of practicing reflection as reflection is not only professional but also personal in nature, which

makes it a unique process for each individual. Most professionals' reflective strategies, methods or techniques start with activities assigned by a supervisor and then develop into more fully self-directed and continuous reflective practices (Collier & Williams, 2005). Still, practitioners need suitable tools to access and interpret experiences, to adapt strategies and make a decision on how to make meaning of experiences (Edwards, 2017).

Techniques that have proven to be useful include self-reflection, guided reflection and shared reflection. Self-reflection involves self-monitoring and self-evaluation where individuals think about their own feelings and behaviours and the reasons that lie behind them in order to gain clarity and identify plans for improvement (Halloran, 2016; O'Donnell, Reeve, & Smith, 2011). It enables opportunities of self-discovery and insight into the meaning and the influence of personal thoughts and behaviours (Franks, 2015). Dialogue and flow are essential when engaging in guided reflection, as it occurs when a beginner or novice reflects with another person who is experienced in reflection by engaging in a collaborative manner (Higgs et al., 2018). Shared reflection is a well-organised interaction between two individuals (Farrell & Jacobs, 2016) and can also be described as collaborative reflection (Wesley & Buysse, 2001).

Professional competency can be enhanced by these reflection techniques, as well as by reflective practice that involves reflective writing as a technique (McCarthy, 2011). Expressive writing is an important skill for practitioners who attempt to help other people, especially in education and healthcare (Skovholt & Trotter-Mathison, 2014). Expressive writing has been associated with personal and meaningful influences, as well as continuous health benefits (Klein & Boals, 2001), as expressive writing provides a way to express recalled thoughts, feelings, actions and experiences on paper. Expressive writing can therefore be seen as the first step towards reflective writing, since reflective writing moves beyond expressive writing towards the consideration of how the recalled event has influenced the individual and what they learned from it for future action.

Another often-mentioned method of reflection that has proven to be beneficial, is reflective group participation. Literature especially emphasises the importance of shared reflection when it comes to ethical decision making and interprofessional collaborative practice (Purtilo & Doherty, 2015).

Regardless of which methods or techniques are used, there should be some form of structure and one should have a purpose in mind when engaging in reflection. Familiarity with tools and techniques can have an impact on the effectiveness of educational psychologists' reflective practices.

2.7.2 Time

Research have shown that people who find themselves in professions that are eventful and who are busy, rarely engage in reflective experiences, unless they are provided with time, some form of structure or the expectation to do so (Killion & Todnem, 1991). This indicates that there is a need for structured or managed time for reflection (Moon, 1999). Even though this need is identified, there is little indication of whether or not educational psychologists within private practice in South Africa have any kind of structured time for reflection.

Mamede and Schmidt (2005) noted that time pressure can act as a challenge and a potential barrier to reflection. Effort and administration are other time-related factors that pose potential challenges to reflection.

2.8 CONCLUSION

The conceptual framework explored in this chapter will form the basis of the study that will provide structure and support to the findings. After identifying the different perspectives on and aspects of reflection and reflective practice, as well as the value that reflection can have for personal and professional development, it is undeniable that reflection and reflective practices can be of great benefit to educational psychologists within private practice.

Whether or not educational psychologists in private practice possess the necessary methods and techniques to utilise reflection as a beneficial tool and whether they make time for reflective practices, still remains unknown. Further investigation is therefore needed to gain deeper understanding of the role of reflection for educational psychologists in private practice and the methods or techniques that they use. A detailed description of the chosen research design, methodology, sampling strategy and research process, as well as the data analysis process are therefore provided in Chapter 3.

CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 3 provides a detailed description of the selected research design and methodology employed to investigate the value of reflection for educational psychologists in private practice. The sampling strategy, research process and the data analysis process are also explained. This chapter includes a description of a multiple case study design and the interpretive paradigm, as well as the benefits thereof. Throughout the description of the chosen methods, the strengths and challenges are also examined. The chapter concludes with ethical considerations and quality criteria to ensure fair and accurate research procedures throughout the research study.

3.2 EPISTEMOLOGICAL PARADIGM

3.2.1 The epistemological paradigm

Epistemological assumptions are necessary in a study as it explains how we view knowledge. The way knowledge is viewed will co-determine the way research is carried out. I selected interpretivism as the paradigm for this study, as it will provide a lens through which the origin of knowledge will be viewed. Interpretivism developed as a philosophical theory of understanding, meaning and interpretation (Nieuwenhuis, 2012a). Interpretivism strives to understand individuals' actions, comprehend how they construct meaning and clarify the experiences they encounter in their personal settings and in their everyday activities, based on the constructed meanings (Cohen et al., 2000).

The first key assumption of the interpretivist paradigm is that each individual gives unique meaning/s to an experience (Adams et al., 2004; Jansen, 2012), and therefore reality may differ for each individual. The second key assumption is that people actively construct their social world (Cohen et al., 2000) and their knowledge and reality are thus socially constructed phenomena. Multiple realities that are multi-faceted (Maree, 2012), multi-layered and complex may therefore exist (Cohen et al., 2000). Creswell (2013) confirms the social influence by stating that individuals develop subjective meanings about their experiences. Because numerous events are ambiguous and cannot be reduced to condensed or simplistic interpretation, 'thick descriptions' are essential (Cohen, Manion, & Morrison, 2007, p. 21). This leads the researcher to seek complexity of views rather than narrow meanings formed by individuals (Creswell, 2013).

A third assumption is that human life can only be understood from within (Nieuwenhuis, 2012a), and consequently individuals' understanding and interpretation of the world around them are formed individually from within. To maintain the integrity of the investigated phenomena, the researcher attempts to gain insight and comprehend the meanings participants give to their experiences from within (Cohen et al., 2000, p. 21). Interpretivism focuses on individuals' subjective experiences, which often occur during interaction with others. Nieuwenhuis (2012a, p.59) states that interpretivism focuses on "how people 'construct' the social world by sharing meanings, and how they interact with or relate to each other". This links well to the outlined conceptual framework for the study, as discussed in Section 2.2.

A fourth assumption is that the social contexts, including norms, beliefs, conventions, culture, etc., of an individual play a key role in assessing and understanding human behaviour and that the individual's knowledge of the social world affects human behaviour (Jansen, 2012; Nieuwenhuis, 2012a).

The fifth assumption is that as human behaviour is influenced by social conventions, interpretation is required to understand the specific behaviour (Adams et al., 2004; Jansen, 2012; Thorne, 2016). An outsider cannot only look at facts, but has to interpret observations to better understand human behaviour in a particular social setting. Social life is a distinct product of human beings (Nieuwenhuis, 2012a) that is constructed socially. As a researcher, it is therefore necessary to find the opportunity to understand the participants' perceptions of their own activities.

The last assumption is that each participant's knowledge, opinions and thoughts will be the origin of meaning. People are deliberate in their actions, they act creatively and intentionally in order to make meanings in and through their activities (Cohen et al., 2000). Researchers believe that they gain understanding of participants' experiences when they interact with them and by listening to them (Adams et al., 2004).

3.2.2 Justification and the value of an interpretive paradigm for the study

As the study investigates the value of reflections, which are inherently individually and/or socially constructed (refer to Section 1.8.1), an interpretivist paradigm will be ideally suited to investigate the research questions. An interpretivist paradigm will provide the researcher with a lens through which insight can be gained on the perceptions and experiences of the participants. It allows for rich description of unique meanings, incorporating the social context and social conventions of the participants.

The study will attempt to make sense of the participants' reflections, through interviews and illuminating the meaning they compose and ascribe to their experiences through member checking. By highlighting the themes that emerge throughout the research process, the researcher will aim to conceive a holistic view of the participants by exploring and discovering their opinions, experiences and views regarding the value of reflection within their private practices.

3.2.3 Strategies to overcome potential challenges

A potential challenge could be that the participants are falsely conscious and that the researcher will thus have an obligation to investigate an objective perspective which is not necessarily that of the participants (Cohen et al., 2000). (A study to find an objective view may form part of future research.) For this study, in-depth information is sought and therefore a subjective view is necessary.

Another potential challenge can be found in the subjectivity of an interpretivist paradigm. As the participants form subjective meanings through social interaction and through historical and cultural norms and principles that function in the individuals' existence (Creswell, 2013), the researcher similarly also forms subjective meanings through interactions with others and through historical and cultural norms that operate in her life. The implication is that the participants' subjective viewpoints should be understood in order to obtain authentic findings, but the researcher's own values, religion, cultural norms, and historical background could have a subjective influence on the analysis of the data and the interpretation of the results.

To overcome this challenge, the researcher can keep her own reflective journal of possible biases and assumptions and remain constantly aware of possible influences relating to aspects such as own values, religion, cultural norms, and historical background when interpreting the results. The researcher can furthermore also conduct follow-up interviews to clarify and ensure that findings and conclusions from the previous interviews were summarised correctly by getting confirmation from the participants, during a member checking process.

Member checking includes obtaining the participants' opinions and feedback on the transcriptions of the interviews and the researcher's interpretation of the data (Wilson, Onwuegbuzie, & Manning, 2016). Through member checking, the researcher can ensure that identified themes or categories are accurate and are consistent with the meanings that the participants intended to convey. As mentioned in Chapter 1, member checking is a reasonably valid way to establish the meaningfulness of the interpretations and findings (Lincoln & Guba, 1985) and is also a key aspect in

determining authenticity because the interpretations are based on the perspectives of the participants (Thomson, 2011).

3.3 METHODOLOGICAL PARADIGM

3.3.1 Qualitative research approach

An interpretivist approach to knowledge thus leads to qualitative research as a methodological paradigm. Qualitative research attempts to understand, grasp and interpret the meanings that people ascribe to a phenomenon in a natural setting, by examining people's personal assumptions, attitudes, beliefs and values (Denzin & Lincoln, 2011; Nieuwenhuis, 2012a). Morgan and Sklar (2012, p.72) characterised qualitative research as research that "focus on meaning, that is interpretive, it is idiographic, it focuses on rich or deep description of a phenomenon, it is inductive and that the researcher is the research instrument through which data is collected."

Human events are investigated in a holistic way and qualitative research attempts to discover individual behaviour within their personal unique settings. The implication is that human behaviour or actions must be examined in terms of ascribed meanings followed by the process of interpretation by linking these meanings to other human actions or events to allow for better understanding (Nieuwenhuis, 2012a). In essence, an investigation will attempt to find out why individuals say or do things in a specific way and how the aforementioned factors influence their future actions.

In qualitative research, interactive relationships are acknowledged. This includes the relationship between the researcher and the participant, but also the relationship between the participant and their personal and unique experiences which leads to the construction of their own reality based on those experiences (Nieuwenhuis, 2012a). An effort is thus made to understand the interactions within the context, experiences in their uniqueness and to understand the situation as part of a particular context under study (Eloff & Ebersöhn, 2004). Qualitative research is about studying phenomena in their natural setting and attempting to interpret it in terms of the meaning that people attach to it (Denzin & Lincoln, 2011). People use their words as tools to communicate meaning (Maree, 2012).

At the end of a qualitative research study, the researcher will arrive at a conclusion and suggest further studies. No or limited generalisations can be made, and the aim of the research is not to make generalisation but rather to gain in-depth understanding. During this study, qualitative research will be conducted in order to explore and understand the meanings that educational psychologists ascribe to the process of reflection.

3.3.2 Justification and the value of a qualitative paradigm

A qualitative paradigm is mostly concerned with interpretation and meaning (Banister, et al., 2011; Maree, 2012; Smith, 2015). For this study, the focus will be on the investigation of reflective practices in educational psychologists' private practices. To reveal this, the data have to come from the educational psychologists themselves, investigating their perspectives and meaning making processes within their private practices. In order to focus on meaning and on rich and in-depth descriptions and information, a qualitative approach should be utilised since the characteristics of a qualitative approach best suits the purpose of the study.

3.3.3 Strategies to overcome identified potential challenges

A qualitative approach investigates personal experiences and beliefs. These personal experiences, beliefs and value-laden narratives may be unique, biased and/or based on inner experiences (Nieuwenhuis, 2012a). The implication is that there is not one correct answer that can be objectively defined or generalised; however, qualitative research accepts unique subjective beliefs and experiences as true and correct for those who have endured the experiences. The participants' stories and actions are the means through which researchers explore, investigate and understand their meaning making process.

Qualitative research is carried out within a specific embedded context and therefore generalisability is a limitation (Leung, 2015; Nieuwenhuis, 2012a). However, the purpose of using a qualitative research approach in this particular study is to gain greater understanding of those to whom it applies, namely educational psychologists in private practice, and not to generalise.

3.4 RESEARCH DESIGN

3.4.1 Multiple case study design

According to Creswell (2013), there are three types of case studies, namely an intrinsic case study, a single instrumental case study and a collective or multiple case study. An intrinsic case study explores the uniqueness and complexity of an individual case (Bower, Catroppa, Grocke, & Shoemark, 2013), whereas a single instrumental case study uses a single case to expand existing insight about an issue (Wasburn, 2007). A collective or multiple case study provides an opportunity to analyse within and between settings and to explore differences by comparing findings of similar cases (Yin, 2003). As it was anticipated that the level of experience would influence reflection, a multiple case study design

was chosen for this study as the reflections of novice, as well as experienced educational psychologists, were collected for analysis and understanding.

Multiple case studies are a type of qualitative research that is unique in that multiple units or systems bounded by space and time are intensively analysed to gain in-depth, rich and comprehensive understandings, descriptions and meanings of people, situations and/or phenomena (Hancock & Algozzine, 2016; Merriam & Tisdell, 2015; Nieuwenhuis, 2012b; Zainal, 2007).

Case study research can be interpretive (Nieuwenhuis, 2012a) in that it strives towards achieving a comprehensive and holistic understanding of an event or specific phenomena where participants interact or relate to a specific situation. Simons (2009, p. 21) states that a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a real-life context. It is research-based, 'evidence-led' and empowered using diverse methods. Creswell (2013) supports this statement by describing a case study as presenting an in-depth and comprehensive understanding by collecting many forms of data. Various sources of information can be used during a case study (Willig, 2013), while tools to gather data can include interviews, observations, surveys, documentation reviews, and audio-visual material (Creswell, 2013; Nieuwenhuis, 2012a). Case study research not only involves a detailed portrayal of individuals, but often of the context as well, followed by the analysis of the data to find patterns and themes (Bloomberg & Volpe, 2012).

3.4.2 Advantages of a multiple case study design

The intention of the study is to collect rich, in-depth data using a multiple case study design to elicit these rich descriptions. By exploring the richness, depth, and complexity of phenomena, a sense of understanding the meanings conveyed by the participants can originate. Another significant strength of the case study method is the use of multiple sources and techniques which can elicit these rich descriptions in the data gathering process (Nieuwenhuis, 2012a). More sources that form part of the data collection set, imply that more data can be collected that will probably lead to more comprehensive conclusions.

3.4.3 Limitations of a multiple case study design

According to Creswell (2013), it is a general rule that qualitative researchers are reluctant to generalise from one case to another because the contexts of cases differ. Even though this is criticised as being a challenge, it must be kept in mind that the purpose of a case study is to gain

insight into and understanding of a specific situation. The emphasis is then on interpreting information to inform a particular practice or context, rather than to generalise the findings in a different practice or context (Small & Uttal, 2005). According to Nieuwenhuis (2012b, p. 76), a metaphor that is used to counter the limitation of generalisation, is that “a well-selected case constitutes the dewdrop in which the world is reflected”. Even though the findings will not be generalisable (Thomas, 2015), it should hold great value for similar individuals in similar settings. Another potential challenge could be deciding the boundaries of a case (Creswell, 2013).

3.4.4 Selection of participants and the research site

Fletcher and Plakoyiannaki (2011, p.177) stated that purposive sampling “highlights the selection of information-rich cases for in-depth study, from which the researcher can learn a great deal about the purpose of the study and the phenomena under investigation.” In view of this statement, a purposive sampling technique is selected in conjunction with a qualitative research approach. This enables the researcher to select participants on the basis of significant and meaningful characteristics, recognising them as the source of knowledge or data needed for the specific study. (Nieuwenhuis, 2012a).

Purposive sampling is used in specific situations with a clear purpose in mind (Maree & Pietersen, 2012). The specific purpose for this qualitative study is to find out whether educational psychologists use reflective practices in private practice, how they use it and what value it adds to private practices. A qualitative approach makes use of a small sample and the results are believed to be true for those people, during that specific time in that particular context. One participant is usually enough for a case study research design, but more can be beneficial. In a single case study, the focus on a specific issue or concern is determined and thereafter a specific participant is purposefully selected to illustrate the chosen issue or concern. In a multiple case study, the focus is once again on a specific issue or concern, however multiple participants are purposefully selected to illustrate the issue or concern with the additional benefit of illuminating different perspectives on the selected issue or concern (Creswell, 2013).

According to Creswell (2013), a multiple case study design uses the logic of replication, which means that the replication found by using more than one participant will improve the quality and authenticity of the findings. For this study, four participants, namely educational psychologists, will be purposefully selected to ensure rich, in-depth data that can be analysed in the investigation of reflective practices

in educational psychologists' private practices. This will enable variety and create opportunities for an intensive study.

The selection criteria include occupation, gender, experience level and the location of the participant's private practice. The study will be conducted by exploring reflective practices in the private practices of four educational psychologists. According to a study by Shefer et al. (2004), psychologists registered with the HPCSA in July 2004, constituted 67.6% females and 32.4% males. The four participants will therefore be female. This is not to discriminate, but is used because the majority of educational psychologists in South Africa are female. Moreover, although including different genders can produce richer data, for the purposes of this study, only one gender will be involved to minimise the complexity of the study. The participants will have different levels of experience, namely novice educational psychologist or more experienced (expert) educational psychologists, based on the years of practical experience in their careers. Their private practices will be near the Centurion area in Gauteng, South Africa, which will be in line with convenience sampling (Etikan, 2016).

Qualitative research seeks to understand phenomena in context (Nieuwenhuis, 2012a), in other words the research is carried out in daily, real-life settings and not in a manipulated or experimental setting. The participants' private practices will therefore represent the research site. Figure 3.1 will guide the reader through a summary of the research design, methodology and epistemology paradigm of the study.



Figure 3.1: Research design, methodology and epistemology paradigm of the study

3.5 RESEARCH METHODS

3.5.1 Methods of data collection

In order to select appropriate data collection methods, the aim of the study must be considered. The researcher aims to understand a phenomenon in context and for this reason unobtrusive data collection methods were selected. The data collection methods were furthermore selected to complement the research methodology and epistemology of the study. Interviews, observations, document analysis and focus groups are dominant in the interpretive paradigm as these have been proven to be effective data collection methods (Nieuwenhuis, 2012b).

For this study, multiple semi-structured interviews (refer to Appendix A), reflective journal entries (refer to Appendix B), weekly verbal feedback (refer to Appendix C) and observational field notes were selected for data collection. Even though the researcher intended to make observational field notes, the data collection events at the research site presented the need to make notes on ideas, assumptions, belief and biases rather than observing a clear phenomenon. Therefore, a research journal replaced the observational field notes as a data collection method. An individual semi-structured interview will be conducted every four weeks. Over the 12 weeks of data collection, the novice participants will be asked to complete their reflective journal entries and the expert participants will be asked to provide weekly verbal feedback on their reflections (refer to Section 1.9.3 where the choices of the novice and expert participants are explained). Data collection is an ongoing process which continues until the data becomes saturated. Morgan and Sklar (2012) stated that saturation is reached when there is enough data to provide adequate coverage of the phenomenon under investigation.

(1) Multiple individual semi-structured interviews

A semi-structured interview is flexible in the sense that it is neither static and rigid nor is it fully unpredictable with no sense of order. It is a conversation based on certain pre-set questions where the researcher is interested in a specific topic with the intention of finding out more about the participants' perspectives and experiences, what they think and how they feel about it (Fiona, 2005). Semi-structured interviews use open-ended questions that can provide rich, in-depth data (Creswell, 2013, p. 25). The semi-structured interviews will also allow for probing. Probing can have the following functions: eliciting detail to improve understanding, clarifying unclear statements, reveal new information and elaborating statements to better comprehend explanations (Legard, Keegan, & Ward, 2003).

The first individual semi-structured interview will be conducted at the beginning of the study and aims to give insight into how the participants perceive their own current reflective practices in their own private practice.

The second interview will be a short interview in the middle of the study to follow up whether novice participants are writing in their reflective journals and whether expert participants are providing weekly verbal feedback (refer to Section 1.9.3 for the different choices the participants made). The goal is to provide individualised support should the reflective journals or weekly verbal feedback become a challenge. For example, if the participant forgets to make reflective journal entries, the researcher can assist by sending her a daily reminder at a pre-arranged time to make a journal entry. The researcher could also suggest making audio-notes instead of writing the entries, which could potentially save time and requires less effort. If the participant struggles with time management, a suggestion can be made to reflect only once a week or alternatively make shorter entries every day, even if it is just three lines. The researcher will make every effort to accommodate and support the participants according to each individual participant's challenges.

The third semi-structured interview will be conducted at the conclusion of the research and will investigate the participants' own reflective practices and what value the reflections added to their private practices or to them personally. Final member checking will also be done during these last interviews (refer to Appendix D for member checking; refer to Appendix E for the pre-determined questions that will lead the interviews).

Interviews are beneficial because they create an opportunity for the researcher and the participant to build a relationship, talk face-to-face and to discuss what is being stated by the participant. The researcher should also be an active listener and be 'present' during the interviews. It is often helpful to keep notes of what is being observed during the interviews in order to form accurate interpretations (Rossman & Rallis, 2012).

(2) Reflective journals

Reflective writing is a process of understanding and making sense of experiences through writing down experiences, thoughts and feelings. It enhances awareness and develops reflective practice (Farrell, 2007). Reflective journals are considered as a method of providing rich, in-depth and personal information. Learning journals are currently popular in reflective practice (Cowan, 2014). In these journals, the participants can engage with their learning experience, extract their understandings and

learn strategies for similar future experiences. Reflective journals can be a great asset to qualitative data. Cowan (2014, p. 54) believes that there is an “effectiveness of reflective practice in developing metacognition (thinking about thinking), promoting self-directed development and nurturing valuable abilities used in professional life”.

A potential challenge to reflective journal writing is that the participants can forget to make regular entries into their reflective journals. A suggestion to circumvent this challenge is to establish agreed upon time slots in which the participants will write in their reflective journals. During the second interview, other guidelines or help may be offered as mentioned before.

(3) Weekly verbal feedback

Verbal feedback provides an opportunity for the participants to share their constructed knowledge gained during their reflective practices. The key to successful data gathering is to identify individuals who will provide the best quality information in terms of the selected research question (Nieuwenhuis, 2012b). This identification process was already resolved during the selection strategy. When the expert participants were asked which method they would prefer to use when providing information about their reflective practices, they chose to provide weekly verbal feedback to the researcher.

(4) Research journal

Historically, field notes were not considered valuable or usable in the data analysis process, but were rather used as the researcher’s private reflections (Phillippi & Lauderdale, 2018). In 1990, Jackson found that field notes had been described as useful to contextualise, to gain insight and to recall and learn from experiences. In 2017, Annink described a research journal as a valuable tool that stimulates reflection which can be used by the researcher to note considerations and thoughts. Qualitative researchers are increasingly working with various data collection methods, which include field notes and research journals to increase opportunities to learn something previously unknown (Katz, 2015; Nastasi & Schensul, 2005). Phillippi and Lauderdale (2018) encourage researchers to keep notes to enrich and provide deeper understanding of the context of the study. Borg (2001) elucidated the significance of using a research journal to make notes while gathering data at the research site in order for the researcher to deepen insights and understandings of all aspects of the research process and all facets of the data they are collecting. A research journal may explicit the

researcher's assumptions, impressions and thinking processes during the research process that could influence data analysis and interpretation (Richards, 2018).

For this study, notes will be written down in a research journal while gathering data at the research site. These notes could include assumptions, beliefs and potential biases that the researcher reflects on while gathering data at the research site. Notes can also include ideas formed before, during and after reading related to the research study (Rapley, 2016). Another valuable benefit of a research journal is that the researcher can make notes on trends in themes that emerge when coding the data in order to enhance confirmability (Richards, 2018). It helps to ensure that the researcher is aware of her own personal assumptions, beliefs and influences while conducting the research. This will also lead the researcher to disclose potential biases and dismiss false assumptions. Another way to reveal and discard false assumptions will be through the process of member checking that will also enhance the quality of the data collected and subsequently of the data analysis. The research journal can furthermore be given to a mentor or colleague to read to point out emerging themes that the researcher did not recognise or overlooked (Taylor, Bogdan, & DeVault, 2015).

3.5.2 Data documentation

For this study, the data sources will include audio-recordings and transcriptions of the researcher's semi-structured individual interviews with each participant. Data sources will also include electronic text versions of the reflective journal entries by the novice participants, as well as audio-recordings and transcriptions of the weekly verbal feedback of the expert participants. Any additional relevant information will be noted in the research journal by the researcher.

There are many definitions of what a transcription entails. In essence, a transcription is the transference of spoken words into written words. Lapadat (2000) believed that this transference is necessary for the purpose of organising and managing collected data. Nieuwenhuis (2012a, p.47) stated that "words (concepts, terms, symbols)" are the tools that humans use to communicate meaning. Considering what Lapadat and Nieuwenhuis believed and keeping in mind that the aim of the study is to gain the best possible insight and understanding from the collected data, it is logical to conclude that written words are necessary to analyse collected data. Considerable effort will therefore be made to ensure correct and thorough transcriptions, in order to capture the meanings that the participants attempted to convey, as well as to ensure that accurate and rigorous themes are identified by organising, categorising and sorting the written transcriptions effectively.

(1) The use of excerpts from interviews

Excerpts or quotations of verbatim language from interviews or journal entries can be used as evidence to illustrate findings. It can also be used to deepen understanding and to improve overall readability for the reader (Lapadat, 2000). All excerpts or quotations from interviews or journal entries will be used in such a way as to respect the participant's contributions and protect the identity of the participant and the client/s of the participants, if applicable.

(2) The use of entries in reflective journals

Journal entries can be a valuable source of information, especially when daily observation is not possible (Jacelon & Imperio, 2005). Narrative writing strengthens reflection and self-awareness (Charon, 2001) and can consequently assist the participant in the process of reflection. Journal writing will quite often include interaction between personal issues that are present or emerging and professional development (Hubbs & Brand, 2005). It is therefore important to be sensitive and aware of the selected entries to be used.

(3) The use of excerpts from weekly verbal feedback transcriptions

The expert participants will get the opportunity to discuss their reflections weekly through a weekly verbal feedback session. All excerpts or quotations from weekly verbal feedback transcriptions will be used in such a way as to protect the identity of the participant and the client/s of the participants, if applicable.

(4) The use of notes from the research journal

As a researcher, I have already stated that I believe reflection is part of personal and professional development and is a valuable learning tool. Consequently, as a researcher, I should also practice some method of reflection. A research journal contains notes that are records of what had been learned about actions, proceedings, possible unanswered questions, ideas and reflections (Emerson, Fretz, & Shaw, 2011). One way to confirm ideas, assumptions, reflections and insights as well as create an opportunity to ask identified unanswered questions is through the process of member checking, which is explained later in this chapter.

3.5.3 Ways to overcome potential challenges regarding the data collection methods

One of the challenges encountered during data generation was that the participants expressed diverse methods of reflecting during the first interview. At the beginning of the study, the planned data collection strategy included reflective journal entries from all the participants. After discussing this with the participants during the first interview, their reflective practices became clearer. The novice participants expressed the need to have a structured process of doing reflection at a specific time. The expert participants, on the other hand, preferred to continuously reflect and explained that they did not reflect at a particular time, but that the process of reflection took place throughout the day. In order to accommodate the participants' needs, the researcher decided that the novice participants would be requested to provide written journal entries about their reflective practices as it provides them with a structured process of reflecting. The expert participants, on the other hand, would be requested to provide weekly verbal feedback as they continuously reflect.

Another potential challenge regarding the data collection strategy is malfunctioning of the recorder during an interview. The researcher will do her best to ensure that all recording equipment is fully charged and has enough memory space to record the interviews and weekly verbal feedback. A second backup recorder can also be used.

3.5.4 Aligning the data collection methods with the research questions

Through interviews, research journal entries, weekly verbal feedback and reflective journals, deeper understanding can be found regarding the value of reflective practices in the participants' private practices. The data from the entries in the reflective journals and the weekly verbal feedback can potentially support the data that was gained during interviews.

The researcher's notes can include assumptions and insights of what participants said in interviews or verbal feedback or what they wrote in their reflective journals. These insights can be shared with the participants during the process of member checking, as mentioned before, and which will later be explained in more detail. The research journal entries and the member checking process will increase validation through confirmation of assumptions and insights.

The data collection methods and documentation plan as well as the anticipated value of gathered data are laid out in Table 3.1.

Table 3.1: Summary of the data collection methods, documentation strategies and anticipated value of data.

Data collection methods	Documentation plan	Anticipated value of data
Individual, semi-structured, open-ended interviews	<ul style="list-style-type: none"> • Recordings • Transcriptions 	Insights of the participants' own perceptions are gained. These interviews allow opportunity for probing and clarification of data.
Reflective journals	<ul style="list-style-type: none"> • Electronic copies of written journal entries by participants 	Descriptive insights and perceptions of the novice participants.
Weekly verbal feedback	<ul style="list-style-type: none"> • Recordings • Transcriptions 	Descriptive insights and perceptions of the expert participants.
Research journal	<ul style="list-style-type: none"> • Notes of researcher 	The researcher's observations, assumptions and understandings during interviews are discussed with the participants during the member checking process to ensure accuracy and clear understanding.

3.6 DATA ANALYSIS AND INTERPRETATION PROCESS

According to Nieuwenhuis (2012c), qualitative researchers perceive data collection and data analysis as a collaborative and ongoing process, as the research is driven until the moment when no new ideas or insights are found, and saturation is reached. The researcher has to make sense of the data by continuously sifting, filtering and interpreting it. The primary and secondary research questions will be answered by analysing the data collected from the participants. Nieuwenhuis (2012c) wrote that qualitative data analysis is an endeavour to discover and establish how the participants make meaning of a specific phenomenon. This is done by investigating the participants' perceptions, understandings, knowledge, emotions, values and experiences. The participants will create the data and the researcher will interpret the meaning of the data by using inductive thematic analysis.

The data will be analysed inductively by building from particular to general themes. According to Braun and Clarke (2006), thematic analysis is an accessible qualitative analytic method to analyse qualitative data within psychology. Consequently, the researcher will attempt to find patterns, trends, categories and themes embedded throughout the interviews with participants and in their reflective journals by using inductive thematic analysis. This method was chosen as it is flexible in nature, useful in providing rich and complex detail and enables the researcher to enter a process of engaging with the data during the interpretation process.

Codes will be assigned to the themes that emerge to facilitate the process of sorting and clustering the data into bigger themes, categories or topics. A potential challenge is to find a suitable way to systematically sort the data to analyse it effectively. The computer program *ATLAS.ti* provides a means to overcome this challenge (Friese, 2014). The program is used to assign codes, evaluate importance and uncover complex and important relationships among codes. The research methods, data analysis and interpretation process are visually represented by Figure 3.2.

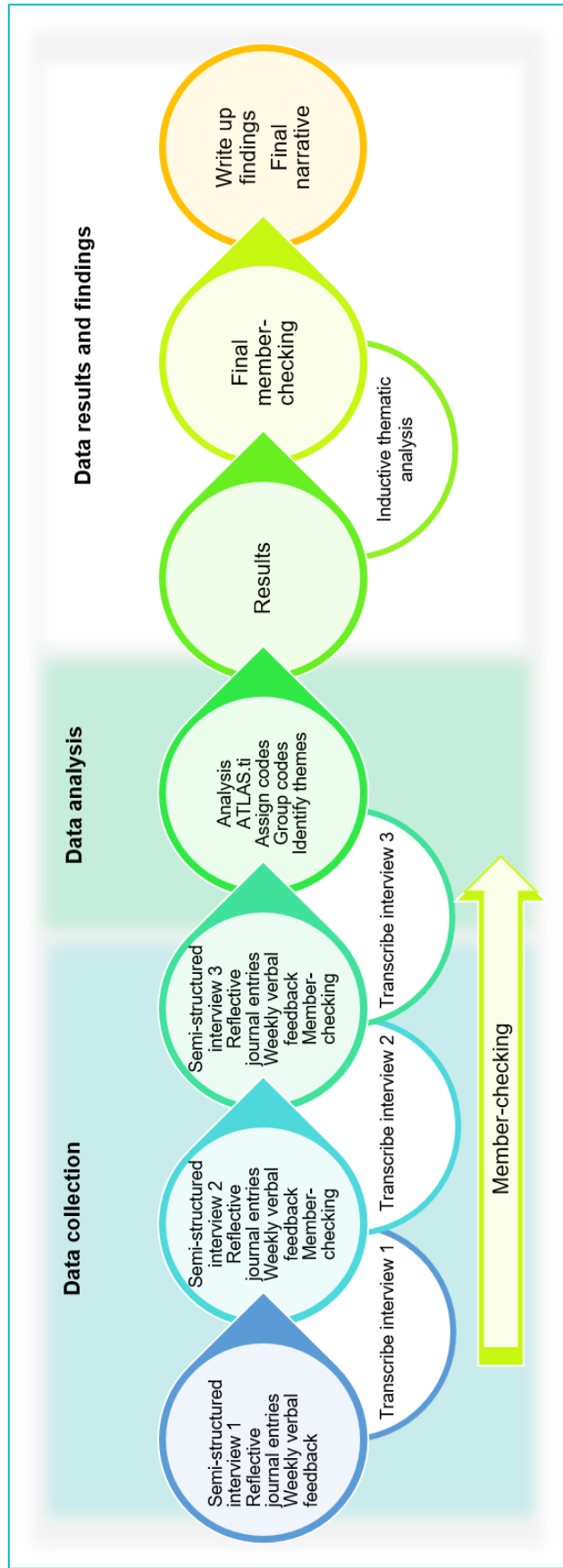


Figure 3.2: Data collection methods, data analysis and interpretation process

3.7 QUALITY CRITERIA

Quality criteria involve the methods used by the researcher to judge the “goodness” and the quality of the investigation (Lincoln, Lynham, & Guba, 2011, p. 164). Authenticity, interpretive validity, trustworthiness and transferability are four of the often-mentioned quality criteria in qualitative research.

3.7.1 Authenticity

Authenticity must be determined in order to judge the correctness and quality of qualitative research. Authenticity of data will be established through the process of member checking by getting feedback from the participants. Member checking provides the participants with the opportunity to comment on the data that had been collected, as well as to comment on the analysis and preliminary findings of that data set, which leads to the enhancement of the authentication of data analysis by promoting participant involvement (Varpio, Ajjawi, Monrouxe, Brien, & Rees, 2016). Member checking will be a recurring and continuous process throughout the investigation and provide a systematic process of checking the data (refer to Figure 3.2).

One way to do member checking is by asking the participants if the themes or categories make sense and whether the overall account is realistic and accurate (Creswell & Miller, 2000). Participants’ comments can then be incorporated and merged with the final narrative. Through member checking, the participants add credibility to the findings, increasing the authenticity as they have the opportunity to react and present their opinions and perspectives to the data and findings of the study. According to Lincoln and Guba (1985), member checking is a legitimate and valid way to establish the meaningfulness of the interpretations and findings.

3.7.2 Interpretive validity

Member checking is also important because a key aspect in determining validity is to ensure that the interpretations are based on the perspectives of the participants (Thomson, 2011). This means that the researcher needs to report on the meaning that participants ascribe to experiences and events and not the researcher’s own ideas or interpretations. By using member checking, the validity procedure lies in the hands of the participants and shifts away from the researcher (Creswell & Miller, 2000). This process is often referred to as ‘interpretive validity’. Interpretive validity is described as being able to conform and act in accordance with the developing themes in the data and to justify these themes throughout the study. Interpretive validity is obtained when the participants’ perceptions,

thoughts, intentions and experiences are truthfully understood, and the findings are accurately reported by the qualitative researcher (Johnson, 1997).

3.7.3 Trustworthiness

Many studies have shown that establishing trustworthiness as a quality criterion is crucial in qualitative research (Cho & Trent, 2006; Morse, 2015; Schwandt, Lincoln, & Guba, 2007). Qualitative investigations need to have strategies to demonstrate trustworthiness or credibility (Creswell & Miller, 2000). Lincoln and Guba (1985, p. 314) describe member checks as “the most crucial technique for establishing credibility” in a study. Through member checking, the participants add trustworthiness to the findings by using the opportunity to respond and present their opinions and perspectives to the data and findings of the study. In order to establish this, the participants’ perspectives must be understood and taken into account during the data analysis process. Descriptions of emerging themes should be detailed (Creswell & Miller, 2000) as it will empower future readers to engage in the literature as well as to clearly understand and relate to the participants’ perspectives.

3.7.4 Transferability

According to a study by Tracy (2010), qualitative research should have some form of resonance or transferability which leads to meaningful contribution and impact. As previously mentioned, qualitative research does not necessarily aim at generalisability. This does not mean that the findings will not be transferable, but rather that it will be transferable to specific individuals within a particular setting, which makes them the individuals who can implement what is learned from the study (Steinke, 2004).

3.8 ETHICAL CONSIDERATIONS

3.8.1 Ethical clearance through institutional approval

Before commencing with the proposed research study, written approval from the Ethics Committee of the Faculty of Education of the University of Pretoria must be obtained. In order to do so, the researcher has to provide the Committee with accurate information through a research proposal showing how the research will be conducted in accordance with the research protocol approved by the University of Pretoria. Ethical clearance was obtained (refer to the ethical clearance certificate preceding the abstract of the study).

3.8.2 Consent and voluntary, anonymous participation

The researcher has the responsibility to comprehensively inform all participants of the nature of the research, expected responsibilities, expected outcomes and expected time involved. The researcher must inform the participants of the voluntary nature of the study and that they are free to participate or decline or even withdraw from the research, without negative repercussions. Participation is also anonymous, meaning that a participant or the research site will not be identifiable by name as the participants are entitled to privacy (Walford, 2005).

The conditions for participation will be described orally to allow for questions, after which informed written consent will be required from each participant before the data collection process can commence. Consent will include consent to record interviews, using the transcriptions gained from interviews and weekly verbal feedback, as well as the participants' reflective journal entries (refer to Appendix F to view the consent forms of the participants). In order to obtain informed written consent, the researcher must ensure that the use of language is reasonably understandable to the research participant (RSA, 1974).

3.8.3 Confidentiality and privacy

Records of the data that had been collected will be kept responsibly to ensure that all records are safe and only available to the researcher and supervisor. The records of the data will be stored, maintained and analysed in a way that ensures that the main requirement of confidentiality is met throughout the study. The researcher will safeguard the confidential information obtained throughout the study and only disclose information to others with the written, informed consent of the participant (RSA, 1974). Anonymity will also be assured when findings are written.

3.8.4 Respect the rights of all involved in the study

The researcher will take special care when conducting the research to respect the dignity and human worth of the participant, as well as the rights of the participant to hold values, attitudes, beliefs, opinions and perspectives that differ from her own (RSA, 1974). According to The Bill of Rights (1996), each participant has the right to equality, human dignity and freedom of religion, belief and opinion. The researcher also has these rights and should keep personal notes of her own personal assumptions, opinions and beliefs to disclose potential biases. Credibility and trustworthiness will be enhanced if the researcher is actively aware of her own assumptions, opinions and beliefs. Member

checking will also be done as a method to guard against personal assumptions, opinions and beliefs. Assumptions are openly stated in Chapter 1 (refer to Section 1.6).

3.9 CONCLUSION

In this chapter, an epistemology and research methodology have been selected and applied to the research design, selection strategy and research process. The data collection and data analysis methods are described, and potential challenges and strengths have been highlighted. Following this chapter, a clear strategy is in place of how the research will be conducted. This chapter highlighted the challenges associated with the use of a multiple case study design through an interpretive paradigm when conducting qualitative research, but also emphasised that it holds benefits. Keeping in mind and carefully considering the ethical considerations, as well as the selected quality criteria, will ensure an accurate and fair research process and research findings.

Chapter 4 contains the data analysis, findings and results of the study on the value of reflective practices of educational psychologists in South Africa in private practice.

CHAPTER 4 – RESULTS AND FINDINGS

4.1 INTRODUCTION

Chapter 4 represents the results and findings following data analysis according to the research process described in Chapter 3.

4.2 OVERVIEW OF THE RESEARCH PROCESS

The participants' views of reflection and how they use it in private practice was explored during the first individual semi-structured interviews. The second individual semi-structured interviews focused on the challenges faced by the participants in utilising reflective practices within private practice, as well as possible solutions that could potentially help to overcome these challenges. The third individual semi-structured interviews explored the value gained by the participants, not only from reflection over years of experience, but also from participating in the study. The novice participants chose to make reflective journal entries and the expert participants chose to provide weekly verbal feedback on their reflective practices.

Inductive thematic analysis of the semi-structured interview transcriptions (refer to Appendix A), reflective journal entries (refer to Appendix B) and weekly verbal feedback transcriptions (refer to Appendix C) serve as the evidence of the data and the research results. Member checking was done with each individual participant to ensure accuracy and credibility of the transcriptions (refer to Appendix D). Specifically, the texts were read, and codes were assigned to recurring phrases and phrases with similar meaning. Some of these codes were grouped together to identify subthemes and themes. The program *ATLAS.ti* was utilised to assist with the inductive data analysis to identify the codes, code groups, subthemes and themes (refer to Appendix G). The resulting codes and themes were subsequently discussed with the participants in a process called member checking (refer to Appendix D).

The following five themes which emerged are represented in Figure 4.1. (The colour of the excerpts provided as evidence for a theme will consistently refer to the theme of the same colour; in other words, an excerpt in red will refer to Theme 1, purple will refer to Theme 2, orange to Theme 3, green to Theme 4 and blue to Theme 5.)

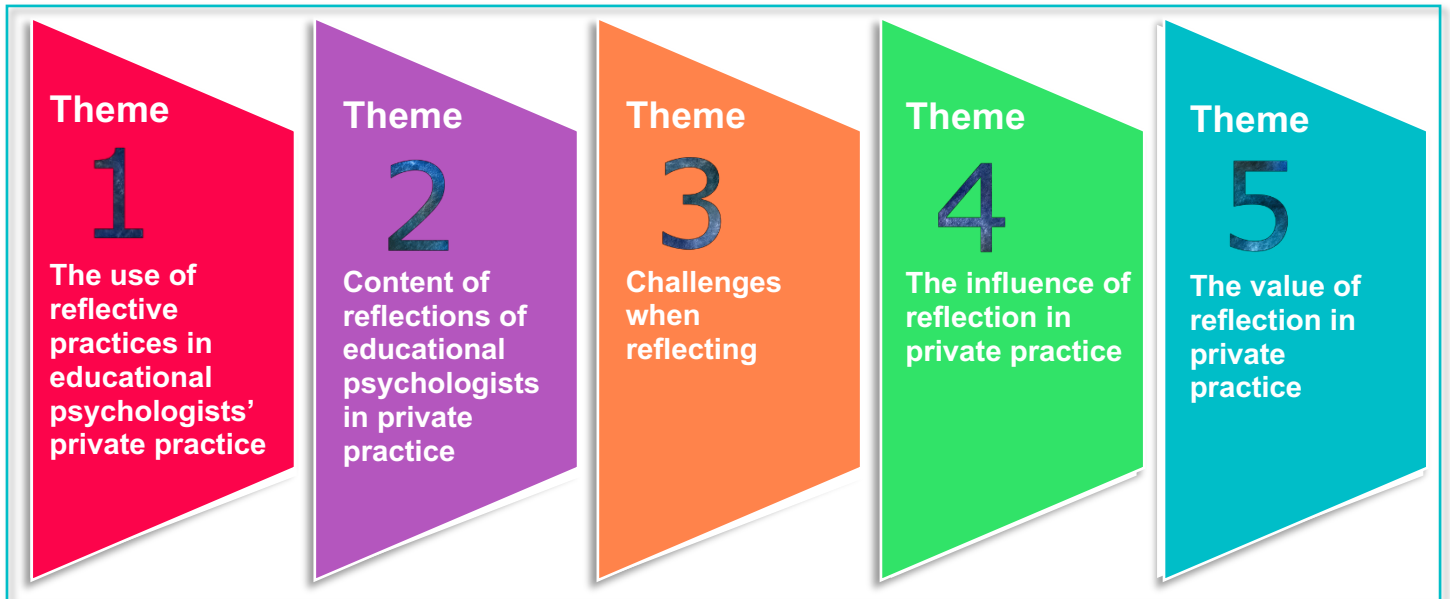


Figure 4.1: Research results

Several subthemes for every theme emerged. While some of the themes were similar for novice and expert participants, a wider variety of subthemes emerged for the expert participants.

The results of the research study will firstly be discussed in terms of the five primary themes and subthemes identified from the novice participants, followed by the five primary themes and subthemes of the expert participants, before a combined discussion follows.

4.3 RESEARCH RESULTS OF NOVICE PARTICIPANT

The first novice participant, Participant 1, had two years' experience. The second novice participant, who also had two years' experience, fell seriously ill early during the course of the study and had to withdraw from participating. Due to this unforeseen event, the results of the novice participants consist only of data from Participant 1. The subthemes for the novice participant were identified through the analysis of the three semi-structured individual interviews and the reflective journal entries, as well as the member checking process. Figure 4.2 provides an overview of the subthemes representing the novice participant's research results.

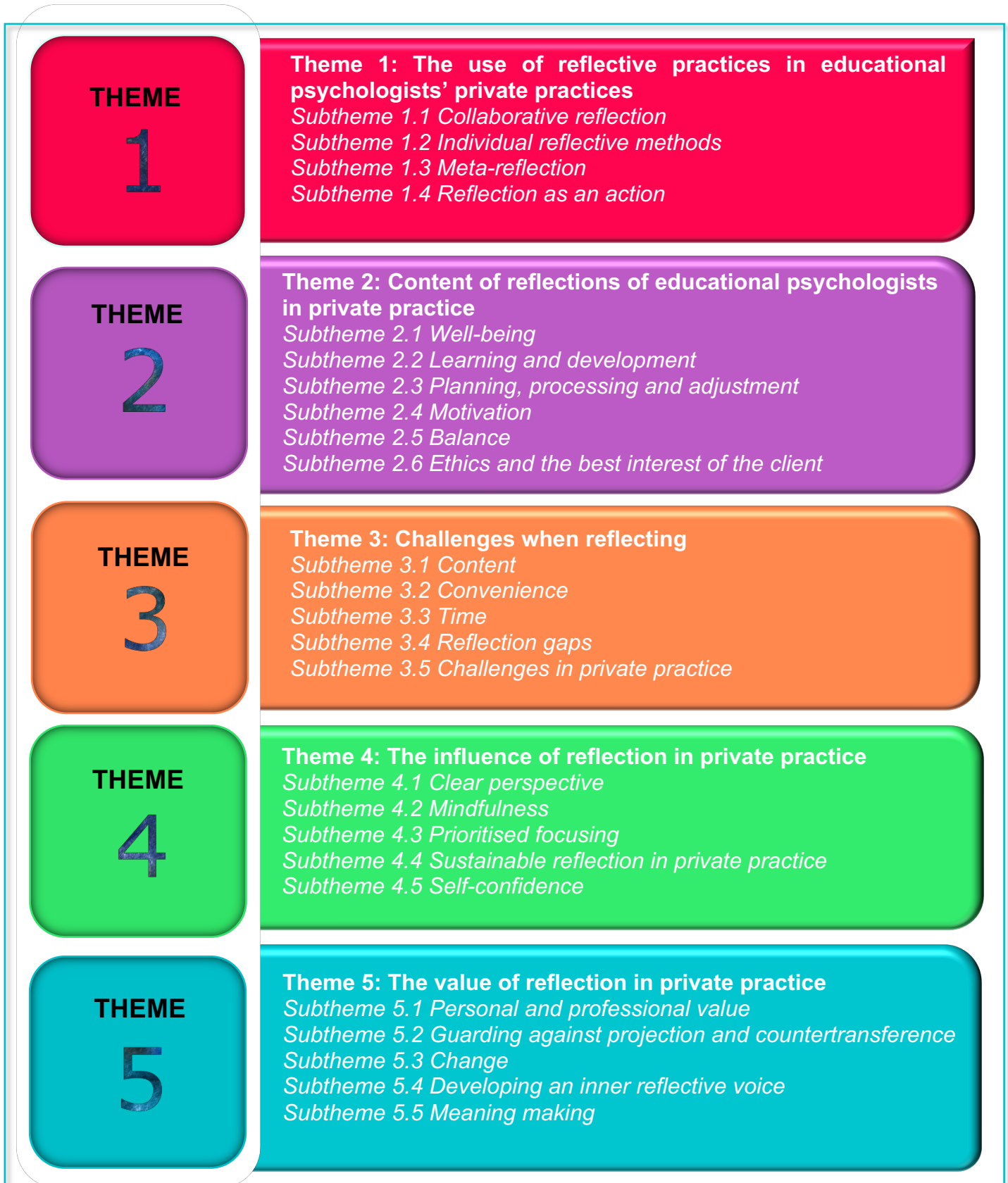


Figure 4.2: Novice educational psychologist's use of reflective practice within private practice

To facilitate ease of reading, the following abbreviations were used:

Table 4.1: Abbreviations

Data source	Participant	Abbreviation
Interview 1	Participant 1	I1:P1
	Participant 2	I1:P2
	Participant 3	I1:P3
Interview 2	Participant 1	I2:P1
	Participant 2	I2:P2
	Participant 3	I2:P3
Interview 3	Participant 1	I3:P1
	Participant 2	I3:P2
	Participant 3	I3:P3
Reflective journal entries	Participant 1	RJE:P1
Weekly verbal feedback	Participant 2	WVF:P2
	Participant 3	WVF:P3
Member checking	Participant 1	MC:P1
	Participant 2	MC:P2
	Participant 3	MC:P3

4.3.1 Theme 1: The use of reflective practices in educational psychologists' private practices

When analysing the data, it became clear that the participant used a variety of reflective practices. These methods included collaborative reflections (subtheme 1.1), individual reflective methods (subtheme 1.2), meta-reflection (subtheme 1.3) and reflection as an action (subtheme 1.4). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 1 in Appendix H were used to guide the process.

Subtheme 1.1: Collaborative reflection

Peer-based reflection is one form of collaborative reflections described by the novice participant as beneficial because a peer can provide a new perspective as an outside viewer. After a meeting with a colleague for peer supervision, Participant 1 observed that “...having a more objective view on various topics and clients I feel is really beneficial to my professional development and my interactions with my clients...” (Appendix B, RJE:P1, p.162). By engaging in peer-based reflection, Participant 1 felt she could learn from another educational psychologist's experience and approaches. Participant 1 described this process as “...for me with peer reflection is learning from someone else, learning from their experiences, their ideas, their strategies of what they would have done maybe differently...” (Appendix A, I1:P1, p.134). Peer guidance can hone awareness because different educational psychologists are in “...different contexts” and “...there's extra things I notice with chatting to someone

else...” (Appendix A, I1:P1, p.130 and p.132). Peer-reflection is also valuable after sessions, as Participant 1 explained “...we’ll go and talk to each other and chat about ideas and reflect on the sessions...” (Appendix A, I1:P1, p.129).

Collaborative reflection can also be done with a client. While Participant 1 was working with a client, she wrote in her reflective journal that she “...needed to then use his response to facilitate self-reflection...” (Appendix B, RJE:P1, p.169). By using his response, she “...gathered useful information...” from him and they “...reflected on it...” together (Appendix B, RJE:P1, p.169).

Subtheme 1.2: Individual reflective methods

The participant confirmed that she uses a variety of individual reflection methods which includes writing. For Participant 1 “...there is value in writing...” (Appendix A, I2:P1, p.145) and she thought that writing could be beneficial in terms of to “...slow down and really think about it versus just quickly thinking about it...” (Appendix A, I1:P1, p.131). Within her private practice, Participant 1 also has “...this whole thing of trying to self-talk...” (Appendix A, I1:P1, p.132).

Subtheme 1.3 Meta-reflection

During the first member checking session, Participant 1 added that “...reflecting on the reflections...” is “...also beneficial...” (Appendix D, MC:P1, p.180). The researcher clarified by asking “...and reflecting about how you reflect?”, to which Participant 1 replied “...ja metacognition ja⁶...” (Appendix A, I2:P1, p.146).

Subtheme 1.4 Reflection as an action

Participant 1 reflected-before-action. This was evident in her statement “...preparing for today’s feedback...I also need to consider what factors affect whether they are likely to accept information from me...” (Appendix B, RJE:P1, p.170). “...Reflecting beforehand” can also highlight “an area of concern” such as projection (Appendix A, I1:P1, p.133). She also mentioned that a technique that she would like to explore is “...reflecting right before and after the session...” (Appendix A, I1:P1, p.133). Participant 1 continued by stating “...we try and set up our appointments so that we have spaces in between, if possible, so that we can write up all our process notes and plan for the next session and so obviously during that time, I would often go and sit with my notes...” (Appendix A, I1:P1, p.129). Reflecting on “...my approaches and things afterwards and what I could do better...” is part of reflection-after-action for Participant 1 (Appendix A, I1:P1, p.131). Participant 1 described

⁶ Translated to English: “yes metacognition yes”

reflection-in-action in her reflective journal entries, stating that “...I had to be careful in my reflections with him not to ask about the various characters’ feelings...” (Appendix B, RJE:P1, p.161). Reflection-in-action is having the skill to think on your feet as Participant 1 emphasised “...despite my therapy plan, I had to think on my feet...” (Appendix B, RJE:P1, p.166).

4.3.2 Theme 2: Content of reflections of educational psychologists in private practice

The participant reflected on various aspects and factors. The subthemes identified for Theme 2, include well-being (subtheme 2.1), learning and development (subtheme 2.2), planning, processing and adjustment (subtheme 2.3), motivation (subtheme 2.4), and balance (subtheme 2.5), as well as ethics and the best interest of the client (subtheme 2.6). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 2 in Appendix H were used to guide the process.

Subtheme 2.1 Well-being

It is important to reflect on personal well-being as an educational psychologist. Some cases are “...extremely time consuming, as well as emotionally draining...” (Appendix B, RJE:P1, p.158). In a particular reflective journal entry, Participant 1 wrote “...today I had not been feeling well with a big headache...” therefore she “...had to weigh up whether it was in the client’s best interest for me to cancel, as well as whether it would be beneficial to them to counsel when I was not able to be fully present...” (Appendix B, RJE:P1, p.161). Reflecting on well-being is also important otherwise “...I’m not going to be helpful to them if I’m far too empathetic and taking everything home with me and not...looking after myself...” (Appendix A, I1:P1, p.130). Participant 1 indicated a link between well-being and self-care, stating that reflective practices have also been beneficial as a learning skill for her as it helped her to be “...able to take care of myself...” (Appendix A, I1:P1, p.134).

Subtheme 2.2 Learning and development

Participant 1 reflected that “...as I am developing and growing as a therapist, I am learning...” (Appendix B, RJE:P1, p.172). An example of where Participant 1 learned through reflecting on experiences, was provided in the following entry “...from this I have learned that it is important to be respectful and mindful of the client’s financial situation but also the value of giving them the choice...” (Appendix B, RJE:P1, p.170). Reflection is needed to identify areas in which development is taking place. Participant 1 reflected about skills “...that I am constantly developing...” (Appendix B, RJE:P1, p.167). When asked how reflective practices can be beneficial for Participant 1 as a learning skill, she

said reflection is "...a good learning skill for me because I maybe learn where my weaknesses are and what I can do to improve on that..." (Appendix A, I1:P1, p.134).

Subtheme 2.3 Planning, processing and adjustment

Participant 1 reflected on instances where problem solving was necessary because therapy goals change. Problem solving involves strategy planning, processing and adjustment. Participant 1 observed "...I had a plan and just nothing was working with this child and I came up with a whole new therapy technique..." (Appendix A, I2:P1, p.146). Adjusting is frequently necessary during sessions and creates a continuous problem solving situation in which you have to process information, as Participant 1 reflected "...I needed to think on my feet in this situation as this affected the rest of the session..." (Appendix B, RJE:P1, p.168).

In order to adjust, one needs to examine the way information is processed and strategies are planned. Participant 1 said she could reflect on "...what I could have done instead..." and also reflect on "...whether I'm actually meeting the goal and then even adjusting and saying you know these are the goals that were met..." and "there are times where I've got specific goals and objectives and a method... and... activities... and then... you land up not doing any of the things you had planned..." (Appendix A, I1:P1, p.131). Sometimes it is even necessary to acknowledge "...this is not a realistic goal..." (Appendix B, RJE:P1, p.169). And then planning, processing and adjustment are necessary to determine the next step.

Strategy planning is reflected on while planning in advance and should be reflected on consistently to ensure that the necessary adjustments are made. Participant 1 reflected numerous times on the strategies she wanted to use or used in the past, or how she wanted to adjust the strategies. Reflections helped Participant 1 in realising "...what works and does not work and adapting as I go..." (Appendix B, RJE:P1, p.172). Participant 1 reflected about therapy strategies and techniques that worked well, or not, such as "...the group sessions appear to have great potential. It also allows us to deal with a number of learners requiring therapy in a more effective way..." (Appendix B, RJE:P1, p.171). Another strategy she reflected on was when she "...re-interviewed each learner in order to ensure that their stories remained consistent..." (Appendix B, RJE:P1, p.158). It is important to not only choose strategies for therapy, but also develop strategies in dealing with clients and their parents. Participant 1 observed that "...I have a whole process, because I still get nervous when you go in and you start with a new client..." (Appendix A, I1:P1, p.132).

Reflecting on how to plan is also important. On the one hand careful planning supports her, but on the other hand she reflected that her planning might not be what the client needed. She explained “...I like to be organised and feel that this affects my sessions in a positive manner, when I feel prepared...”, but was aware of the following “...it was difficult for me not to stick to the therapy plan, and to take a step back, just when you feel you are beginning to get somewhere. I needed to ensure that my approach was client-centred and fit into the client’s needs...” (Appendix B, RJE:P1, p.172 and p.167).

Decision making goes hand in hand with reflection-in-action. Reflections assisted Participant 1 in the decision making process and is observed throughout Participant 1’s reflective journal entries. Some examples include decision making about planning “...I needed to make the decision whether I would keep my end of day appointments or reschedule them to later in the week...” (Appendix B, RJE:P1, p.161). Decision making about strategy planning is also present in her journal entries, “...I then decided to deviate from my session plan...” (Appendix B, RJE:P1, p.161). When to make the decision that “...I am referring out...” was also made after reflection (Appendix B, RJE:P1, p.168). She also reflected on making difficult decisions such as “...when to terminate sessions, when the parents are paying in private practice is a difficult decision for me...” (Appendix B, RJE:P1, p.170).

Critiquing strategies that did work or did not work, or evaluating what could work better in future sessions, are included during reflections. Participant 1 explained that “...it is hard to critique yourself...” (Appendix A, I1:P1, p.134). There were instances where she acknowledged strategies that worked well, for example: “...I therefore acknowledged that using moments that are unexpected as teaching opportunities is a great...” strategy (Appendix B, RJE:P1, p.159).

An important skill to have, is to remain flexible in order to have the ability to adjust. Participant 1 wrote about adapting or adjusting during sessions in her reflective journal. “...I adapted the session and incorporated engagement Theraplay activities, which worked very well...” (Appendix B, RJE:P1, p.173).

Subtheme 2.4 Motivation

Reflections on Participant 1’s passion for her work was included as motivation. She observed that “...my passion to try and help and support this child...” (Appendix B, RJE:P1, p.172). She also mentioned her passion during the first interview, saying “...I love my job to bits...” and “...it’s so much fun, I love it...” (Appendix A, I1:P1, p.134 and p.133). Participant 1 reflected on a story that inspired and motivated her, emphasising that “...it is important to focus on these positive ones [stories], and

take them in when they do occur, as it provides motivation to continue doing what we do!” (Appendix B, RJE:P1, p.170). When asked if the themes of motivation can be added to learning and development of problem solving, Participant 1 replied “...I think rather keeping it on its own is probably the best...” (Appendix D, MC:P1, p.186).

Subtheme 2.5 Balance

Throughout the data, Participant 1 speaks of “...finding the balance...” (Appendix A, I1:P1, p.131). According to Participant 1, reflective practices can be a learning tool to “...have that balance...” (Appendix A, I1:P1, p.134). She mentioned this balancing act in her first interview when she said that she was still learning the “...whole balancing between empathy and not being too hard...” (Appendix A, I1:P1, p.130). In conjunction with balancing empathy and being too hard, she observed “...trying to find that balance of having empathy but also not letting it all affect me...” (Appendix A, I1:P1, p.130). Another type of balance is “...balancing the line between giving the information in a sensitive manner, whilst still ensuring that the parents understand the severity of the situation ...” (Appendix B, RJE:P1, p.167). The absence of balance can cause conflict within her when she is trying to find the balance. She noted that her “...desire to be a ‘good therapist’ and stick to my allocated appointments for the day was therefore in conflict with knowing that this may not be in the clients’ best interests...” (Appendix B, RJE:P1, p.158). Sometimes balance entails “...needing to prioritise certain tasks at the expense of others...” (Appendix B, RJE:P1, p.166).

Subtheme 2.6 Ethics and the best interest of the client

Participant 1 reflected much about ethics and concerns she had. She posed the question: “...am I doing the right thing legally, ethically?”, suggesting that ethical and legal concerns are a recurrent theme in her reflections (Appendix A, I2:P1, p.144). She explained that “...the ethics kind of seemed like the primary thing...” in her reflections (Appendix A, I2:P1, p.146).

Participant 1 reflected on ethics because it is part of her professional responsibility to deal with these ethical dilemmas professionally. Participant 1 mentioned her professional responsibility by linking it to the best interest of the client: “...my responsibility...is to make sure that the best interests of the child are protected...” (Appendix B, RJE:P1, p.163). Examples of reflecting on ethical dilemmas include “...I am concerned about the possibility of abuse in the home, it was therefore in the client’s best interest that I do so...” (Appendix B, RJE:P1, p.173).

Ethics includes acting in the best interest of the client. Reflection was necessary when Participant 1 “...needed to consider best interests of the client...” or decide that something was “...not in their best

interests...” (Appendix B, RJE:P1, p.172 and p.164). Ethics also includes considering the parent’s best interest. An example is where Participant 1 reflected that “...it is not in the parents’ best interests to always continue for lengthy periods, due to financial reasons...” (Appendix B, RJE:P1, p.170). Other ethical dilemmas that Participant 1 reflected on included “...sexual allegations...”, “...physical abuse...”, “...attempted suicide...”, “...depression and suicidal thoughts...” (Appendix B, RJE:P1, p.158, p.160, p.164 and p.172). Participant 1 reflected on how to deal with ethical dilemmas, for example “...ethically and legally I had to warn her that if she did not do so, I would be required to contact the police to report her husband...” (Appendix B, RJE:P1, p.160). Another incident she reflected on was when she “...had to be careful in terms of being sympathetic but not speaking badly of a colleague in the field...” (Appendix B, RJE:P1, p.162). In order to deal with ethical dilemmas, Participant 1 reflected that she needed to take into consideration “...rules of confidentiality...” and in other incidents the “...parents’ right to withhold such confidential information...” (Appendix B, RJE:P1, p.165 and p.167).

4.3.3 Theme 3: Challenges when reflecting

The novice participant experienced challenges while reflecting. The subthemes identified for Theme 3 include content (subtheme 3.1), convenience (subtheme 3.2), time (subtheme 3.3), reflection gaps (subtheme 3.4), as well as challenges in private practice (subtheme 3.5). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 3 in Appendix H were used to guide the process.

Subtheme 3.1 Content

One of the challenges during the reflective process that Participant 1 reported on was linked to the content of her reflections. When asked whether she found it challenging to put her reflections into words, she replied “some days it’s really easy and some days it’s not so much...” (Appendix A, I2:P1, p.144). She later elaborated, stating that one of the challenges she faced while reflecting was “...sometimes wording... you kind of thought about it but you haven’t really realised that you don’t... put it into clear words in your mind, you think you do, but you don’t...” and then she had to reflect and ask herself “...how do you phrase it?” (Appendix A, I2:P1, p.145). During the last interview she stated that “...I’ve had days where I feel like there’s nothing really major that I wanted to reflect on...” (Appendix A, I3:P1, p.150). Participant 1 observed that she has always reflected during the day in the form of peer reflection, but that writing reflections have “...made thinking a bit more, in terms of a bit more detail. Because I actually, now have to get something out in writing versus just talking off the

top of my head or just thinking about it and not really putting it into words...” (Appendix A, I2:P1, p.144).

Subtheme 3.2 Convenience

Regularly reflecting with a peer “...is really nice and really good.” and “...a lot quicker than sitting and writing it all out...” (Appendix A, I1:P1, p.129). She also explained that it was more convenient to reflect “...while I still got my laptop out...” (Appendix A, I2:P1, p.145) and that “...in private practice, that actually was a bit harder because I don’t always have my laptop with me in private practice...” (Appendix A, I3:P1, p.150).

Subtheme 3.3 Time

During the first interview, Participant 1 stated that “...the time...” was a definite challenge for her when reflecting (Appendix A, I1:P1, p.134). During the second interview, she was asked what challenges she encountered after making reflective journal entries, and she replied “...at times remembering to do it...when I have time...” (Appendix A, I2:P1, p.134). When asked if this had to do with time management, Participant 1 concurred “...ja, time management⁷...” (Appendix A, I2:P1, p.145). She later added “...but it’s just a lack of time that’s the problem...” (Appendix A, I2:P1, p.146). She expanded on this challenge during the third interview by observing that sometimes “...the day just kind of disappeared and then I didn’t have enough time...” (Appendix A, I3:P1, p.150). She did however also mention that writing may allow her to “...slow down and really think about it versus just quickly thinking about it...” (Appendix A, I1:P1, p.131). Thus, time is needed to make comprehensive reflections, especially for individual reflections.

Subtheme 3.4 Reflection gaps

Participant 1 stated during the second interview that she had “...been focused more on ethics...I think that there are other areas...maybe considering alternatives of what I could’ve done instead...” (Appendix A, I2:P1, p.146). She also highlighted reflection gaps and observed that “...I could technically reflect on each one of them [clients] and on what I did and what I could’ve done better, what worked and what didn’t work...” (Appendix A, I2:P1, p.146).

Subtheme 3.5 Challenges in private practice

Reflection in private practice is accompanied by its own challenges. Reflections-before-action, expectations and the educational psychologist’s mindset are influenced differently in private practice,

⁷ English translation: “yes, time management”

as Participant 1 explained: "...I find for me with private practice there's a slightly different mind shift...when you're in private practice and you're asking a certain amount per hour...it kind of changes your whole attitude and idea of going into the session..." (Appendix A, I1:P1, p.132). Personal influences and how it effects one's work should also be reflected on more often in private practice because of one's ideas of going into the session "...I get caught up in the fact that they're paying me and now I've got to make the very most of that hour... for me I think reflecting on that is very important..." (Appendix A, I1:P1, p.132).

4.3.4 Theme 4: The influence of reflection in private practice

The influence of reflecting acknowledged by the novice participant is represented in Theme 4. The subthemes identified for Theme 4 include the influence of reflection on clear perspective (subtheme 4.1), mindfulness (subtheme 4.2), prioritised focusing (subtheme 4.3), sustainable reflection in private practice (subtheme 4.5) and self-confidence (subtheme 4.6). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 4 in Appendix H were used to guide the process.

Subtheme 4.1 Clear perspective

Participant 1 highlighted the influence of reflections in developing clear perspective and interpretation. During the first interview she explained that reflecting helped her in "...not allowing anything else to be jading my perception or my interpretation..." (Appendix A, I1:P1, p.131). In the second interview she further explains that "...there's definitely also value in getting other outside advice and opinions when you kind of aren't seeing objectively at times..." through peer reflection (Appendix A, I2:P1, p.145). Participant 1 explained that peer reflection influenced her perspective as it "...helps me to grow and think about it in terms of different angles..." (Appendix A, I1:P1, p.129).

Subtheme 4.2 Mindfulness

Another influence of reflection in private practice is that it leads to the construction of mindfulness. Mindfulness creates awareness and is a tool that can be used for self-regulation. There were entries where Participant 1 reflected on instances when she "...was able to genuinely be present for the client..." and where she "...may not be fully present..." (Appendix B, RJE:P1, p.158 and p.158). Participant 1 reflects on mindfulness as follows "...I monitored throughout the session my own thoughts and feelings regarding the session..." (Appendix B, RJE:P1, p.159). During the final interview she observed "...like for me noting that [personal emotions] and being aware of it is ... something I wasn't doing before as much..." (Appendix A, I3:P1, p.151). Being mindful is also a

constant process as Participant 1 stated, "...I am constantly working on being available with the client, which is therapeutic in itself..." and "...I am focusing on working in the here and now..." (Appendix B, RJE:P1, p.169).

Creating awareness through reflection is an integral part of developing mindfulness. Awareness encompasses everything that the participant reflects about, because one has to be aware of something in order to reflect about it. Awareness was identified in Participant 1's reflections on guarding against assumptions, preconceived ideas and being biased. There are many instances in the data where Participant 1 reflected on these aspects. The most significant entries are the following:

Participant 1 wrote about being aware of assumptions when she noted "...I found myself automatically wanting to assume his innocence..." (Appendix B, RJE:P1, p.158). She would also write about being aware of assumptions about herself as educational psychologist: "...you assume because it comes more naturally to you that it comes naturally to everyone..." (Appendix B, RJE:P1, p.132). Participant 1 noted instances where awareness helped her to acknowledge that she had preconceived ideas, "...I had preconceived ideas of how this session might go..." (Appendix B, RJE:P1, p.171). Participant 1 observed how peer reflection helped to make her more aware of possible bias, explaining that "...she'll [a peer] pick up on things that maybe I haven't noticed..." and tell her "...I think that you might be a bit biased..." (Appendix A, I1:P1, p.129 and p.129).

Reflection also promoted objectivity, empathy, professional and personal awareness, as well as ultimately enabling the development of awareness and mindfulness. Being aware was a process of constantly reminding herself to be objective as observed in her entry "...ensuring that I remained as objective as possible..." (Appendix B, RJE:P1, p.159). During the last interview, Participant 1 stated that she gained insight regarding "...being more aware in the actual session... taking note of how my thoughts, my feelings are impacting on the session." (Appendix A, I3:P1, p.152) by participating in the study.

Participant 1 often reflected on being aware of "...having empathy..." (Appendix B, RJE:P1, p.166). Being mindful in a professional as well as a personal manner is important. Participant 1 reflected on professional awareness, "...I am aware of the consequences that such allegations can have on a child..." as well as personal awareness "...I had to be careful of monitoring my own feelings and perceptions in terms of any further interactions with her..." (Appendix B, RJE:P1, p.158). Participant 1 was professionally aware in terms of professional competency, for example "...I find this difficult as it

is not what I have studied...” as well as “...initially I was very wary as I am not an expert on this topic...” (Appendix B, RJE:P1, p.167).

During the member checking session after I2:P1 stated that personal influence and personal beliefs “...both...are self-awareness...” (Appendix D, MC:P1, p.181). Participant 1 reflected on being aware of personal influences such as “...I like to be organised and feel that this affects my sessions in a positive manner, when I feel prepared...” (Appendix B, RJE:P1, p.172). Another personal influence that Participant 1 reflected on was her perfectionistic nature. She noted “...this is difficult for me as a perfectionist, I want to fix everything and please everyone...” (Appendix B, RJE:P1, p.169).

She reflected on having self-awareness in terms of “...my own need to ensure that I stick to my carefully planned therapy agenda...” (Appendix B, RJE:P1, p.164). Being mindful of what influences her opinions also emerged from her reflective journal entries, for example “...this leads to one being more inclined to take on the opinions of the teachers...” (Appendix B, RJE:P1, p.166).

Subtheme 4.2 is linked to subtheme 4.3 as mindfulness assists prioritised focusing and one needs to focus in order to be mindful.

Subtheme 4.3 Prioritised focusing

Reflection influences priorities and focus. The focus should change in order to follow the client. Participant 1 explained that “...my aim is to simply focus on supporting the client and working within his best interests...” (Appendix B, RJE:P1, p.160). Prioritised focus is important when preparing for therapy, but it is also important during sessions. To remain focussed, one needs to be reminded of what the priority is.

Subtheme 4.4 Sustainable reflection in private practice

Participant 1 expressed a need to create a sustainable way of incorporating reflection within her private practice. During the first interview, she specifically stated “...I think I would benefit from that, that’s why I was actually quite keen to take this up because...maybe it will get me into a good habit to start doing that...” (Appendix A, I1:P1, p.131). In the second interview, she observed that reflecting for the study influenced her as she was continuously developing an awareness of doing reflections. Twice during the interview, she emphasised “...I’m becoming more aware of it...” and “...I think I’m more aware of it...” (Appendix A, I2:P1, p.144 and p.146). Reflection therefore becomes a more continuous process than just reflecting at one specific time. She explained “...it’s something that...I’m aware of early on in the day. It’s not always that I only think about it at the end....” (Appendix A, I2:P1,

p.144). Participant 1 also said she would keep reflecting continuously to make reflective practices a more sustainable process “...doing it more consciously and making a specific note of doing it, actually in the therapy session...or immediately afterwards even if it is just a few keywords ...for me that’s more of a sustainable way of doing it” (Appendix A, I3:P1, p.151).

During the last interview, Participant 1 agreed that reflection could be beneficial in her private practice after she practised it during the course of the study (Appendix A, I3:P1, p.151); the need to create reflective practices that are more sustainable and practical were, however, highlighted. Participant 1 stated that she would continue doing reflections by “... doing it more practically...in my notes and in the time...” (Appendix A, I3:P1, p.151). Participant 1 emphasised that immediate reflection is vital in creating sustainable reflective practice within her private practice, “...I think by doing that...it’s immediate. It’s linked to the actual event... And it’s more sustainable because it’s not just this huge, putting it aside or to sit now and do the reflection, it’s part of my day...” (Appendix A, I3:P1, p.151). Immediate reflection therefore also influenced her to reflect more regularly. Thus, the influence of continuously reflecting is that it leads to sustainable reflective practice in private practice. Participant 1 mentioned that reflection is then part of the whole process

...rather than disjointed. Because I mean, if I think about people doing it at the end of the week, to me that seems totally disjointed, because by then you’ve totally forgotten about what happened, and even at the end of the day, it’s still like a lot has happened since seven o’clock in this morning. So, it makes a bit more sense for me, just, it’s what works well with me. (Appendix A, I3:P1, p.151).

Subtheme 4.5 Self-confidence

Self-confidence is formed by being aware of and acknowledging self-doubt and self-belief during reflection. Throughout the second member checking process, Participant 1 agreed that self-confidence would be the right word for this subtheme “because that includes believing in myself...” (Appendix D, MC:P1, p.181). An entry where Participant 1 reflected on the importance of having self-confidence as a therapist is evident in her statement that “...being confident as a practitioner makes all the difference when interacting with the child, and even more so with the parent...” (Appendix B, RJE:P1, p.174).

Self-confidence is influenced by many factors and it is an ongoing process. Participant 1 reflected that “...you’re very hard on yourself and sometimes don’t believe that you can really do the job and then now to go sit and go critique yourself on top of that...is really hard...” (Appendix A, I1:P1, p.134).

Self-belief was indicated when the participant needed confidence in her own decisions. Reflection helped her to recognise her self-belief. She is still developing self-belief, as evident in the following reflective journal entry, "...I believe that this is not something you can ever have truly mastered and I have to believe that with time it will become easier..." (Appendix B, RJE:P1, p.166). Participant 1 also reflected on her confidence in her own knowledge and skills as a therapist "...it made me realise that I can also trust my own [gut], even though I've got that inner conflict, but trust my own gut at times and go with it..." (Appendix D, MC:P1, p.179).

Part of building self-confidence is reflecting on instances of self-doubt. Participant 1 pointed out that "...I still question myself on some of it and that's also a good thing..." (Appendix D, MC:P1, p.179). However, self-doubt can lead to underestimating oneself, as Participant 1 says "...I think you put yourself down and you underestimate..." (Appendix A, I1:P1, p.132). Self-doubt can also lead one to question one's own abilities in private practice. Participant 1 noted "...due to my limited experience working privately I often question my abilities..." (Appendix B, RJE:P1, p.160).

4.3.5 Theme 5: The value of reflection in private practice

Theme 5 represents the value of reflection for the novice participant's private practice. The subthemes identified for Theme 5 include personal and professional value (subtheme 5.1), guarding against projection and countertransference (subtheme 5.2), change (subtheme 5.3), developing an inner reflective voice (subtheme 5.4), and meaning making (subtheme 5.5). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 5 in Appendix H were used to guide the process.

Subtheme 5.1 Personal and professional value

Personal, as well as professional, value is gained from reflecting. Participant 1 wanted to develop her reflective practices because she believed it would be beneficial personally and professionally. She explained she wanted to get into the good habit of reflecting "...which I think will benefit me, benefit my clients..." (Appendix A, I1:P1, p.135). During the last interview she observed that reflection "...definitely got value for me as a person, personally and professionally and then obviously towards my clients and their best interest. ..." (Appendix A, I3:P1, p.152).

Theme 5.2 Guarding against projection and countertransference

Participant 1 used reflection to guard against projection and countertransference. When asked what value she found in reflective practice she replied "...I'm really considering the best interest of the

client, that I'm not putting my own needs or my own issues or whatever on to the client, projecting on to them...That I'm actually totally engaged in the client..." (Appendix A, I1:P1, p.131). It was important for Participant 1 to be aware of possible countertransference and projection. These included cases that "...bring out certain things in me or where I see myself in the client..." (Appendix A, I1:P1, p.131) and cases that are "...very similar to my own experience..." (Appendix B, RJE:P1, p.159). Reflection is important in instances where clients could possibly evoke projection and countertransference as in the example that Participant 1 provided in the first interview: "...I had a client where the child was very anxious and... I was a very anxious child, so I believed the child and actually the child was lying to me." (Appendix A, I1:P1, p.130).

Subtheme 5.3 Change

Appropriate and accurate change requires reflection. During the first interview, Participant 1 expressed her expectations from participating in the study as "...getting into a good habit of reflection..." (Appendix A, I1:P1, p.135). There were also changes identified in her reflective processes and she maintained that "...generally, it is a part of my routine now..." (Appendix A, I2:P1, p.145) and "...it's almost like it [reflection] changes a bit of my thought patterns during the process of therapy ..." (Appendix A, I2:P1, p.146). She reflected on the influence of her reflections and how it led her to make changes in her processes and strategies towards reflection, as she will now "...try and schedule time immediately after the session, not to have another session on top of it so I can make my notes..." (Appendix A, I3:P1, p.151).

Participant 1 explained that the process of reporting on her reflective processes influenced her reflections and process notes because she "...actually changed..." her "...process notes..." (Appendix A, I3:P1, p.150). She also found that "...especially doing little bits at a time instead of doing it [reflections] in bulk. I think that made a big difference..." (Appendix A, I3:P1, p.150). The change in the thought patterns of Participant 1 in doing little bits of reflection at a time was also observed during the last interview where she stated "...I will keep doing it...even if it is just a few keywords..." (Appendix A, I3:P1, p.151).

When asked if Participant 1 felt that she gained something from participating in the study she explained that "...I've changed my process notes because of it, so I'd say so yes..." (Appendix A, I3:P1, p.152). There were also changes in the different strategies to reflection that she uses. Participant 1 explained during the first interview that she mostly reflects in the form of peer reflection,

but during the last interview she stated “...but it does help to write it down and ja⁸, so I found that when I do that, it really works well...” (Appendix A, I3:P1, p.150).

Subtheme 5.4 Developing an inner reflective voice

Reflection starts to happen subconsciously and continuously, forming part of who you are. Participant 1 stated “...I think I’m more aware of it... I think even subconsciously focussing on it as I said, throughout the day...” (Appendix A, I2:P1, p.146). From participating in the study, reflection has influenced Participant 1 to “...subconsciously even...” reflect (Appendix A, I3:P1, p.152). Reflection becomes an inner process “...I’m becoming more aware of it... if there’s something that I’m thinking about during the course of the day...” (Appendix A, I2:P1, p.144).

Subtheme 5.5 Meaning making

Reflections have an influence on the process of making meaning of experiences, the process of therapy and acquired knowledge. Participant 1 wrote about making meaning of experiences with clients “...his need for control is thus evident here...and having to be submissive a lot of the time...” (Appendix B, RJE:P1, p.169). Meaning making was also found in Participant 1’s reflection on the process of therapy “...acknowledging that it may never be “fixed” but that the child may find some sense of relief or the parents may feel a burden lifted if they understand simply the reason behind their child’s behaviour...” (Appendix B, RJE:P1, p.169).

The process of making meaning from research and acquired knowledge is illustrated in Participant 1’s reflection: “...despite much research into various activities and techniques I could use with certain clients, I came to the realisation that simple play may be all the client needs...” (Appendix B, RJE:P1, p.173).

These were the themes and subthemes of the novice participant. The results of the expert participants follow.

4.4 RESEARCH RESULTS OF THE EXPERT PARTICIPANTS

The subthemes for the expert participants were identified through the analysis of the two expert participants’ semi-structured interviews, their weekly verbal feedback sessions and member checking. Figure 4.3 provides an overview of the subthemes representing the expert participants’ research results.

⁸ English translation: “yes”



Figure 4.3: Expert educational psychologists' use of reflective practice within private practice

4.4.1 Theme 1: The use of reflective practices in educational psychologists' private practices

When analysing the data, it became clear that the participants use a variety of reflective practices. These methods included all the subthemes of the novice participant, as well as an additional subtheme, namely reflection as an intertwined process (subtheme 1.5). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 6 in Appendix H were used to guide the process.

Subtheme 1.1: Collaborative reflection

The expert participants mentioned peer-based reflection a few times during their interviews. Participant 2 said she will "...post on the [WhatsApp] group anonymously in terms of not the client but the ethical issue..." when she utilises collaborative reflection methods (Appendix A, I1:P2, p.137). Participant 3 concurred with Participant 2 by stating "...you'll reflect with your colleagues... it's like we mentor each other." (Appendix A, I1:P3, p.140).

During member checking, Participant 2 said "...you cannot have a private practice if you don't have that kind of support structure..." (Appendix D, MC:P2, p.197). Participant 3 agreed with Participant 2 regarding the importance of peer-based reflections "...especially if you're on your own..." in private practice "...then group reflection is also a must-have..." (Appendix A, I3:P3, p.156).

Participant 2 also mentioned collaborative reflections with parents. She described this method of reflection as getting "...feedback from the parents over a session, afterwards. What did they experience? Was there improvement? The same? Because that also, that is part of the reflection process..." (Appendix A, I1:P2, p.136).

Subtheme 1.2 Individual reflective methods

According to the expert educational psychologists, individual reflective methods are not always just in writing, yet Participant 2 highlights the use of keynotes. She stated that "...sometimes when I do reflect, I would make a note or two on the process notes... I don't think there's time for sitting down and writing it down..." (Appendix A, I1:P2, p.135 and 136). During the second interview she elaborated, stating "...it might just be key words or a drawing...just to remind on some of the reflections..." (Appendix A, I2:P2, p.148). Participant 3 explained during the first interview that there is not enough time for her to do written reflections. She stated "...I don't really have time to sit down and write stuff...it's not like I have a diary or journal..." (Appendix A, I1:P3, p.142 and 140). Participant 3 further explained "...it's a mental process..." when describing her individual reflection

(Appendix A, I1:P3, p.140). She explained that she reflects “...while I walk to get the child, I will reflect...or just sit with myself...” and reflect (Appendix A, I1:P3, p.143).

Subtheme 1.3 Meta-reflection

During the first interview, Participant 3 agreed when asked if her reflective practice was like a meta-reflection process (Appendix A, I1:P3, p.140). Reflecting on reflections is meta-reflection and according to Participant 3, this process has value (Appendix A, I3:P3, p.155).

Subtheme 1.4 Reflection as an action

Participant 2 uses reflection-before-action and reflection-in-action, as well as reflection-after-action. She stated that “...while you're busy, after you've been busy, sometimes even a day or two before you see the client you start reflecting as well...” (Appendix A, I1:P2, p.135). Participant 2 elaborated on reflection-in-action as well as reflection-after-action during the second interview. She said “...you're busy with reflection while you're busy with the client, but also after sessions I realise, then I think, OK, yes, I think this needs to be incorporated in the next session...” (Appendix A, I2:P2, p.148). Participant 3 explained that she thinks about “...how your day went and what you did...” when using reflection-after-action (Appendix A, I1:P3, p.140).

Subtheme 1.5 Reflection as an intertwined process

Both Participant 2 and Participant 3 emphasised that reflection does not only constitute separate actions, but that reflective actions form part of a reflective process. “...It's a non-stop and continuous... process...” Participant 2 explained (Appendix A, I1:P2, p.135). Participant 3 agreed that “...it's an ongoing process...” (Appendix A, I3:P3, p.155). Participant 2 described reflection as “...a constant process, influencing everything...” (Appendix A, I3:P2, p.153). According to Participant 2, reflection should be a process “...that is intertwined...” and one should “...realise that while you are doing therapy, you are actually reflecting because you know what is the next step...and you cannot do that without reflection...” (Appendix A, I1:P2, p. 139). Participant 2 elucidated that “...the session does not stop when the client leaves...then you have your own processes...and you need to reflect on that... because it's just a continuous process...” (Appendix A, I2:P2, p.149). She added “...it's almost like processing...” (Appendix D, MC:P2, p.196).

During member checking, Participant 2 also added that reflection as a process is “...an ongoing unconscious process...where the brain processes automatically the day's happenings and events and ties it together...” (Appendix D, MC:P2, p.198). Participant 3 explained that with experience

“...you don’t think about reflection. So, reflection comes naturally...” (Appendix A, I2:P3, p.1; Appendix C, WVF:P3, p.149).

4.4.2 Theme 2: Content of reflections of educational psychologists in private practice

The expert participants reflected on some different aspects and factors. The subthemes identified for Theme 2 include all the subthemes of the novice participants, as well as reflection on the client (subtheme 2.6). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 7 in Appendix H were used to guide the process.

Subtheme 2.1 Well-being

Part of the reflecting about personal well-being is thinking about questions such as “...how it can impact the client if you’re not happy...”, “...how it impacts you and what is the reason for that...” and “...are you coping?” (Appendix A, I3:P2, p.153; Appendix C, WVF:P2, p.176). Reflections on personal well-being can include reflecting about “...stress out feelings and the fact that you are tired and burned out and rushed...” (Appendix A, I1:P3, p.141). Participant 3 continued stating that “...if you work for yourself, you don’t have time for yourself... you just carry on...” (Appendix A, I1:P3, p.141). Part of personal well-being and self-care can also include not reflecting. Participant 3 explains that “...sometimes, you just need to switch off, because sometimes you just need your brain to be switched off...” and that it is necessary to sometimes just be “...in a calm place, wherever I can just get some me time...” (Appendix C, WVF:P3, p.177).

Subtheme 2.2 Learning and development

Reflecting on learning and development is essential in private practice. Participant 3 pointed out “...you’re never too experienced...if you think that you’re experienced, then you’re in the danger zone...” (Appendix A, I3:P3, p.156). One needs to reflect about necessary changes, so one can learn and develop. During the last interview, Participant 2 observed “...there is always room for growth...” (Appendix A, I3:P2, p.152). In order to learn and develop, one needs to “...know where are your gaps...where are your weaker points...and what do you need to fill up in...” (Appendix A, I1:P2, p.138). During member checking, Participant 2 added that part of professional competency is that “...you cannot think you will solve it. There are always implications, maybe not now. It might be down the line when the child might go to another therapist and they might ask questions and reflect and see but you don’t, you didn’t, you were not competent...” (Appendix D, MC:P2, p.199). One should know when one is competent to handle a case “...and when to refer...” because one still needs to learn and

develop (Appendix A, I1:P2, p.138). Reflection can lead to improvement and growth. You constantly have to think about “...how you can improve...” (Appendix A, I1:P3, p.140).

Subtheme 2.3 Planning, processing and adjustment

Planning is important, according to Participant 3. She stated that you need to “...plan your schedule ahead...” (Appendix A, I1:P3, p.142). It is important that “...you know how to plan your diary...” because otherwise “...the fact is that you feel so overloaded, you just try to survive to get to the end...” (Appendix A, I2:P3, p.155 and 155). Participant 3 continued to explain that without reflection “...you don’t think about why you’re so overloaded and why, because in the beginning you don’t say no to people. In the beginning you’re so used to just take in people because you’re scared that you won’t have people at the end. And then you seal yourself in a spider web because you don’t know how to get out of there...” (Appendix A, I3:P3, p.155).

Reflecting while planning strategies is also important. Participant 2 automatically reflected on whether a “...technique is valuable or not working...” as well as “...how to adjust the process to follow the client...” during sessions (Appendix A, I1:P2, p.135 and 136). One has to ask reflective questions such as “...what can we do different [sic]?” (Appendix A, I1:P3, p.143). Participant 2 emphasised the importance of flexibility, stating that in order to be effective “...you need to be flexible...” (Appendix D, MC:P2, p.198). Participant 3 also emphasised the importance of flexibility and open-mindedness. She explained “...you need to be open minded that it [your plan] can still change...” (Appendix A, I2:P3, p.149).

It is necessary to have the ability of effective decision making in order to process strategies and adjust to solve problems. Reflection is necessary when amalgamating information in order to make an appropriate decision. This is not always easy, as observed by Participant 2 “...again reflecting, what am I going to do in this specific situation... Am I going to refer? Make hasty decisions? I think that’s challenging for me...” (Appendix A, I1:P2, p.138). It is also important to think of different perspectives and ask oneself “...am I missing something?” (Appendix A, I1:P2, p.138).

Subtheme 2.4 Motivation

The expert participants did not mention motivation as often as the novice participant, but a few instances of motivation were noted and confirmed during member checking. After participating in this study, Participant 3 observed that she felt enlightened and more aware of her reflective practices. She also said she realised “...the importance of doing these things...” (Appendix A, I3:P3, p.154).

Motivation and inspiration can also be promoted when reflecting and thinking “...about the things that were good within the session as well...” (Appendix A, I2:P2, p.147).

Reflecting on dealing with disappointment is also important in private practice. Disappointment can influence an educational psychologist’s motivation. Participant 2 provided the example of reflecting on “...I had a client who said to me, I will only give you x-amount, I don’t work and that’s that. Take my offer or leave it. And that was a really hard one for me, because I put in everything. I had to buy codes, all these things. So, that disappointment...” (Appendix C, WVF:P2, p.177).

Subtheme 2.5 Balance, ethics and the best interest of the client

One of the themes identified during member checking with Participant 2, was finding the balance between following the client and bringing some structure into sessions. Participant 2 also agreed with the theme of conflict between client’s needs and their parents’ needs “...and how to balance that...” (Appendix D, MC:P2, p.197). Participant 2 explained that part of reflecting is asking the question, “...what is [sic] the parents’ needs?” (Appendix A, I1:P2, p.137). During member checking, Participant 2 added that she also reflected on the “...expectations of parents...and irrational expectations...” (Appendix D, MC:P2, p.197). Participant 3 mentioned finding balance between personal and professional worlds. For her “...the balance comes in your personal life more. And how to reflect on, OK, how can I do this better? To have more me-time or family time? And not be sucked into the work constantly...” (Appendix D, MC:P3, p.210).

The most important ethical reflection, is still to reflect on the best interest of the client, if “...it’s not in the best interest of the client...you don’t follow the client...” (Appendix A, I1:P2, p.137). There must be a balance between time management and the best interest of the client. Scheduling clients too close together is “...not good for the client, it’s not good for the psychologist...” (Appendix A, I2:P2, p.148). “...You cannot be effective and handle in the best interest of the client if you’re not reflecting constantly...” said Participant 2 (Appendix A, I3:P2, p.154).

Ethics was also a constant theme throughout the data. When asked whether or not Participant 2 reflected on ethical complications, she replied “...constantly. It’s a constant thing...” because “...you need to make sure and reflect that you did everything correctly...” (Appendix A, I1:P2, p.136). She mentioned she constantly needed to ask “...what are the ethical implications?” and reflected on “...the ethical complications...” (Appendix A, I1:P2, p.137). A specific ethical dilemma that Participant 2 reflected on included “...child abuse...” where she reflected on how to manage the ethical dilemma

(Appendix A, I1:P2, p.138). Participant 2 emphasised that “...you must know your ethics...” (Appendix A, I1:P2, p.139).

Subtheme 2.6 Reflections on the client

The expert participants discussed the importance of reflecting on the individual clients and what makes each one unique and different. They reflected on “...your stance towards the client, personality towards the client and the client’s personality...” (Appendix A, I1:P2, p.135). Thus, they felt the need to reflect on the client as an individual in order to plan and choose appropriate approaches, methods and strategies. Participant 2 also reflected by questioning “...maybe I was overwhelming for this client, maybe this one needs a little bit more subdued approach?” (Appendix A, I1:P2, p.136). She later explained that it is important to reflect

...about the client, itself [sic]. The temperament, some of them don’t want to make direct eye contact, some of them likes [sic] to sit next to you, some of them likes [sic] more creative stuff, others don’t like that. So, I think that is your initial reflection that you do.” (Appendix A, I1:P2, p.136).

4.4.3 Theme 3: Challenges when reflecting

The subthemes ‘content’ (subtheme 3.1) and ‘convenience’ (subtheme 3.2) fell away with the expert participants. Instead, they reflected on becoming stagnant (subtheme 3.1) and on over-reflecting (subtheme 3.2). Time (subtheme 3.3), reflection gaps (subtheme 3.4) and challenges in private practice (subtheme 3.5) remained as subthemes for the expert participants. During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 8 in Appendix H were used to guide the process.

Subtheme 3.1 Becoming stagnant

When Participant 2 was asked about the challenges she experienced when reflecting, she replied “...sometimes getting stuck...” being “...confronting, something, suddenly with something that was not part of the whole process...” (Appendix A, I1:P2, p.138). Participant 3 explained that “...you cannot plan and foresee everything... so that is, the challenge is not in the reflection...” but with unforeseen “...challenges that is [sic] coming up constantly. That you need to rethink, reschedule, what you need to do the next time...” (Appendix A, I2:P3, p.149). Both participants mentioned responding effectively when getting stuck or becoming stagnant. Participant 3 stated that “...you need to be OK with whatever comes up that day...and don’t be thrown when that happens...” (Appendix A, I2:P3, p.149).

Participant 2 had similar views, stating that you “...need to know just to stay calm...” and not react without thinking (Appendix A, I1:P2, p.138).

Subtheme 3.2 Over-reflection

One of the challenges experienced by Participant 2 during reflection is “...over-reflection...”. She explained “...that can be a negative in terms of, it must be healthy reflection, not over-reflection. Because then you might think of all the things that you did, that you wanted to change and that can haunt you, if you’re not, put in your boundaries almost in reflection as well...” (Appendix A, I2:P2, p.147). She further elaborated that over-reflection entails “...reflecting on every single thing...and wish almost you could have done this or this and that that was wrong and the influence of that, why you forget the positive...” (Appendix A, I2:P2, p.147). During member checking, Participant 2 also mentioned that over-reflection can influence self-confidence “...because if you go and ruminate on certain aspects that you feel, it’s wrong, or it’s too much or too less [sic], it can also influence your self-confidence...” (Appendix D, MC:P2, p.197). It is important not to over-reflect for Participant 3 as well. She stated that “...you must plan and at a point...that’s now how it must be...you can’t re-change everything because then you can’t get to a point to do the work...” (Appendix A, I3:P3, p.156).

Subtheme 3.3 Time

Another challenge that Participants 2 and 3 identified, was time. When asked about challenges, specifically relating to reflection, Participant 3 replied “...time. I think time is the biggest one...I don’t really sit down and think about the practice, because you need to get to the next appointment...” (Appendix A, I1:P3, p.143). Participant 2 agreed saying that “...especially when you’re busy...you’re busy practicing. So, that’s one of the pitfalls you need to be aware of...because when it’s very busy, you just put the file away, in your head as well and don’t reflect...” (Appendix A, I2:P2, p.147). Participant 3 found time management challenging, pointing out that “...you don’t have time to sit down and really reflect...I don’t have time...I don’t have that luxury to sit down and really reflect.” (Appendix A, I1:P3, p.140). Participant 3 also found that writing reflections were not the most productive way of doing reflection. She explained that in private practice “...time is of the essence. And so, you don’t, I really don’t have time to sit down and write a journal...that is just time consuming...” (Appendix A, I1:P3, p.143).

A solution offered by both participants was finding a way to manage one’s time effectively. Participant 2 suggested that one should “...schedule your time in such a sense that you can write down your reflection...” (Appendix A, I2:P2, p.148). She added that in private practice “...it’s about

scheduling your time between clients...” (Appendix A, I2:P2, p.148). Participant 2 further suggested that “...even if it is just a 15 minutes gap. It doesn't have to be a long gap, but just so you can go and sit...” and that will help in terms of time management. Participant 3 also emphasised that “...you need to look at your diary, actually, because sometimes I will overbook myself and then that causes problems...” (Appendix A, I1:P3, p.148 and 142).

Subtheme 3.4 Reflection gaps

Both expert participants experienced that when they did not reflect on reflection practices in private practice, it could become a reflection gap in itself. Participant 3 stated “...I think the whole process again about reflection is, that sometimes you tend to forget to look into reflection...” (Appendix A, I3:P3, p.156). Participant 2 suggested that “...just going through the file quickly and you set your goals without reflecting...” is a reflective gap but reflecting on “...if it might be the actual goals that you want...” could help to fill the reflection gap of “...not just going on but thinking about that process...” (Appendix A, I2:P2, p.147).

Another reflection gap identified by Participant 3, was not making time for reflecting on personal issues, such as “... stress-out feelings and the fact that you are tired and burned out and rushed...” (Appendix A, I1:P3, p.141). Participant 2 highlighted a similar gap pointing out “...that may be a barrier, reflecting about your own difficulties within the practice or so on...” (Appendix A, I3:P2, p.152). Participant 2 also found that it was sometimes necessary to reflect on the positive things as well. The gap is then to remind oneself not to “...forget about the things that were good within the session as well...” (Appendix A, I2:P2, p.147).

Subtheme 3.5 Challenges in private practice

In private practice one of the challenges lies in being isolated, “...sometimes you are isolated, especially if you don't work with other colleagues within a system in a private practice...and the chances are that you don't reflect as often because you're isolated...” according to Participant 2 (Appendix A, I1:P2, p.137). Participant 3 stated that “...you're your own everything...” in private practice (Appendix A, I2:P3, p.150) and therefore “...our peers are the only ones that you can reflect, if you're in private practice that is...” (Appendix A, I1:P3, p.141). In private practice reflective practice is needed “...because of the fact that... you don't have someone else to help you to plan your own, someone to say, we're overworked now, or you're over planned now, that's too much people to see...” (Appendix A, I1:P3, p.142).

Another challenge regarding reflection in private practice is adjusting one's reflections to the times. Educational psychologists must consider changes in generations, financial dilemmas, expectations and pressure in general when reflecting. Participant 2 pointed out that "...today everybody runs to the HPCSA. The moms are, unrealistic. We have a generation with quick fixers..." (Appendix C, WVF:P2, p.176). Participant 2 stated that

Even in the forensic we saw that in the past you could do a report, if you did a good report, you know, you didn't always go to court. Suddenly, they subpoena even a little letter and the attorney will go and advise the client to go to the HPCSA and lodge a complaint and then you cannot do the case anymore because there's a complaint and it's a false complaint. (Appendix C, WVF:P2, p.176).

Participant 2 also highlighted the challenge of reflecting on "...the financing aspects of things and the pressure on therapists..." adding that there is "...a lot of stress and pressure, I think, on psychologists in general..." in private practice (Appendix C, WVF:P2, p.176).

4.4.4 Theme 4: The influence of reflection in private practice

The subthemes remained the same as those for the novice participants. Two subthemes were added by the expert participants: being effective (subtheme 4.6), and personal life choices and professional career choices (subtheme 4.7). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 9 in Appendix H were used to guide the process.

Subtheme 4.1 Clear perspective

Reflection can lead to a clearer perspective. Reflecting with others such as peers or colleagues can help to "...get some new perspective..." (Appendix A, I1:P3, p.140). Participant 2 agreed and added that one got "...exposure..." and different perspectives when one reflected with others (Appendix A, I1:P2, p.138).

Subtheme 4.2 Mindfulness

Being mindful means being constantly aware of every aspect that is taking place in the moment. The expert participants experienced this state of mindfulness more automatically as reflection came automatically for them. Participant 2 noted that it was important "...to be aware of..." automatic reflection (Appendix A, I1:P2, p.139). The influence of reflection is that it sparks awareness that leads to developing mindfulness. Participant 2 observed that "...you need to become aware of reflection..." (Appendix A, I1:P2, p.139). Mindfulness has been associated with being in a state of awareness.

Participant 3 observed that “...the value of reflection is that you can think about what you think...and what you do...” (Appendix A, I1:P3, p.142).

Being mindful of personal feelings and the influence thereof is also part of being mindful. Participant 2 mentioned disappointment and how “...it can also get into resentment...” (Appendix C, WVF:P2, p.177).

Subtheme 4.3 Prioritised focusing

When prioritising one’s focus, Participant 2 stated that “...sometimes you need to reflect where you need to follow the client and where you need to bring in more structure...” (Appendix A, I1:P2, p.137). She explained that one’s focus could also shift because “...you don’t always just focus on the client, you need to focus on the system...” (Appendix A, I1:P2, p.137).

Subtheme 4.4 Sustainable reflection in private practice

For both Participants 2 and 3, reflection is not an action that is performed only at a specific time of the day. Both participants emphasised that in order for reflection to be sustainable, it needs to be constant. Reflection is constantly part of Participant 3’s routine. When asked when she included reflection into her routine, she replied “...daily...” (Appendix A, I1:P3, p.140). Participant 2 replied to the same question as follows:

While I’m busy with every client... I do reflection. And I think that’s important because you need to follow the client and not impose something on them. So, that is a constant reflection of where we are going, where we are heading, the type of questions you might ask. (Appendix A, I1:P2, p.135).

Sustainable reflection in private practice means incorporating reflection into assessment, therapy and interaction with parents constantly. Participant 2 explained it as follows:

It’s constantly reflection, whether you assess, because you need to reflect on what was the observations, you need to reflect on, what would be the best options for this child. If you do therapy again, reflection. If you work with parents, reflection. (Appendix A, I3:P2, p.154).

Participant 2 pointed out that “...scheduling your sessions...to leave time for self-reflection...” is also important (Appendix A, I2:P2, p.148). Constant reflection is valuable and makes reflection more practical and sustainable. Participating in this study made Participant 2 more aware of the value of reflection and of “...how important it is to be part of your daily processes in your work...” (Appendix A, I3:P2, p.152). She later repeated that she “...realised how important it is...” (Appendix A, I3:P2, p.152). Immediate reflection helped to make reflection more sustainable in private

practice for Participant 2, who stated that even in “...a case where I had to make immediate decisions...I still reflected...” (Appendix A, I1:P2, p.138). Participant 3 observed that “...it’s in your head and you go through it every day...for me it is more efficient...” (Appendix A, I1:P3, p.142). The value of developing sustainable reflection then lies in being more efficient and implementing reflection in a more immediate, constant and practical manner. During the final interview, Participant 3 added “...I think I’ve come to a point where that works for me...if it works then I’m not going to change what works...” (Appendix A, I3:P3, p.156).

Subtheme 4.5 Self-confidence

Reflection has an important influence on the development of self-confidence. Part of developing self-reflection is reflecting on self-doubt. Participant 3 explained that “...self-doubt and professional doubt comes in, it’s the same in a sense because if you doubt yourself then professionally you cannot do your work...” (Appendix D, MC:P3, p.210). Participant 2 also mentioned self-doubt saying: “...I think you as a psychologist, there’s a perception that you cannot be weak. It can be a self-perception, or it can be other’s perceptions, that you’re always strong...” (Appendix A, I3:P2, p.152). Participant 3 described the influence of self-doubt and said “...if you’re uncertain...you plan and re-change...and that’s when your uncertainty comes in...” (Appendix A, I3:P3, p.156). Participant 3 further observed that “...I think basically, when you start your practice you are scared for everything. And scared that people can take you to the council or scared that this or this can happen...” (Appendix D, MC:P3, p.210). Participant 3 also observed that not only does reflection help develop self-confidence, “...but the moment that you understand the way that you work, whatever anybody says, you know what you are doing...I think that then makes reflection much easier...” (Appendix D, MC:P3, p.210). Therefore, self-belief develops and enhances self-confidence. Participant 2 also explained that one needs to reflect “...about the things that were good within the session as well...” (Appendix A, I2:P2, p.147), and not only on what needs to change in order to “...influence your self-confidence...” (Appendix D, MC:P2, p.197).

Subtheme 4.6 Being effective

You need to reflect in order “...to be effective...” (Appendix A, I1:P2, p.136). Participant 2 stated “...I think it’s [reflection] part of being an effective therapist because as I said, you cannot do therapy without reflecting...” (Appendix A, I1:P2, p.137).

Reflection influences an educational psychologist’s effectiveness. In the final interview, when Participant 2 was asked if she felt reflection could be beneficial in all practices, she replied: “...it must

be. You cannot be effective and handle in the best interest of the client if you're not reflecting constantly..." (Appendix A, I3:P2, p.154). Therefore, Participant 2 also highlighted the importance of reflection in identifying and acknowledging possible growth areas in order to become more effective. She observed that if one does not reflect "...you're not on par with...what is your limitations, gaps, where you need to get some information, maybe peer group review, supervision, anything like that. And then I think you're a danger to the client..." (Appendix A, I3:P2, p.153). Participant 3 highlighted that one should never think one had gained enough experience, observing that "...you need to be very cautious about that..." and agreed when she was asked if continuous reflection can prevent one from falling into that trap (Appendix A, I3:P3, p.156).

Subtheme 4.7 Personal life choices and professional career choices

Reflection is not always focused on clients and work only. Both Participants 2 and 3 mentioned using personal reflections that influenced their career paths and life choices. Participant 3 mentioned that reflection "...can be reflecting on how it [your work as an educational psychologist] affects your, if you are married and have children..." (Appendix A, I1:P3, p.141). Participant 2 explained "...it's not just the client, it's about yourself as well..." (Appendix A, I1:P2, p.136). During member checking, Participant 2 added that she reflected on her "...professional path as well..." (Appendix D, MC:P2, p.199). She said that she thought "...there's also personal reflection, career path reflection, so it's much wider than just the client and their interaction...it's the whole picture..." (Appendix C, WVF:P2, p.177).

Another important influence of reflection is that one truly considers one's own best interest. This will have an influence on changes in one's personal life choices and professional career choices. During member checking with Participant 2, she observed that she "...came to a stage where I started reflecting about, is that in my best interest as a therapist..." (Appendix D, MC:P2, p.199).

4.4.5 Theme 5: The value of reflection in private practice

The following criteria as indicated in Table 4.10, guided the process of identifying subthemes in Theme 5. Subthemes 5.1 to 5.4 remained the same as for the novice participant. Meaning making (subtheme 5.5) fell away for the expert participants. Two new subthemes were added, namely remaining up to date (subtheme 5.5) and developing comprehensive reflection (subtheme 5.6). During the identification of subthemes, the criteria for inclusion and exclusion as indicated in Table 10 in Appendix H were used to guide the process.

Subtheme 5.1 Personal and professional value

Reflection is valuable for personal and professional development. Participant 3 explained that in private practice you don't always make time for personal reflection. She described it as reflection "...inside yourself..." (Appendix A, I1:P3, p.141). Participants 2 also described personal and professional life as integrated (Appendix A, I3:P2, p.153). Participant 3 agreed by observing that if one is unbalanced in one's personal life it will "...reflect..." in one's professional life (Appendix D, MC:P2, p.210).

Theme 5.2 Guarding against projection and countertransference

Participant 2 asked to add this subtheme of guarding against projection and countertransference during the final member checking because "...when you project your things onto them [clients] or when they project their things onto you... that's a very dangerous thing..." and that is "...where reflection is extremely important..." (Appendix D, MC:P2, p.208).

Subtheme 5.3 Change

One value of reflection is that it leads to change. Participant 3 observed that if one did not reflect "...it means you won't change anything..." (Appendix A, I3:P3, p.155). This statement highlights the value of reflection in making changes. Asking questions such as "...what can I do different the next year?" during reflection can lead to change (Appendix A, I1:P3, p.143). The "...value for that [reflection] is to rethink and reschedule and...make it more productive...so you restructure and you re-plan..." (Appendix A, I1:P3, p.142). Reflecting repeatedly about actions, productivity and planning can expose what essentially needs to be changed.

Subtheme 5.4 Developing an inner reflective voice

One of Participant 2's expectations of participating in this study was

to make awareness...that reflection doesn't have to be just sitting down and have a lot of writing to do, it's not a separate process. So that the younger psychologists that starts [sic] now need to realise that it starts to become from novel to automatic...and to be aware of that. (Appendix A, I1:P2, p.139; also refer to Appendix A, I3:P3, p.155 and 155).

She explained that reflection is an "...automatic process that is intertwined..." (Appendix A, I1:P2, p.139). When asked if Participant 2 gained something from participating in the study she replied, "...it goes back to the fact of being more aware of that. I think with experience, it becomes an automatic process...you're not always aware that you do that actively..." (Appendix A, I3:P2, p.154).

Reflection becomes a subconscious process. While discussing processing during member checking, Participant 2 added "...it's almost unconscious reflection...or subconscious...maybe better because it's subconscious reflection..." (Appendix D, MC:P2, p.198).

Participant 3 described reflection as "...you know that you are doing it, but you don't cognitively do it. You are not attentive of the fact that you do it, but you do actually do it..." (Appendix A, I3:P3, p.155). Participant 2 said she found that "...sometimes I will process through the night...and then the following morning something is just clear. And it was not a conscious decision...it was a process...Rethinking and even in the subconscious..." (Appendix A, I1:P2, p.137).

Participant 3 mentioned being constantly aware of areas she needed to reflect on. During member checking she described it as "...it's part of yourself..." (Appendix D, MC:P3, p.209). Participant 2 observed "...in the beginning you wrote it down. We were forced in the training to write it down..." (Appendix A, I1:P2, p.136). She observed that reflection currently is "...all in my head...that works for me. It's my inner voice..." (Appendix A, I1:P2, p.138).

Subtheme 5.5 Remaining up to date

Reflection has value in summarising: "...summing up, you know, the notes and reflections. Before they see the next client...Just to get closure and then start fresh again..." (Appendix A, I2:P2, p.148). According to Participant 2, you need to continuously reflect on your own processes "...and that is just to make sure, OK, you've got everything and that you don't forget things that you want to add or ask the client..." (Appendix A, I2:P2, p.149).

Subtheme 5.6 Developing comprehensive reflection

Developing comprehensive reflection skills means taking all information and parties into account. It is important to do reflection "...with the client, with parents, but also yourself..." (Appendix A, I3:P2, p.152). Participant 2 added that reflecting about reflection holds value for "...the client, the parents, but for me as well..." (Appendix A, I3:P2, p.153). Participant 2 confirmed that reflection is "...actually multi-dimensional almost..." (Appendix D, MC:P2, p.196).

In order to develop comprehensive reflection, one needs to reflect constantly. Having comprehensive reflection skills also motivates them to improve. The influence of continuous reflection is that it develops into comprehensive reflection that leads to change. Participant 3 explained "So, I think reflection is focused on the fact that you need to change. The areas that you need to focus on to change. So, if it's not, then change won't happen..." (Appendix A, I3:P3, p.155).

4.5 COLLECTIVE FINDINGS FROM NOVICE AND EXPERT PARTICIPANTS

The following section discusses the collective findings of the novice and expert participants to determine the influence of reflective practice on educational psychologists in private practice. I will show links to relevant literature and attempt to highlight similarities, as well as contradictions to existing literature. Any new information that was not found in existing literature will also be highlighted. The discussion is structured according to the themes that were identified during inductive thematic analysis of the data.

4.5.1 The use of reflective practices in educational psychologists' private practices

The results indicate that educational psychologists use a variety of methods that form part of their reflective practices. Collaborative reflection was used by all the participants, and was also of great value to them. The results indicate that collaborative reflection is valuable as it provides new perspectives and interpretations, increases objectivity and is beneficial to professional development. By engaging in peer-based reflection, an educational psychologist is also offered the opportunity to learn from other educational psychologists' experience and share new ideas. Boud et al. (2013) stated that the opportunity to share information, exchange feedback, limit assumptions and finding alternative interpretations arised during shared reflection. The results of this study show that collaborative reflection becomes a valuable support structure in private practice.

Peer review, peer collaboration, peer guidance and peer mentoring are different ways in which the participants described reflection with peers. In literature it is also described as shared or group reflection (Beggs, Shields, & Goodin, 2011; Boud et al., 2013; Chen & Forbes, 2014; Frodeman et al., 2017; Lawlor et al., 2015; Purtilo & Doherty, 2015; Wronka, 2017). It was found that peer reflection was especially valuable when reflecting on ethical dilemmas. Existing literature furthermore place significant emphasis on the importance of shared reflection regarding ethical decision making (Purtilo & Doherty, 2015).

The results showed that reflections with parents are beneficial in ensuring that all relevant information is obtained and integrated. Reflection with parents was not identified during the initial literature review as a method used by educational psychologists as part of their reflective practices. Research is, however, constantly undertaken to gain insight by using parents' reflections on various topics. One of the expert participants found reflection with clients beneficial because their reflections can further guide the educational psychologist's reflections to ensure appropriate and relevant therapy goal planning and application. This corresponds to well-established research on collaborative therapy goal

planning (Edwards, Jones, Higgs, Trede, & Jensen, 2004; Kuyken, Padesky, & Dudley, 2009; Wressle, Eeg-Olofsson, Marcusson, & Henriksson, 2002).

Client's perspectives are deemed as valuable and should be considered when deciding on appropriate methods to use and when planning intervention (Smith, Yoshioka, & Winton, 1993). Shared reflection is a technique that has been proven to be useful (Beggs et al., 2011; Chen & Forbes, 2014; Farrell & Jacobs, 2016; Grant & Kinman, 2012).

In addition to the collaborative reflection methods used, individual reflective methods also had their place. The results indicate that individual reflective methods include a variety of self-talk and written reflection, as well as key notes or a drawing. Literature emphasises the fact that there is no single correct way of doing reflection, since reflection is personal in nature which makes it a unique process for each individual (Collier & Williams, 2005). An increased understanding and higher levels of self-awareness have been associated with self-reflection (Oden et al., 2009; Tufekcioglu & Muran, 2015).

I found a discrepancy between the novice and expert participants about written reflection. The novice participant found written reflection in the form of a reflective journal, valuable, while the expert participants found writing to be too time consuming and that a few key notes were adequate when incorporating writing as a reflective method. The expert participants explained that individual reflection is more of a mental process. One of the expert participants explained that during training she was forced to write her reflections and admitted that it helped in the beginning as it formed what she described as a "safety net" (Appendix A, I1:P2, p.139). However, later with experience, reflection became more natural and automatic. The results of the expert participants concur with Collier and Williams (2005), who stated that most professionals' reflective strategies, methods or techniques started with activities assigned by a supervisor and then develop into more fully self-directed and continuous reflective practice (Collier & Williams, 2005).

The results of this study also indicate that the participants use meta-reflection in order to reflect on reflections (Maree, 2013). Meta-reflection in the results included not only reflecting on reflections, but also reflecting on the participants' personal reflective practices. The identified benefits of meta-reflection coincide with Savickas's (2011) statement that meta-reflection triggers appropriate action.

Both individual and peer reflection as reported in the findings and literature of this study, are supported by the proposed conceptual model for reflection. In this regard, the tenets of Piaget's

learning-development theory and social-constructivist theory can easily be recognised in the findings, such as self-awareness, metacognition, meta-reflection, growth, learning and development (refer to Figure 2.2 for further elucidation).

The results indicate that reflective practices are linked to preparing, doing or thinking about an action. The reflective actions indicated in the results are reflection-before-action, reflection-in-action and reflection-after-action, which were also indicated in literature as dimensions of reflection that facilitate decision making, promote diverse learning opportunities, and promote better understanding, productivity, purposeful action and preparation for improved future practices (Dornan, 2016; Edwards, 2017; Farrell, 2004; Killion & Todnem, 1991; Postholm, 2008; Scaife, 2014).

The results indicate that reflection is not only an action that is performed at one specific time, but it is also an intertwined process. The results indicate that reflection should rather be seen as a continuous process and not only as an activity that is performed once every now and then. This is confirmed in literature. Reflection has been described as an active process of exploration and discovery (Boud et al., 2013).

4.5.2 Content of reflections of educational psychologists in private practice

The results of this study indicate that the participants reflected on similar aspects or factors irrespective of their years of experience. One of the aspects indicated by the results that educational psychologists in private practice reflect about is their well-being. According to the participants, reflecting on well-being is an important part of self-care. Reflection has also been linked to well-being and self-care in literature. It is imperative for mental health professionals to include self-care in their lives (Richards et al., 2010; Wise et al., 2012).

It is furthermore also important to reflect on personal well-being in order to be useful to clients. Literature shows that reflection enhances well-being at work (Anttila & Löytönen, 2010; Grant & Kinman, 2012). Reflecting on well-being and engaging in self-care, prevent professionals from being susceptible to burnout, impairment and other associated health issues (Paris & Hoge, 2010; Richards et al., 2010).

I found that learning and development was a central theme during reflection. These two concepts cannot be separated as they are interlaced. Learning and development take place during reflection, and reflection takes place when learning and development occurs. The results of this study show that learning and development enable an educational psychologist to continuously grow personally and

professionally. Literature also highlights the role of reflection in the reciprocal process of learning, developing and growing. Continuous reflection encourages and promotes personal and professional development (Cottrell, 2015; Killion & Todnem, 1991; Knott & Scragg, 2016).

Not only is learning and development imperative for an educational psychologist, it should be a lifelong venture (Berg et al., 2017; McInerney, 2014) where reflection becomes part of the process of lifelong learning and continuous growth (Cooper & Wieckowski, 2017; Cottrell, 2015; Killion & Todnem, 1991; Knott & Scragg, 2016; Twyman & Redding, 2015). It can therefore be concluded that reflection is used in the process of developing personally and professionally, which evolves into a habit of lifelong learning.

Not only did the results of this study illustrate reflection as important for learning and developing, but also for overall planning. The expert participants highlighted the importance of reflecting on the client. The results show that reflecting on factors that make the clients unique, such as their temperament, personality, unique challenges and preferences, enables an educational psychologist to be more responsive towards the clients. Reflection has been associated with developing practices that are more responsive and that ensure the provision of appropriate support (Dray & Wisneski, 2011). Hatcher (2015, p.15) describes reflection as “facilitative to clients and the therapy process”.

Reflecting on planning, processing and adjustment was apparent throughout the research results as a necessity in private practice. According to the results, problem solving, processing information, planning strategies, planning in general, decision making and remaining flexible with the ability to adjust, go hand in hand in order to achieve success. Reflecting on personal practice forms part of the overall planning process (Postholm, 2008). Problem solving and decision making have also been linked to reflection in existing literature (Birmingham, 2004; Boud et al., 2013; Edwards, 2017; Kelly et al., 2017). During the initial literature review, problem solving and decision making were grouped together as a facet of reflection. The results, however, indicate that problem solving and decision making constitute a much broader facet. Various factors, such as planning, strategies, different perspectives, critique, flexibility and the ability to adjust are all necessary and useful during problem solving and decision making. All these factors function together to inform each other, and reflection is the glue that ties them together.

The results also indicate that educational psychologists reflect on what motivates them. The participants felt a spark of motivation when reflecting on positive outcomes during therapy, their passion for their work as well as reflecting on what makes their work fun. Motivation was not identified

as an aspect of reflection during the initial literature review. This may be due to reflection not being directly linked to motivation. Feedback from peers, dissatisfaction in outcomes, job satisfaction, professional development and learning have been linked to motivation in existing literature (Appova & Arbaugh, 2018; Chang & Lin, 2017; Duijnhouwer, Prins, & Stokking, 2012; Megginson & Whitaker, 2010). This could potentially mean that reflection helps in the process of professional growth and learning, which in turn leads to the promotion of motivation.

The results indicate that reflecting on ethics, balance and the best interest of the client are parallel and equally important. The participants reflected in order to find balance between personal influences and professional necessity. Personal and professional development is a continuous process of which reflection is a vital instrument (Knight et al., 2010). Through reflection, lifelong learning can take place and in the process of lifelong learning a healthy balance between personal and professional roles can be sustained (Dornan, 2016).

The results further indicate that reflection is quite often concerned with ethical dilemmas. Literature also indicated that ethical decision making cannot take place without reflection (Purtilo & Doherty, 2015). Fisher (2016) acknowledged reflection as a helpful tool when making ethical decisions.

In summary, I found that educational psychologists in private practice reflect on numerous focus areas. The main areas identified in the research results were learning and development which go hand in hand with planning, processing and adjustment. Balance, ethics and the best interest of the client emerged from the results as one of the important content elements during reflection. Reflecting on well-being is also imperative for an educational psychologist to function optimally. The last factor was motivation. This emerged as an important factor that links to future choices as seen in the findings on the influence of reflection.

4.5.3 Challenges when reflecting

Research has shown that reflection may not be a simple skill that practitioners easily implement or willingly embrace (Mälkki, 2010). The results of this study indicate that the novice participant found content and convenience in terms of reflection challenging. Specifically, phrasing reflections and the formation of clear descriptions seemed to be challenging for the novice participant. The participant also indicated that she experienced convenience as a barrier when she did not have her laptop with her to type her reflections immediately after sessions.

The results of the expert participants indicate that significant challenges were identified in terms of becoming stagnate with reflection or over-reflecting. Becoming stagnate entails proceedings that could not have been foreseen and can therefore lead to a professional feeling stagnant. Both participants emphasised that it is important to stay calm and reflect in such situations. Healthy reflection may be beneficial, but when one gets stuck in a loop of over-reflection, it can influence one's confidence in one's own competence, allow rumination only on what went wrong and prevent one from arriving at a point where one can successfully do the work.

The only mention of over-reflection that I found in existing literature was in an article about parental grief in online cancer support groups and in a book on parenting. Eldar and Burke (2015) stated that over-reflection when loss is experienced may impede grief adjustment while Fleming and Balahoutis (1987) said that over-reflection of feelings can provide a child with control and power over the parent. No literature was found on over-reflection of (educational) psychologists in private practice.

The results from all the participants indicate a meaningful challenge with time. Scheduling time, ensuring enough time between clients for reflection and keeping to planned structures of the day are vitally important. The results indicate that the participants sometimes find themselves overbooked or just too busy to make time for reflection. During the initial literature review, time was also identified as a challenge regarding reflection (Killion & Todnem, 1991; Mamede & Schmidt, 2005; Moon, 1999). Literature indicates that reflective experience is found less in professions that are eventful and which keep the professionals physically active and busy (Killion & Todnem, 1991). The immediacy of events and rapid pace of practice can possibly limit reflection (Emmer & Stough, 2001). The results concur with Moon's (2013) observation that reflection should be managed into your routine in a structured way. Even though the need for time is identified, the results still indicate that the participants made a concerted effort to manage their time to allow a form of reflective practice within their private practices.

I found that identifying reflection gaps could be challenging. Each participant identified her own personal reflection gaps. The novice participant indicated that she would like to reflect more often on therapy planning, alternative strategies and ways to improve professionally. One of the expert participants identified reflecting on a more personal level, as well as reflecting on personal issues, as a reflection gap. The other expert participant identified reflecting on her own difficulties in practice, as well as reflecting on more positive effects to be reflection gaps.

Challenges to reflection in private practice were also identified in the results. For the novice participant, the pressure of knowing that she is paid for her time was indicated as a challenge. She

found that reflection helped her to be aware of this aspect thus allowing her to continue doing her job without it influencing her efficiency. Isolation emerged from the expert participant' results as being a challenge in private practice. Peer reflection was subsequently highlighted in the results as a vital guard against becoming too isolated in private practice. Another challenge with reflection in private practice that emerged from the results, is adjusting one's reflections to the times. The results indicate that educational psychologists must consider changes in generations, financial dilemmas, expectations and pressure in general when reflecting.

4.5.4 The influence of reflection in private practice

In private practice, educational psychologists work alone or, conversely, as part of a multidisciplinary or as a transdisciplinary team. In this study, the participants are educational psychologists in private practice who work alone. They don't form part of a multidisciplinary or transdisciplinary team where they can share intellectual frameworks that broaden their individual disciplinary perspectives (Thomas & Newman-Toker, 2016). They therefore need other tools to help them gain different perspectives. The results of this study indicate that reflection is a valuable tool that influences one's perspective in order to gain clear perspective. Considering different angles is important. The results further indicate that the participants gained clearer perspective when reflecting, especially from collaborative reflection. Awareness is a key component in the process of considering all perspectives.

Creating mindfulness is one of the major influences of reflection, which include being fully present, being engaged with the client and working in the here and now. Literature describes mindfulness as the state of being focused, observant and aware of what is occurring in the present. (Brown & Ryan, 2003; Hirst, 2003). Creating awareness through reflection is an integral part of developing mindfulness. This is not only awareness of everything around one, what is taking place and how one is feeling; it is also becoming aware of one's own reflection practice. This is a constant process of being aware of everything you are experiencing. Reflection is closely linked to mindfulness and mindfulness can assist professionals in understanding and organising reflection during activities (Jordan et al., 2009). In this way, awareness encompasses everything that is reflected about, because one has to be aware of something in order to reflect about it.

The results of this study show that awareness helped the participants to take heed against assumptions, preconceived ideas, and being biased, as well as inappropriate self-disclosure. When assumptions become problematic, reflection is often triggered (Mälkki, 2010). According to the results, reflection enabled the development of awareness which also promoted objectivity, and

empathy, as well as professional and personal awareness. The participants noted that an educational psychologist should constantly be aware of personal influences. I found that the results concur with existing literature which indicate that reflection and mindfulness go hand in hand (Jordan et al., 2009).

In some of the literature reviewed for this study, reflection was linked to a more focussed state of self-awareness (Hébert, 2015). The results indicate that the participants use reflection as a method for prioritised focusing. Following the client and focusing on a client's individual needs may be the priority at a particular moment. It can also be to focus on a specific aspect during therapy, such as building rapport or putting aside or adjusting predetermined goals and objectives for the session. The focus may not only be adjusted through reflection, but may also sometimes be shifted. One participant in the study observed that sometimes the focus has to shift from the client to the system. When focusing is prioritised during a session, it helps the educational psychologists to engage in a more client-centered approach, according to the results.

The results seem to indicate that the more experienced one is, the more aware one becomes of one's own competencies and limitations, which in turn governs self-confidence. Instances of self-doubt and self-belief lead to the development of self-confidence as a therapist. As an educational psychologist, one must be able to recognise instances of self-doubt and overcome it to develop confidence in one's own competency. Bischoff and Barton (2002) stated that to question one's own competency is probably a sign of healthy self-reflection. The results suggest one should confront one's weaknesses and critique one's work in order to identify areas for growth. It is also important to acknowledge self-belief and instances that build self-confidence as it will guide growth. One of the experienced participants observed that one reaches a point where one is content with one's competency and one is confident that one can handle anything that comes one's way (Appendix D, MC:P3, p.210).

Effectiveness is influenced by reflection. Meta-reflection can also be considered as a form of internal regulation, providing practitioners with the opportunity to question their effectiveness when dealing with experiences and specific situations (Paterson & Chapman, 2013). The results indicate that therapy and reflection is a combined process where therapy cannot be effectively executed without reflection. The participants accentuated reflection as the most important tool to utilise during therapy. When reflecting, the efficiency of techniques is evaluated, limitations, gaps and areas of stagnation are identified and instances where more information is required are acknowledged.

As mentioned before, reflections not only influence and facilitate the process of learning, developing and growing, but also the process of adapting and changing. All these factors are necessary when

making a life or career choice as it involves evaluating and decision making skills. The results indicate that reflection influences the variations that occur in educational psychologists' personal life choices and professional career choices. The expert participants emphasised that one should not only reflect on the best interest of the client, but also one's own best interest and what would be good for oneself. The participants indicated that considering personal life choices such as marriage and children were important. Professional career choices such as when it is time for a change and where one stands in practice in terms of preferences, were highlighted in the results as important aspects to reflect on. It can thus be concluded that reflection influences personal life choices and professional career choices.

The results further indicate that reflection influences the development of sustainable reflection in private practice. The novice participant observed that during the study, she became more aware of reflection and wanted to develop a way of doing it in a more immediate and sustainable way. In order to maintain sustainable reflection in private practice, the expert participants indicated that they reflect constantly. They not only ensure that they schedule time in-between clients to make key notes, but are also constantly reflecting cognitively and even subconsciously. According to literature, sustainable reflection and self-reflection can improve practice (Margolin, 2012). Reflection thus influences the development of sustainable reflective practice in private practice, which has proved to be valuable to educational psychologists who want to improve their practice.

4.5.5 The value of reflection in private practice

Guarding against projection and countertransference in private practice, can only be effectively done if an educational psychologist reflects continuously. The value of reflection, then, is to have a tool that constantly highlights and guards against possible projection and countertransference, identifies potential triggers and reflects on what the best possible solution can be, as one has to recognise irrational reactions or tendencies before one is able to change them (Mälkki, 2010).

A clear link emerged between reflection and change, as also found in literature (Boud et al., 2013; Kelly et al., 2017). The results indicate a change in the novice participant's process notes where she incorporated more productive reflection after implementing reflection as part of her daily routine. She also reported a change in her thought patterns since reflecting became a daily routine.

One of the expert participants highlighted the importance of reflecting on what worked well and what needed to change at the end of the year. Humans have a natural tendency to maintain pre-existing insights, thoughts and meaning structures (Mälkki, 2010). If strategies such as reflection are not

implemented to counteract existing perceptions, change will not be possible. Postholm (2018) also identified that reflection helps therapists to break free from routine, making change possible. The results indicate that change will not occur without reflection, which concurs with Postholm's statement.

Reflection has been used by individuals who want to promote their personal and professional development (Kelly et al., 2017). The importance of sustainable reflection has been found in many studies as it facilitates professional growth and fosters a life-long personal and professional integration process (Rønnestad & Skovholt, 2003). It is noteworthy to mention that the results indicate that personal and professional value was found during reflection. The value of personal growth was also specifically mentioned.

An interesting finding about doing reflection was the value it provided in remaining up to date with a client's case. This was not identified during the initial literature review. However, the results show that educational psychologists in private practice experience reflection as a vehicle for obtaining closure and remaining up to date. The results indicate that making summaries and notes of reflections can help educational psychologists in private practice to find closure after a session with one client and to start fresh with the next client.

Reflections have influenced the process of making meaning of experiences, of therapy and acquired knowledge. The results of the novice participant showed that meaning is constantly being created when reflecting. This relates to the research of Fook (2016b), who stated that meaning is constructed when practicing professionals engage in reflection. Meaning making as a subtheme fell away when the expert participants' data were analysed because the expert participants didn't mention meaning making as part of their reflections. This could be due to the fact that the expert participants mentioned automatic reflection and due to the subconscious nature of their reflections, meaning making could possibly be intertwined throughout the entire process. Research also indicate that meaning making emerges through continuous reflection and is an ongoing process (Bray, Lee, Smith, & Yorks, 2000).

The novice participant is more aware of reflection and even mentioned that after participating in this study, she noticed that she was subconsciously focussing on reflection during the day and thinking of reflections while working with a client. The expert participants emphasised the development of their reflective practice through years of experience and how it had developed into an automatic, intertwined process which feels natural to them. According to them, one becomes more aware of reflection with experience and it becomes more automatic without one being aware of the activity of reflection. Their description of reflection was that the brain automatically processes the day's events

and tie them together. They know they are reflecting, but they are not consciously aware of the fact that they are doing it. One participant pointed out that she reflects subconsciously through the night.

The results indicate that the expert participants repeatedly mentioned developing an inner reflective voice. The results from the expert participants show that reflection informs professional instinct and that educational psychologists should learn to trust their instinct. During the initial literature review, no reference was found on reflection leading to an inner voice. While surveying existing research, a neurological study was found on how self-related thinking has been linked to inner speech, which has been shown to have various important cognitive functions among which are planning, self-regulation, self-control and memory (Morin, 2005; Morin & Hamper, 2012).

Rober, Elliott, Buysse, Loots, and De Corte (2008, p.406) proposed a model of the family therapist's inner conversation, based on four positions representing the concerns of the therapist, namely "attending to the client's process, processing the client's story, focusing on the therapist's own experience, and managing the therapeutic process". The therapist was portrayed as having multiple inner voices which formed an inner conversation (Rober et al., 2008). A study on teacher's reflections indicated that learning to follow one's inner voice can promote self-confidence in the classroom (Hiemstra, 2001).

Although these studies mentioned inner speech, inner conversation and even the inner voice of teachers, no direct mention was found about developing educational psychologists' inner reflective voice. The results of this study suggest that reflection is a valuable tool for educational psychologists, as it develops and becomes an inner reflective voice.

Reflection is a broad concept and reflection is done on a wide variety of aspects. One of the expert participants in this study described reflection as multi-dimensional. Reflection is being aware of every aspect of a session, including the client and the parents, as well as oneself. The results of this study show that reflection should be done on all the possible angles that influence a session. Reflective practice should be done regularly to continuously improve, thus yielding the maximum benefits. Regular reflection can lead to the development of comprehensive reflection as a valuable support structure in private practice. It is important to remember that reflection is an intertwined process and that all aspects influence one another. Reflection can therefore seldom be done on one aspect only.

4.6 SUMMARY

In Chapter 4, the results and findings following data analysis are discussed in detail. This chapter highlighted the methods used to reflect, as well as the aspects participants reflected on and the challenges they faced when reflecting. It also provided insight into the value gained from reflection and the influence that reflective practice has on educational psychologists in private practice. Quotes from the data and references to current research are presented to support the results and findings.

The research questions, limitations of the study and recommendations for further research will be discussed in Chapter 5.

CHAPTER 5 – DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study was to explore and describe the value of reflection for educational psychologists in private practice. The results and findings were presented in Chapter 4. In this chapter, the findings will form the basis of an evidence-based discussion. The research questions will be answered, and limitations of the study will be identified. The potential value of the study will be discussed, and recommendations will be offered for future research, practice and training. The following section provides a summary of the previous chapters.

5.2 SUMMARY OF PREVIOUS CHAPTERS

Chapter 1 offered an introduction to the study, which provided the necessary background and rationale for the study. The purpose of the study was explained, followed by the associated research questions. For transparency in research, personal working assumptions were openly stated. Concepts relevant to the study were clarified, as well as the epistemological and methodological paradigms, namely interpretivism and qualitative research respectively. A brief outline of the research methodology relevant to the study was also provided, which served as an introduction to Chapter 3's content.

In **Chapter 2** a literature review was conducted which contained a conceptual framework for reflection as understood in this study. Perspectives and facets of reflection, culminating in a visual representation illustrating the conceptual framework were also presented. The importance and value of reflection for health professionals in general, and educational psychologists specifically, were furthermore discussed, followed by reflection practices including methods, techniques and the impact of time.

Chapter 3 described the selected epistemological and methodological approaches, together with the selected research design. Justification and advantages, as well as strategies to overcome potential limitations, were highlighted and discussed with each choice. A detailed description of the chosen research method including multiple case studies, data collection, data sources, and strategy for selecting participants, as well as the data analysis and interpretation processes were included in

Chapter 3. Furthermore, the quality criteria and ethical considerations were emphasised to highlight the way in which the researcher ensured fair and accurate research procedures throughout the research study.

Chapter 4 presented the inductive thematic analyses of the collected data, which resulted in themes and subthemes emerging from the collected data. Excerpts from the data were appropriately included as evidence. The collective findings from the novice and expert participants were subsequently discussed. Links to relevant existing literature were shown in an attempt to highlight similarities as well as contradictions to existing literature. New information not found in existing literature was also highlighted. A summary of all the identified themes is provided in Table 5.1, indicating subthemes exclusive to novice and expert participants respectively, as well as subthemes mutual to all participants.

Table 5.1: Summary of all the identified themes

Theme	Subthemes exclusive to novice participants	Subthemes for both novice and expert participants	Subthemes exclusive to expert participants
<p>1 The use of reflective practices in educational psychologists' private practices</p>		<p>Subtheme 1.1 <i>Collaborative reflection</i> Subtheme 1.2 <i>Individual reflective methods</i> Subtheme 1.3 <i>Meta-reflection</i> Subtheme 1.4 <i>Reflection as an action</i></p>	<p>Subtheme 1.5 <i>Reflection as an intertwined process</i></p>
<p>2 Content of reflections of educational psychologists in private practice</p>	<p>Subtheme 2.5 <i>Balance</i> Subtheme 2.6 <i>Ethics and the best interest of the client</i></p>	<p>Subtheme 2.1 <i>Well-being</i> Subtheme 2.2 <i>Learning and development</i> Subtheme 2.3 <i>Planning, processing and adjustment</i> Subtheme 2.4 <i>Motivation</i></p>	<p>Subtheme 2.5 <i>Balance, ethics and the best interest of the client</i> Subtheme 2.6 <i>Reflections on the client</i></p>
<p>3 Challenges when reflecting</p>	<p>Subtheme 3.1 <i>Content</i> Subtheme 3.2 <i>Convenience</i></p>	<p>Subtheme 3.3 <i>Time</i> Subtheme 3.4 <i>Reflection gaps</i> Subtheme 3.5 <i>Challenges in private practice</i></p>	<p>Subtheme 3.1 <i>Becoming stagnant</i> Subtheme 3.2 <i>Over-reflection</i></p>

<p>4 The influence of reflection in private practice</p>		<p>Subtheme 4.1 <i>Clear perspective</i> Subtheme 4.2 <i>Mindfulness</i> Subtheme 4.3 <i>Prioritised focusing</i> Subtheme 4.4 <i>Sustainable reflection in private practice</i> Subtheme 4.5 <i>Self-confidence</i></p>	<p>Subtheme 4.6 <i>Being effective</i> Subtheme 4.7 <i>Personal life choices and professional career choices</i></p>
<p>5 The value of reflection in private practice</p>	<p>Subtheme 5.5 <i>Meaning making</i></p>	<p>Subtheme 5.1 <i>Personal and professional value</i> Subtheme 5.2 <i>Guarding against projection and countertransference</i> Subtheme 5.3 <i>Change</i> Subtheme 5.4 <i>Developing an inner reflective voice</i></p>	<p>Subtheme 5.5 <i>Remaining up to date</i> Subtheme 5.6 <i>Developing comprehensive reflection</i></p>

5.3 DISCUSSION

In this section, I attempt to answer the research questions of the study.

5.3.1 Secondary research question 1

To what extent do educational psychologists in private practice make use of reflection?

The findings of the study suggest that educational psychologists use reflection as an integral and vital instrument for learning and development in a continuous manner. Reflection was associated with continuous growth in personal and professional development. The findings also indicate that there is an interrelated link, as reflection boosts personal and professional growth and development, while personal and professional growth and development encourages and promotes reflection (refer to subthemes 2.2, 4.3 and 4.4).

In addition, reflection was found to be a lifelong venture which leads to lifelong learning and growth becoming an integral part of reflective practice in private practice (refer to subthemes 2.2 and 4.3). Through reflection, a healthy balance between personal and professional roles can be sustained in the process of the aforementioned lifelong venture of learning and growth (refer to subtheme 2.5).

Learning and development takes place while educational psychologists are reflecting on overall planning (refer to subtheme 2.3). The expert educational psychologists (Participants 2 and 3) also highlighted the importance of reflecting on the client's unique temperament, personality, challenges and preferences in order to be more responsive (refer to subtheme 2.6). Reflection can thus be seen

as a valuable tool, as it develops practices that are more responsive in private practice, ensuring the provision of appropriate support and facilitating the intervention process. It was furthermore found that many of the reflective practices centre on ethical dilemmas and ethical decision making (refer to subtheme 2.6). Reflection was described as a helpful tool when making appropriate and relevant decisions (refer to subtheme 2.3).

Planning, processing and adjustment are essential in private practice. Being flexible and having the ability to adjust were associated with the attainment of success and the simple and effortless execution of problem solving and decision making (refer to subtheme 2.3). Reflection was also found to be the glue that ties planning, processing and adjustment together to solve problems and make decisions (refer to subtheme 2.3). Evaluative reflection sparks awareness of the reasons why educational psychologists think, feel and act in a certain ways, by enabling them to critique what they think, feel and do (refer to subtheme 2.3).

Lastly, reflection was associated with an increase in well-being as well as motivation (refer to subtheme 2.4). Reflection was shown in literature to help with the prevention of burnout, impairment and other related health issues associated with educational psychologists in practice (Paris & Hoge, 2010; Richards et al., 2010). Reflection seems to lead to an increase in self-care, which in turn leads to an increase in well-being. Reflection was not directly linked to motivation, but in this regard motivation was linked to feedback from peers, job satisfaction, passion for work and professional development and learning, which arose from being aware. This, in turn, was the result of reflection (refer to subtheme 5.2). Motivation as well as reflection was also found to influence future choices (refer to subthemes 2.4 and 5.5).

In summary, reflection and development become an intertwined and continuous process that evolve into a lifelong learning habit and lead to appropriate and relevant problem solving and decision making abilities, as well as the promotion of motivation and well-being.

5.3.2 Secondary research question 2

How do educational psychologists in private practice make use of reflection?

From the findings of the study it was clear that educational psychologists use reflective practices within their private practice (refer to subtheme 4.3). Reflection is, however, a very personal process and therefore differences were found in how educational psychologists use reflective practices. Collaborative reflection, which included reflection with peers, parents and clients, was highlighted as

extremely valuable (refer to subtheme 1.1). Collaborative reflection was associated with an increase in objectivity and professional development, as well as a decrease in assumptions. Peer reflection was described as exchanging feedback that forms a support structure within private practice. Reflection about ethical dilemmas was an integral part of increasing objectivity and professional development, as well as facilitating appropriate and relevant decisions (refer to subthemes 2.2, 2.3, 2.6 and 4.1). To make appropriate and relevant decisions, it is imperative to use an integration of new perspectives, alternative interpretations and new ideas (refer to subthemes 2.3 and 4.1). This integration is the result of collaborative reflection, as well as individual reflection (refer to subthemes 1.1 and 1.2). Individual reflection included self-talk and written reflection in the form of journals, key notes and even drawings (refer to subtheme 1.2). The novice participant expressed value in reflective journal writing while the expert participants made use of key notes and mental reflection (refer to subtheme 1.2). The experts did, however, state that they had also started with a stronger approach of written reflection that developed into a more fully self-directed, continuous and automatic process, which became natural and more of a mental process than a written one (refer to subtheme 5.4). The study found that continuous reflection ultimately evolves into an inner reflective voice (refer to subtheme 5.4).

Self-reflection leads to an expansion of understanding and an increase in levels of self-awareness which, together with the integration of new perspectives, alternative interpretations and new ideas, result in learning (refer to subthemes 2.2, 4.1 and 5.2). Meta-reflection potentially assists in preparing for appropriate action. Educational psychologists who reflected before-, during- and after action, reported an increase in productivity that led to professional improvement (refer to subtheme 1.4). The different types of reflection-as-action provide better understanding and promote learning. Participants also claimed that reflection helped them to better prepare for the future and facilitated decision making (refer to subtheme 2.3).

Even though these benefits were evident in the findings, challenges were also highlighted throughout the results. The rapid pace of private practice can lead to being overbooked, too busy and not having enough time in-between clients to immediately reflect (refer to subtheme 3.3). The aforementioned possibly limits educational psychologists' time for reflection. Scheduling more time between client's sessions, keeping to a structured plan and managing time appropriately and realistically into a routine in a structured way, were suggested as solutions to overcome the challenge of time (refer to subtheme 3.3). Different challenges were also found at different experience levels.

The novice educational psychologist seemed to find content and convenience challenging (refer to subthemes 3.1 and 3.2). This included the phrasing and formation of clear descriptions, as well as convenience of access to a laptop in order to facilitate immediate reflection (refer to subthemes 3.1 and 3.2 of the novice participant). The expert educational psychologists emphasised the challenge of staying calm during unforeseen events and using reflection when one stagnates (refer to subtheme 3.1 of the expert participants). They also indicated that over-reflection could become a challenge in terms of ruminating when reflecting, as this can cause unhealthy reflection that leads to negative influences on their confidence in their own competency, as well as create barriers which could potentially hinder educational psychologists from doing their work (refer to subtheme 3.2 of the expert participants). The expert educational psychologists' awareness of feeling isolated in private practices also emerged (refer to subtheme 3.5).

There seems to be a need for peer reflection in order to guard against becoming too isolated. The novice educational psychologist's awareness of being paid for her time influenced the way she reflected on her professional performance, especially regarding whether she was making the most of the hour spent with the client and whether she was being productive and effective (refer to subtheme 3.5). Reflection could potentially assist in creating awareness of these types of influences and the potential impact on an educational psychologist's efficiency within private practice.

Individual gaps in reflection were also identified by the educational psychologists. These gaps included a need to reflect more often on therapy planning, alternative strategy planning and improvement; and reflecting on positive outcomes and effects of strategies used; as well as reflecting on a more personal level (refer to subtheme 3.4).

In summary, the study showed that educational psychologists use reflective practices within their private practices in a variety of ways. The overall agreement is that it does hold value for them despite present challenges. Reflection is a valuable intertwined process through which educational psychologists continuously and actively process information in order to explore past, present and future experiences, as well as series of actions to discover and learn from them. As experience is gained, this intertwined process of reflection also changes and develops into a more natural and automatic process.

5.3.3 Secondary research question 3

What is the influence of reflection for educational psychologists in private practice?

Closely related to the value of reflection, is the influence of reflective practices. Continuous reflection was found to be a valuable tool in acquiring different perspectives in order to attain clear perspective, considering different angles and broadening an educational psychologist's disciplinary perspective. Collaborative reflection was specifically mentioned as a valuable tool in obtaining different perspectives (refer to subtheme 1.1).

Continuous reflection is also valuable as it enables the development of awareness. When an educational psychologist can work in the here and now, be fully present, be engaged with the client and be attentive by being aware, mindfulness is created (refer to subtheme 4.2). Mindfulness is closely linked to reflection as mindfulness leads to awareness of personal reflective practices within private practice and can assist in the organisation of reflections. An increase in awareness, and therefor mindfulness, promotes empathy, facilitates objectivity and develops a deeper personal and professional awareness (refer to subtheme 4.2). When working from a mindfulness stance and simultaneously engaging in reflective practice, educational psychologists will actively adjust or shift their focus to meet the priority of the moment. This will in turn contribute to educational psychologists becoming responsive practitioners with an approach that is more client centered (refer to subthemes 2.6 and 4.3).

Continuous multi-dimensional reflection leads to sustainable reflection in private practice which influences personal life choices and professional career choices. Continuous reflection also leads to personal and professional improvement in effectiveness as an educational psychologist develops comprehensive reflective practice in private practice.

Reflection can influence an educational psychologist's self-confidence. Self-doubt and self-belief inform self-confidence. Self-doubt highlights areas for growth, whereas self-belief highlights areas of effectiveness. Another valuable contribution of reflection is improving the overall effectiveness of an educational psychologist (refer to subtheme 4.6). In conclusion, reflection does not only hold great value, but also has an invaluable influence on educational psychologists at different experience levels in private practice.

5.3.4 Primary research question

What is the value of reflection for educational psychologists in private practice?

There were variations in the values identified by the novice participant and the expert participants. Consequently, a variety of values were identified in accordance to the different experience levels of educational psychologists in private practice. The findings elucidated that the novice educational psychologists constructed meaning while engaging in reflection, whereas the meaning making process is intertwined in the subconscious and automatic nature of the expert educational psychologists' reflective practices. Reflection is multi-dimensional as it creates awareness of every facet - integrating learning, development, growth, adjustment, evaluative reflection, problem solving, decision making, balance, ethics, and the best interest of the client as well as the best interest of the educational psychologists – all of which can contribute to change. Reflection is an intertwined process where all the aforementioned factors and aspects affect and influence one another to the process of gaining value.

It would appear that reflection develops as experience is gained and can be described as moving through stages to develop into comprehensive reflective practice that metamorphoses and matures into an educational psychologist's inner reflective voice. The first stage can be described as novice educational psychologists starting to become more aware of their reflective practices by intentionally implementing certain reflective techniques such as written reflection. Intentionally implementing reflective techniques assists novice educational psychologists in the process of starting to focus on reflection subconsciously throughout their routine. The second stage is where more experience leads to a more automatic and natural way of doing reflection. In the third stage, educational psychologists know that they are reflecting constantly, but are not attentively aware of their reflective activity.

During the last stages of developing sustainable reflective practice within private practice, the development of an inner reflective voice is discovered wherein reflection informs professional instinct and educational psychologists learn to trust their inner reflective voice. It furthermore seems that this trust can only be established once educational psychologists gain confidence in their own competencies, which can be influenced by reflection as previously mentioned.

Continuous reflection was found to be a valuable tool. First, with regards to guarding against projection, countertransference, self-disclosure, biases, assumptions, preconceived ideas, triggers and irrational reactions or tendencies, continuous reflection can be used as a tool to discover solutions to these challenges and because reflection enables change (refer to subthemes 4.2 and 4.5).

Secondly, continuous reflection was found to be a valuable vehicle through which closure can be obtained to remain up to date in work and to start afresh with each new client (refer to subtheme 4.6).

Lastly, continuous reflection is valuable as it develops into sustainable reflective practice (refer to subtheme 4.4) within private practice where educational psychologists reflect constantly and more immediately. The expert educational psychologists described this sustainable reflection as a cognitive and subconscious reflection (refer to subtheme 5.4). The findings link with existing literature as it revealed reflection as valuable in improving practice and fostering lifelong personal and professional integration (Boud et al., 2013; Cooper & Wieckowski, 2017; Cowan, 2014; Procee, 2006; Twyman & Redding, 2015).

The findings also suggest that change occurred through reflection (refer to subtheme 5.3). The novice educational psychologist's process notes and thought patterns changed as she became more aware of her own personal reflective practice and as she incorporated reflective practice into her daily routine in private practice. The expert participants explained the importance of yearly reflection specifically in order to counteract against and expand on existing understandings, insights, thoughts and meaning structures (refer to subtheme 4.7). A clear link was found between continuous reflection and change (refer to subtheme 5.3). In conclusion, reflection did not only have an invaluable influence on educational psychologists in private practice, but also holds great value for educational psychologists at different experience levels in private practice.

5.4 LIMITATIONS OF THE STUDY

Due to the use of purposeful sampling, only female educational psychologists were selected, whose private practices were in the Centurion area, as this was convenient and these participants could provide rich information that served the purpose of the study (Fletcher & Plakoyiannaki, 2011; Maree & Pietersen, 2012). The findings were limited because of the gender-specific sample which excluded reflections from male educational psychologists in private practice.

The researcher provided rich, in-depth descriptions with which to contextualise the study (Eloff & Ebersöhn, 2004; Nieuwenhuis, 2012a) with the intent to provide space for readers to determine the transferability of the findings. This qualitative study was done within a specific context and therefore generalisability is a limitation (Leung, 2015). More participants would also have contributed to greater generalisability, but that would have been outside the scope of a mini-dissertation. The discontinuation

of one of the two novice participants due to ill health, was unfortunate, and prevented comparison with the remaining novice participant, but could not have been foreseen.

In some instances, the researcher asked direct questions, which could have led the participants to provide close-ended answers. For example, to the question of whether reflecting before and after a session will depend on the client, the second participant replied “yes”. The question already suggested an answer instead of being completely open to unique interpretation thus eliciting the participant’s personal opinion. Questions during an interview should rather be “general and open-ended” so that the participants have the opportunity to construct their personal meaning (Creswell, 2013, p. 25), however research has also shown that open-ended questions can produce more missing data than close-ended questions (Reja, Manfreda, Hlebec, & Vehovar, 2003). The close-ended questions were few and were done with the intent to clarify or confirm understanding.

The expert participants provided limited weekly verbal feedback. Most weeks they said they had nothing specific to report. Elaborate weekly verbal feedback could potentially have presented even richer descriptions of their reflections and consequently could have provided valuable data for the study.

A reflective journal from the novice participant and weekly verbal feedback from the expert participants were obtained in order to attain data on the participants’ personal and professional reflections. Even though the participants selected their preferred method of sharing their personal and professional reflections, it still represented only two reflective techniques. If more reflective techniques had been utilised in the study, more data could have been collected and consequently more insight could potentially have been gained.

As the reflective journal entries and weekly verbal feedback were pervaded with the personal meaning constructions by the participants, uniformity between the reflections is questionable (Breakwell, 2012). Member checking was used to clarify whether the data were correctly analysed and interpreted, as well as whether relevant and appropriate themes were identified.

The study spanned a time period of only 12 weeks. It would have been interesting to know whether or not reflections showing more insight would have been made over a longer period of time, or how lessons learnt from reflections infused further reflections. As the novice participant preferred written journal entries and the expert participants preferred weekly verbal feedback, it would have been interesting to investigate whether or not all or most novice educational psychologists prefer written

journal entries, and whether or not all or most experienced educational psychologists prefer weekly verbal feedback. In a longitudinal study, with more participants at various levels of experience, the period of time before written journal entries changed to weekly verbal feedback, would have been interesting.

5.5 POTENTIAL VALUE OF THE STUDY

Despite potential limitations of the study, valuable information was nevertheless gained. The study revealed the value and influence of reflection in private practice of educational psychologists. Reflection is personal and unique to individuals; this was confirmed in the existing literature reviewed by the researcher and concurred with one of the assumptions of the study that human life can only be understood from within (Nieuwenhuis, 2012a). This also links to the development of an inner reflective voice which was discovered during the study. The study has potential value in informing educational psychologists in private practice of the valuable influence of reflection, as well as opening doors for new research (refer to section 5.6.3).

The development of reflection was suggested in the research findings. The novice participant favoured written reflection, while the expert participants also started with written reflection methods in the beginning of their studies, but their reflective practices developed into a more natural and automatic method of reflection.

The findings can furthermore assist in the training of educational psychologists as the study revealed that a combination of reflection and mindfulness can be used as a method to assist learning (Stoner & Cennamo, 2018). Reflection is intertwined in the process of developing adequate meaning and has the ability to promote well-being and effectiveness (Entwistle, 2013; West, et al., 2014). This meaning making process occurs when problems need to be solved, solutions need to be found or learning needs to occur.

Reflective practice can be seen as an asset that could be utilised within the private practices of educational psychologists. The identification of existing assets will represent resources that can be utilised in order to attain constructive change (Pinkett, 2000). The asset-based approach is relevant for professionals providing services in general and for educational psychologists in particular, as it offers some possibilities in approaching professional practice in a new and refreshing way (Eloff & Ebersöhn, 2001), which is also associated with incorporating continuous reflection within private practice.

One of the most important assets accessible to educational psychologists in private practice might prove to be their ability to reflect and grow from their reflections, and not the number of courses and workshops they attended, the therapeutic aids bought and/or money spent on mentorships, to name a few expensive assets. Reflection's value has been revealed and potential benefits and further recommendations can be made to further gain knowledge on the value of reflective practice within educational psychologists' private practices.

Another contribution of the study lies in the selected conceptual framework which provided a framework from which to understand reflection and the related concepts, as well as the context. Whereas Piaget's developmental-procedural learning theory contributed much to the understanding of the thought processes involved in reflection, the social constructivist theory contributed much to the understanding of the interactive processes involved in reflection.

5.6 RECOMMENDATIONS

5.6.1 Recommendations for practice

Participants in this study indicated that writing might be a valuable tool for novice educational psychologists as they seem to struggle at times to verbalise their thoughts, emotions and actions. They are still in the process of developing their inner reflective voice. Reflection in the form of writing can therefore guide them to find the appropriate words and more accurate reflective language to express their thoughts. This can help them articulate their reflective thoughts before they engage in other forms of reflection such as peer reflection. Educational psychologists should constantly be aware of the development of their reflective practices within their private practices.

Peer-based reflection including peer review, peer collaboration, peer guidance and peer mentoring was especially emphasised as a valuable reflective method. Novice educational psychologists should build their peer-based reflection network early in their careers as to utilise collaborative reflection methods effectively. Educational psychologists in private practice should especially take care to form an extensive peer-reflection network as to ensure that they do not become isolated, which could have an impact on their perspective and limit their creativity for new ideas in adjusting and planning strategies, as well as impede their objectivity.

As discussed, comprehensive reflective practitioners are important. Educational psychologists should ensure that they are reflecting on their reflective practices to confirm whether or not their reflective

methods are effective and to know where they can adjust or improve their own personal reflective practices.

5.6.2 Recommendations for future training

A recommendation for future training is to explain the developing nature of reflection to student educational psychologists so that they can become aware of the developing nature of reflection and view reflection as a process instead of an action that occurs at one specific time of the day for a limited period.

Educational psychology students should be trained on how to reflect effectively. Training could include different reflective methods and how to use them. Training could also include guidelines on what educational psychologists should reflect, what challenges to expect and how to overcome challenges, as well as the value that they can gain from using reflection within private practice.

Educational psychology students could be trained to understand that personal reflection is unique and develops with experience. Educational psychology students could be taught that except for the value that reflection holds, additionally there are also certain advantageous influences as a consequence of continuous reflection.

5.6.3 Recommendations for future research

Recommendations for future research focus on sampling and context, and the methodological paradigm. The sample from the case study was not large enough to generalise conclusions regarding the value of reflection for educational psychologists in private practice. Also, the sample consisted of only female participants. Future research might investigate gender differences relating to reflection of educational psychologists in private practice. Additionally, all the participants were Caucasian and were either a mother tongue English speaker or fluent enough in English as second language to reflect in English and participate in the interviews and feedback in English. The context in which the research took place was, therefore, not multicultural.

No conclusions can be drawn based on cultural differences in the indications of the value of reflection for educational psychologists in private practice. Therefore, it may be advantageous to explore cultural differences, specifically regarding the reflection of educational psychologists in private practice. Additionally, the research was done with participants in private practice. It may be valuable to explore reflective practices of educational psychologists at schools and other settings. Quantitative research

might provide evidence to generalise claims made regarding the value of reflection. Furthermore, a study on the amount of time psychologists spend on reflective practices would be noteworthy for future research.

Developing an inner reflective voice was highlighted by the expert participants as an influence of reflection. It would appear that research on educational psychologists' inner reflective voice is limited in existing research. The data obtained from this study is not adequate enough to fully understand how an educational psychologist's inner reflective voice develops. It would appear that reflection could possibly have a developmental nature and consequently, future research of the aforementioned topic could potentially provide valuable information for educational psychologists in practice.

The term "over-reflection" was used by the expert participants. Not much existing research was found on over-reflection and it might be beneficial to undertake future research on the topic. Future research into the development of educational psychologists' reflective practices could potentially benefit educational psychologists in practice anywhere.

5.7 CONCLUSION

In this study, I attempted to identify the value of reflection for educational psychologists in private practice. From the findings of the study it can be concluded that reflection plays an integral and imperative role in educational psychologists' private practice. Reflective practices are therefore valuable and beneficial tools. While the study is valuable and beneficial in providing some insight into reflective practices, future research can support the findings to develop and provide greater meaning and further insight.

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Appendix A

Semi-structured interviews transcriptions

1. Interview 1 Participant 1
2. Interview 1 Participant 2
3. Interview 1 Participant 3
4. Interview 2 Participant 1
5. Interview 2 Participant 2
6. Interview 2 Participant 3
7. Interview 3 Participant 1
8. Interview 3 Participant 2
9. Interview 3 Participant 3

1. Interview 1 **Participant 1**

Int:	How often do you reflect?
Par 1:	I think verbally, we do it a lot, so pretty much every day. Between C ⁹ and I, we'll debrief and chat about clients. In fact, in between sessions we'll go and talk to each other and chat about ideas and reflect on the sessions . So, it's daily verbally but in writing-
Int:	Not in writing at all?
Par 1:	Mm-hm
Int:	OK, and how do you include or manage it into your routine?
Par 1:	I think, we try and set up our appointments so that we have spaces in between, if possible, so that we can write up all our process notes and plan for the next session and so obviously during that time, I would often go and sit with my notes if she's free and go and sit with her and we'd debrief and kind of go through ideas together.
Int:	OK
Par 1:	Which is really nice. So, we try to do that. Obviously, realistically, that doesn't happen after every session. But, I think we do it actually quite regularly which is really nice and really good .
Int:	Ja
Par 1:	It's a lot quicker than sitting and writing it all out .
Int:	Yes
Par 1:	And obviously having someone else's ideas and getting, where they also can go: well actually I think that you might be a bit biased with this or,
Int:	Mm-hm
Par 1:	It really does help versus just debriefing or reflecting by yourself . Which is nice.
Int:	Ja. I read a lot about peer reflection.
Par 1:	Hm
Int:	So that helps you?
Par 1:	Mm-hm
Int:	To have a conversation about it
Par 1:	Hm
Int:	It's actually better than only your own thoughts .
Par 1:	I find it works much better. Ja, ja.
Int:	OK, and there is more experience that you can get?
Par 1:	Exactly! Ja, and because she was my supervisor, we have that kind of relationship, where I do go to her but now she comes to me with stuff as well which is nice and that helps me to grow and think about it in terms of different angles .
Int:	Hm
Par 1:	And ja, like for example that case that I spoke to you about with the little adopted boy, she said even with that one, when I came, I went straight to her and before I even said much about it she said: "O! Be careful!" You know?
Int:	Ja
Par 1:	She'll pick up on things that maybe I haven't noticed as well , which is nice, you know?

⁹ C is participant 1's colleague that works with her at a school when she is not working in private practice.

Int:	Ja, that's very nice. OK, so what effective reflective techniques works for you personally, except for like peer reflection? Is there something else that also works for you?
Par 1:	Uhm... I've got to try and think about that...
Int:	That you have tried maybe?
Par 1:	Ja. Well obviously, I actually use peer reflection not just with C, my colleague, but with other Master students. So, we've got groups, and her and I will often meet together and have coffee and discuss stuff. But that's also really nice. But obviously that again is the same kind of peer reflection
Int:	But it's different. It's still different in that it is someone completely outside?
Par 1:	Ja, no, and it does help because they are all seeing different contexts , so the one friend that I have who I really look up to and I respect her opinions and her experience is, she's working in Stellenbosch and got totally different experiences and all of that, which really helps because she will consider it, and she's got more clinical background, so she considers things from a other perspective.
Int:	Hm
Par 1:	Which does really help as well.
Int:	OK
Par 1:	Uhm, ja, I don't know if that answers that question?
Int:	Ja it does. What do you reflect about? Like what specifically?
Par 1:	It generally is my own apostrophe s's, if that's what you call?
Int:	Yes, we also call it that, yes.
Par 1:	So, ja, because there is a lot of times where clients, I'm trying to find that balance of having empathy but also not letting it all affect me and going between the two where you know sometimes you'll maybe be too hard and then other times your too closely, you know, affiliated. And it's so funny, because I'll have one client that will walk in and they'll tell me a horrible story and walk out, and I'll be absolutely fine and then another- and those type of things I find is really important to reflect on, like why that specific client got to me the way it did.
Int:	So, you had like a different connection with that client?
Par 1:	Exactly. And it's often times, you know I've noticed, the other day for example, that I had a client where the child was very anxious and I mean I was a very anxious child, so I think I automatically saw myself in this child and then you land up taking their side and I believed the child and actually the child was lying to me. You know, so you've got to be careful of things like that.
Int:	To keep an open mind even though -
Par 1:	Ja, ja.
Int:	- it's hard?
Par 1:	It is really hard ja, but the whole balancing between empathy and not being too hard thing. That is something I think is going to take me years to get that right because it's just, I go through patches of, like start of the year and I'm far too empathetic and by the end of the year I'm far too cold and hard about cases.
Int:	Yes?
Par 1:	And I'm not going to be helpful to them if I'm far too empathetic and taking everything home with me and not, you know having, looking after myself.
Int:	Ja, there is selfcare again?
Par 1:	Ja, so I think a lot of reflection then revolves around that.
Int:	Finding the balance?

Par 1:	Ja, finding the balance and also clients that obviously bring out certain things in me or where I see myself in the client.
Int:	Ja
Par 1:	I think those are major areas for me.
Int:	I think that happens to everyone?
Par 1:	I think so. It can't not. You are human, and we are going to be.
Int:	Ja and we have special hearts, if you are going to be an educational psychologist.
Par 1:	Ja exactly.
Int:	OK. Is there anything else you think you should reflect about?
Par 1:	I think I could reflect, actually about this specifically more. And maybe doing it in writing where I, maybe slow down and really think about it versus just quickly thinking about it. I think I would benefit from that, that's why I was actually quite keen to take this up because I'm like, maybe it will get me into a good habit to start doing that.
Int:	That's awesome.
Par 1:	But, ja, I think that, maybe, reflecting a bit more on, I don't know maybe even my approaches and things afterwards and what I could do better.
Int:	Hm
Par 1:	You know maybe what I could have done instead. For example, I know there are times where I've got specific goals and objectives and a method that I want and what activities I want to do and then the child lands up venting for the entire session and you land up not doing any of the things you had planned and for me with a J for MTBI-
Int:	Yes
Par 1:	- I don't do that, so I struggle with that and I think that I, if ja, if I can spend a bit more time reflecting on that in terms of whether I'm actually meeting the goal and then even adjusting and saying you know these are the goals that were met.
Int:	Is that for only goals or also for strategies?
Par 1:	Hm
Int:	And methods you use?
Par 1:	Mm-hm ja.
Int:	As well?
Par 1:	Ja, definitely.
Int:	OK awesome. Cause that's one of the things that we read in the literature review, one of the things I saw was that a lot of people use reflection for understanding why they did something but also for future strategies so it's like both of them again?
Par 1:	Ja, ja.
Int:	Again, a balance thing?
Par 1:	Ja it's hard to get that.
Int:	Ja I can think, I will also struggle. What value do you find in reflective practice? Like what do you really value from it?
Par 1:	For me, I think that it's, that I'm really considering the best interest of the client, that I'm not putting my own needs or my own issues or whatever on to the client, projecting on to them or vice versa. That I'm actually totally engaged in the client and their, you know not allowing anything else to be jading my perception or my interpretation of whatever they are putting forward. So, for me that's really important is, and I think I get that out of it, that if I'm not doing that, if I'm not reflecting on it. But also, that's why I think I find peer reflection so valuable is because it does give you a change to kind of get someone else's perspective, have a more objective, outside of you.
Int:	Yes
Par 1:	And for me that's beneficial.

Int:	Hm
Par 1:	Because we often, you know, it's subjective so you don't, and you don't notice your own things.
Int:	No, you don't.
Par 1:	Where if I was writing, just simply writing it, it wouldn't have that same effect. I would notice things definitely, but there's extra things I notice with chatting to someone else because they will point out and go: O but have you noticed this, or have you, you know, thought about this?
Int:	Bringing a different mindset and perspective that your mind can't think about.
Par 1:	Ja exactly, ja.
Int:	OK, why do you think reflective practice is needed within your private practice specifically?
Par 1:	I think it's pretty much for the same reasons.
Int:	Hm
Par 1:	It's very much, ja, similar. I find for me with private practice there's a slightly different mind shift because with here, I'm doing things for free, it reduces the pressure. When you're in private practice and you're asking a certain amount per hour.
Int:	Mm-hm
Par 1:	Which to me, I always feel, I wish I could just do my job for free all the time.
Int:	Yes
Par 1:	I don't, it kind of changes your whole attitude and idea of going into the session and I think that that can sometimes affect it where I'm almost, because I'm very perfectionistic, and sorry-
	Knock on the door, quick conversation with learners.
Par 1:	So ja, I think that sometimes I go in there and because I'm so perfectionistic I get caught up in the fact that they're paying me and now I've got to make the very most of that hour.
Int:	And do it right?
Par 1:	And that can land up, actually not being a good thing because the focus isn't then on the client and their issue and what's in their best interest and what exactly you need to be doing.
Int:	Hm
Par 1:	But on almost trying to dot the I's across with the T's kind of thing.
Int:	Yes yes.
Par 1:	Which is kind of not, ja, it's not really in their best interest, so for me I think reflecting on that is very important. I have a whole process, because I still get nervous when you go in and you start with a new client , here I'm not nervous at all. Private practice is totally different and have this whole thing of trying to self-talk.
Int:	Yes?
Par 1:	Because you know, the thing is what I've noticed, is that you go into certain cases like for example a parent guidance case and then you think, well, this is all common knowledge, to me this is totally, of course they know this, what am I possibly going to be teaching them that's new? And then when I actually go into the session and you deal with it, you realise.
Int:	They don't know?
Par 1:	They don't know. But I think you put yourself down and you underestimate.
Int:	Hm
Par 1:	You know, what you've studied, what you've learned, your experience and you assume because it comes more naturally to you that it comes naturally to everyone.

Int:	Hm
Par 1:	And obviously it doesn't.
Int:	No
Par 1:	I mean we all have different personality types but for me reflecting on that and you know, is very, very important because I think I do, I am very hard on myself in terms of that. So, reflection does help with that as well.
Int:	OK and then do you feel that reflective... no I said that. Could it be beneficial for your private practice? And you said yes.
Par 1:	Hm
Int:	OK and you said also how, because your clients, because of everything you just said.
Par 1:	Hm
Int:	Are there any techniques that you have not tried but would like to explore?
Par 1:	As I said I think writing is probably, ja, a good thing. I actually think reflecting right before and after the session might be a good idea.
Int:	OK
Par 1:	Just in terms of well what I've spoken about now and just the ideas that you go in with, preconceived ideas you have , for example I was working with an Ed Psych now where I referred, and they don't do an intake with the parents before the assessment.
Int:	Why not?
Par 1:	Because they don't want a preconceived idea. And for me that can also, it's hard, because I mean I go in for example, the assessment I've just done now, and you go in with it and you kind of, because of the intake, because of all the information, the teachers you have an idea and then you almost confirming all of that. I think without even realising, it's like subconsciously that you are going "O, you know I see that here".
Int:	Yes?
Par 1:	And I see that there and sometimes it is maybe better to go in with a blank slate. And so, reflecting beforehand and going, with a therapy client for example, and going OK well this may be an area of concern for me because I have an adopted brother.
Int:	Yes
Par 1:	Or because, you know it might be a good idea beforehand to be aware of and then again afterwards, depending on what's happened, the changing, as you said your strategies, your goals.
Int:	And you think afterwards, if that is what actually influenced your interpretation?
Par 1:	Ja exactly.
Int:	The thoughts that you thought beforehand?
Par 1:	Ja
Int:	OK. It's hard.
Par 1:	It's really hard.
Int:	I'm hearing, I'm really going to struggle.
Par 1:	No but it's so much fun, I love it.
Int:	You learn a lot?
Par 1:	You learn a lot and no I'm making it sound bad but it's not bad at all,
Int:	No, no it doesn't sound bad at all. I'm just hearing you really have to think about it?
Par 1:	Ja, ja.
Int:	There's a reason for it.
Par 1:	Ja

Int:	OK how can reflective practices be beneficial for learning skills, as a learning skill for you?
Par 1:	Well, learning about myself . Being able to take care of myself and have that balance so that I'm able to fully be there, be fully available to the client.
Int:	Being present?
Par 1:	Being present for the client. I think that it's a good learning skill for me because I maybe learn where my weaknesses are and what I can do to improve on that . I mean obviously it's never going to be perfect.
Int:	Yes
Par 1:	But to improve on it as far as possible.
Int:	Hm
Par 1:	And for me with peer reflection is learning from someone else, learning from their experiences, their ideas, their strategies of what they would have done maybe differently . I can say for definite that, that I've, that's where I've grown the most in the last few years, is where they go you know actually I would've done that differently. Ja, but for me I mean, the biggest thing is confronting your own weaknesses.
Int:	Hm
Par 1:	And being able to be open about that and go maybe, and you know critique what you did right and also what you did wrong.
Int:	Those growth areas?
Par 1:	Hm
Int:	Things you can still work on?
Par 1:	Ja
Int:	You said, just before I'm going to go on, there's a lot of research that gives different definitions for reflection and one of them are: reflection is a learning tool. Do you agree with that?
Par 1:	Definitely ja.
Int:	Definitely. What are challenges that you experience when reflecting?
Par 1:	The time.
Int:	Ja?
Par 1:	Definitely.
Int:	The time definitely. Ja?
Par 1:	And obviously it is hard to critique yourself and always... you know, especially when you already are hard on yourself and then to go OK, well what could I have done better , it's, for me I find this job, I love my job to bits but what I do find difficult is that you can't measure whether you've succeeded. You can't say for definite, OK now this problem is fixed. It's not like OT where you can see a marked improvement in motor coordination or -
Int:	Hm
Par 1:	- you know, with eye sight and they were, you know, terrible before-
Int:	Yes
Par 1:	- and know they can see properly.
Int:	Ja, ja .
Par 1:	Psychology is not like that.
Int:	Hm
Par 1:	And so, for me I think, I find that really, really hard. And so, you're almost trying to, you're very hard on yourself and sometimes don't believe that you can really do the job and then now to go sit and go critique yourself on top of that.

Int:	Exactly.
Par 1:	Is really hard. So that's where I would say.
Int:	The challenge lies?
Par 1:	It's challenging ja.
Int:	What do you expect from participating in this study?
Par 1:	I think getting into a good habit of reflection. Which I think will benefit me, benefit my clients. Ja, maybe even learning about different ways that I can possibly reflect.
Int:	Ja
Par 1:	In other ways.
Int:	Hm
Par 1:	I mean, ja obviously I've had very limited experience so far, so for me, happy to learn and to always try new things and ja.
Int:	OK
Par 1:	Ja

2. Interview 1 Participant 2

Int:	How often do you reflect?
Par 2:	On a daily basis. When seeing clients.
Int:	Mm-hm
Par 2:	I think it's automatic, that you after a session or during a session realise OK, this is the client, this technique is valuable or not working, what else.
Int:	Yes
Par 2:	Or your stance towards the client, personality towards the client and the client's personality. I think that's important.
Int:	Hm
Par 2:	So, while you're busy, after you've been busy, sometimes even a day or two before you see the client you start reflecting as well.
Int:	Hm
Par 2:	So, it's a non-stop and continuous -
Int:	Process?
Par 2:	Process. Yes.
Int:	OK and how do you include and manage it into your routine. So, you say it is before, middle -
Par 2:	And after as well. And sometimes when I do reflect, I would make a note or two on the process notes.
Int:	Hm
Par 2:	Just to remember something. And sometimes when I reflect, and I want to make sure, I will contact the parent or speak to the parent to just get all the loose ends together.
Int:	To confirm?
Par 2:	Ja what I've seen in the session. Ja.
Int:	OK. So, in the routine, it's not something that happens specifically on the same time, everyday?
Par 2:	No, while I'm busy with every client.
Int:	Ja?
Par 2:	While I'm busy, I do reflection. And I think that's important because you need to follow the client and not impose something on them. So, that is a constant reflection of where

	we are going, where we are heading, the type of questions you might ask. That's a constant reflection.
Int:	Hm. OK, and then before and after, that will depend on the client?
Par 2:	Yes. On the client self.
Int:	What you reflect about?
Par 2:	And feedback from the parents over a session, afterwards. What did they experience? Was there improvement? The same? Because that also, that is part of the reflection process. Ja.
Int:	OK. What are effective reflective techniques that you have used personally in the past?
Par 2:	I think in the beginning you wrote it down. We were forced in the training to write it down, but I think your inner voice at the end. It's this self-talk, going through that, reflect. So, I don't think there's time for sitting down and writing it down. In some cases, as I said before, I will write down some keywords to help me reflect and remember and how to adjust the process to follow the client. And that the client doesn't follow me.
Int:	Yes. What do you reflect about?
Par 2:	I think about the client, itself. The temperament, some of them don't want to make direct eye contact, some of them likes to sit next to you, some of them likes more creative stuff, others don't like that. So, I think that is your initial reflection that you do. And then also on the effectivity of the techniques that you use. And as well when there was a glitch, or the client was not OK during the time, what was the reason for that?
Int:	Hm
Par 2:	Was it something that happened before? Is it something that we touched and that is a traumatic thing? So, I think you cannot do therapy without constantly reflecting in the session.
Int:	Ja. So, you check the effectiveness and also the adjustments -
Par 2:	Ja
Int:	- that you have to make?
Par 2:	Yes
Int:	OK. Do you reflect about, is it only professionally that you reflect -
Par 2:	No
Int:	- or also personally?
Par 2:	No. I think we all go through the crappy therapist stage sometimes. We go and reflect on, OK, especially when clients get stuck.
Int:	Hm
Par 2:	Then there's this thing about what did I do, is there something that I could've done differently, OK, maybe I was overwhelming for this client, maybe this one needs a little bit more subdued approach? So, I think it's not just the client, it's about yourself as well.
Int:	To be -
Par 2:	To be effective. Yes.
Int:	Yes. OK. And then ethics, do you reflect about ethical complications?
Par 2:	Yes. Constantly. It's a constant thing, because I think in today's time, you need, in the past as well, but you get more dysfunctional clients.
Int:	Hm
Par 2:	That was my experience. And everybody, you need to make sure and reflect that you did everything correctly.
Int:	Hm

Par 2:	So that there is no danger of them misinterpreting something or so on.
Int:	Yes
Par 2:	And if I'm, either I will post on the group anonymously in terms of not the client but the ethical issue . Or follow it up with the medical protection, or a colleague.
Int:	Ja
Par 2:	Ja, we do that a lot.
Int:	Hm. Is there anything else you think you should be reflecting about? That sometimes you miss?
Par 2:	Not really. I think it depends on your personality.
Int:	Hm
Par 2:	It's not like you go home and you put it away totally. It's, I don't believe in that, there's always someone, and what I found is, sometimes I will process through the night .
Int:	Yes
Par 2:	And then the following morning something is just clear. And it was not a conscious decision.
Int:	Ja, it was a process?
Par 2:	Ja it was a process .
Int:	Of rethinking and reflecting?
Par 2:	Rethinking and even in the subconscious.
Int:	OK
Par 2:	Hm
Int:	What value do you find in reflective practice?
Par 2:	I think it's part of being an effective therapist because as I said, you cannot do therapy without reflecting.
Int:	Mm-hm
Par 2:	And as you start practicing and you get more experience, the two of them are intertwined.
Int:	Hm
Par 2:	So, you cannot do the one without the other .
Int:	So, it's actually a combined process?
Par 2:	It's a combined process. You cannot be effective if you don't reflect.
Int:	OK
Par 2:	And then it's not in the best interest of the client, so you don't follow the client .
Int:	Hm
Par 2:	You follow your own processes. And sometimes you need to reflect where you need to follow the client and where you need to bring in more structure . So, that is also, and part of you as a person. Do I know enough about this to go and do it? What are the ethical implications? What is the parents' needs? So, you don't always just focus on the client, you need to focus on the system .
Int:	So, reflection is for you, if I understand you correctly, it's sort of a way to create awareness?
Par 2:	Yes
Int:	Within every aspect?
Par 2:	Every aspect.
Int:	OK. Why do you feel reflective practices are needed within a private practice specifically?
Par 2:	I think in a private practice, I think sometimes you are isolated, especially if you don't work with other colleagues within a system in a private practice .

Int:	Hm
Par 2:	Because to make sure and to make sure of certain aspects that you might miss.
Int:	Yes?
Par 2:	Sometimes it's good to find a friend or colleague, phone a friend.
Int:	Ja?
Par 2:	To say, OK, I've got this case. It's just a peer group review. <i>Am I missing something?</i>
Int:	Yes
Par 2:	And you become isolated.
Int:	Hm
Par 2:	<i>And the chances are that you don't reflect as often because you're isolated.</i>
Int:	And you don't get those -
Par 2:	<i>Exposure</i>
Int:	- different perspectives?
Par 2:	Ja.
Int:	Ja. Something that you might of miss?
Par 2:	Hm
Int:	Do you feel that reflection could be beneficial in all private practices?
Par 2:	Yes
Int:	OK
Par 2:	Hm. It must be part of all private practices.
Int:	Are there reflective techniques that you have not tried, that you might have wanted to explore at some time?
Par 2:	No. It's <i>all in my head</i> .
Int:	OK. And that works for you?
Par 2:	<i>That works for me. It's my inner voice.</i>
Int:	OK. How could reflective practices be a beneficial learning tool?
Par 2:	I think to <i>know where are your gaps</i> . What do you know? <i>Where are your weaker points? And what do you need to fill up in, and the ethical complications.</i>
Int:	Yes
Par 2:	I mean, are you equipped enough to work with this. <i>And when to refer.</i>
Int:	Yes. To know your competency?
Par 2:	Know your competency and your boundaries.
Int:	Hm. That's very true. What are challenges that you experience when reflecting?
Par 2:	<i>Sometimes getting stuck.</i>
Int:	OK?
Par 2:	Or knowing, OK, I'm <i>confronting, something, suddenly with something that was not part of the whole process.</i>
Int:	Hm
Par 2:	And I think then reflecting, and then to <i>need to know just to stay calm.</i>
Int:	Yes
Par 2:	And <i>again reflecting, what am I going to do in this specific situation that's more challenging? Am I going to refer? Make hasty decisions? I think that's challenging for me.</i>
Int:	Ja. And as you said to stay calm, not to over react?
Par 2:	Yes
Int:	Not to just react without thinking?
Par 2:	Yes, because, I had <i>a case where I had to make immediate decisions</i> . And I know there is going to be consequences because it was <i>child abuse</i> .

Int:	Hm
Par 2:	And I had to, what I did is, I went and phoned a social worker and the presiding officer at the children's court to make sure that I had everything. And to make sure that I had my ducks in a row. Phoned the child protection unit and then they came out and informed the parents to come so they could talk. But it was like this (clap fingers) on your feet.
Int:	So even though it was immediately, you still phoned everyone -
Par 2:	I still reflected.
Int:	Yes.
Par 2:	To make sure you're in the ethical, and you must know your ethics.
Int:	Hm. Yes.
Par 2:	Ja.
Int:	What do you expect from participating in this study?
Par 2:	I mean, to make awareness.
Int:	Yes
Par 2:	And that reflection doesn't have to be just sitting down and have a lot of writing to do, it's not a separate process. So that the younger psychologists that starts now need to realise that it starts to become from novel to automatic.
Int:	OK
Par 2:	And to be aware of that.
Int:	Yes
Par 2:	And not to not reflect because you feel there is no time to do that on a certain level of writing.
Int:	Yes. Because a lot of students, I feel, connect, their very negative towards reflection because we have to do it so much -
Par 2:	Yes
Int:	- when we study.
Par 2:	Yes
Int:	And it's sort of a forced process.
Par 2:	Hm
Int:	Instead of it being a really reflective process.
Par 2:	Automatic process that is intertwined.
Int:	Ja
Par 2:	And to make them realise that while you are doing therapy, you are actually reflecting because you know what is the next step.
Int:	Yes
Par 2:	And you cannot do that without reflection.
Int:	Hm
Par 2:	So, actually they do it automatically.
Int:	They are just not aware of it?
Par 2:	Yes. And I think sometimes it's a safety net as well in the beginning.
Int:	Hm
Par 2:	That you have something to fall back on but don't realise that you're doing it automatically already.
Int:	And they kind of check themselves with that process?
Par 2:	Yes. Which is not necessarily a bad thing.
Int:	Hm?
Par 2:	Because you need to become aware of reflection.

Int:	Yes
Par 2:	And how to reflect.

3. Interview 1 Participant 3

Int:	Do you include reflection in your daily or weekly or monthly routine?
Par 3:	Daily.
Int:	Daily?
Par 3:	Ja
Int:	OK, so you do it daily, but how do you include or manage it into your routine?
Par 3:	The problem when you work like me, from school to school, so you don't have time to sit down and really reflect . So, you sit in the car on your way wherever and you start thinking about your daily, how your day went and what you did and how you can improve . So, that's how reflection works with me. I don't have time. I don't have that luxury to sit down and really reflect .
Int:	So, it's not a written process, but it's a mental process.
Par 3:	No, it's a mental process .
Int:	Thinking about it, OK. And you reflect while you are reflecting?
Par 3:	Ja
Int:	So, it's like a meta-reflection process?
Par 3:	Yes
Int:	OK. What are effective reflective techniques that you have used personally that has worked for you?
Par 3:	Not really, I don't think, I don't have time to sit down and think about reflection and how I can improve reflection .
Int:	OK
Par 3:	OK, so it's not like I have a diary or journal .
Int:	Hm
Par 3:	There's too much, written things to do in the daily life with children's reports and I don't have any other techniques but to, and then you'll reflect with your colleagues and you'll sit, or you'll just phone them, you get some info from them regarding whatever you need to reflect on.
Int:	Hm
Par 3:	Not just reflection about your daily, what happened during the day, but also what happens in the case studies or, it's like we mentor each other .
Int:	Yes. It's like a peer reflection?
Par 3:	Ja
Int:	gt?
Par 3:	Ja. Hm.
Int:	Or other information?
Par 3:	Ja things like that.
Int:	OK. So, what do you reflect about?
Par 3:	With myself?
Int:	And about your cases, everything?
Par 3:	If you reflect with a colleague, reflect regarding this case study in particular and what they would do differently maybe, or just get some new perspective . Or just to clarify that whatever you thought, that it is the right thing, you know because we sit one on

	one and we don't have people around us. So, our peers are the only ones that you can reflect, if you're in private practice -
Int:	Hm
Par 3:	- that is. If you are at schools and there's other psychologists, then you would've sit down and discuss maybe the case study, things that you are not sure of, just want to handle, or then you just vent.
Int:	Yes
Par 3:	Then that is what happens, ja.
Int:	OK. So, you reflect about the cases itself. Do you sometimes reflect about, like ethics and other things as well?
Par 3:	Ja. When it comes up.
Int:	So, basically anything -
Par 3:	Anything that comes up in the practice that you want to reflect on.
Int:	OK. Is there anything else that you think you should be reflecting about that you don't get time to reflect about?
Par 3:	Maybe some personal issues. Like, stress-out feelings and the fact that you are tired and burned out and rushed . You don't do that, you just carry on .
Int:	Hm
Par 3:	And it's always, and the people. So, you don't, if you work for yourself, you don't have time for yourself .
Int:	Hm
Par 3:	Because it's always work. And in a private practice, if you don't work, you don't get paid.
Int:	Yes
Par 3:	So, that is what it is. So, that's why you don't really have time for reflection. You don't really have time to sit down and give yourself just some break under the tree just to sit down and to reflect.
Int:	Yes, and to have that personal reflection about what's going on?
Par 3:	Yes, and inside yourself .
Int:	Hm
Par 3:	Ja
Int:	And how the work is affecting you as well?
Par 3:	Ja
Int:	And how that may affect your work as well?
Par 3:	Absolutely ja. It can be reflecting on how it affects your, if you are married and have children , you know because you sometimes don't stop working.
Int:	Hm
Par 3:	You get at home and then you start working, because then you do your admin.
Int:	Hm
Par 3:	So, if you have children. Luckily, my children are out of my hat, and my husband works until six, seven, so I have the time. But then the point is you just sit and you work.
Int:	Hm
Par 3:	So, ja.
Int:	You don't get that self-care?
Par 3:	Self-reflection and sit down and say, OK, this was a busy day, I'm tired or anything. You just carry on because you have to.
Int:	Ja. What value do you find in reflection?
Par 3:	If you have time for reflection.

Int:	Ja, so if you have time, like when you sit in the car and reflect?
Par 3:	Well, the value of reflection is that you can think about what you think.
Int:	Ja?
Par 3:	And what you do. And you need to understand that if the day is so hectic, what else can you do to prevent the fact that you work is actually just chaotic.
Int:	Hm
Par 3:	So, the value for that is to rethink and reschedule and re- , ja make it more productive.
Int:	So, it's almost to find structure again? Just to get all the chaos organised, or is it -
Par 3:	No, you try to get structure.
Int:	OK?
Par 3:	OK, so you restructure and you re-plan , but chaos will be there because it's time consuming. You travel a lot so you, that's my practice, so I travel from home to one school, to the next school.
Int:	Hm
Par 3:	So, ja. If you want to reschedule, you sit down and you reschedule and do nothing.
Int:	Yes
Par 3:	Instead of just going along and your schedule, plan your schedule ahead. And you need to stick to that schedule.
Int:	OK. Why do you think reflective practices are needed within a private practice?
Par 3:	Because of the fact that , you don't work with people. So, you don't have someone else to help you to plan your own, someone to say, ja, we're overworked now, or you're over planned now, that's too much people to see.
Int:	Hm
Par 3:	So, you need to look at your diary, actually, because sometimes I will overbook myself and then that causes problems.
Int:	Ja
Par 3:	So, you actually need to go through your diary and stick to your structure and stick to your only 2 clients per day or whatever.
Int:	Hm
Par 3:	But as I say, if you work like me at different schools, there's so many people and there is so many, and that's the only time you have so, you have to. And then it comes to a point where you have overbooked yourself.
Int:	So, you try to accommodate everyone?
Par 3:	Ja. So, that will, if you productively sit down and reflect, you would've better planned.
Int:	OK
Par 3:	And plan ahead.
Int:	OK, so it helps in private practice because you have to plan ahead and there is no one else that can give you structure?
Par 3:	Ja, ja.
Int:	OK, are there reflective techniques that you have not tried but would've liked to try if you had the time? Do you think that the peer reflection and the self-reflection work efficiently enough?
Par 3:	At this point ja.
Int:	OK
Par 3:	And I'm not, I think because you write so much, I'm not, I don't really have time to sit down and write stuff.
Int:	Hm
Par 3:	Because it's in your head and you go through it every day so it's ja.

Int:	So, it works better?
Par 3:	For me it is more efficient. Time is of the essence. And so, you don't, I really don't have time to sit down and write a journal.
Int:	Hm
Par 3:	And then, do what with that? That is just time consuming.
Int:	Yes, and it's already in your system?
Par 3:	Ja
Int:	So, it is a part of your process. Afterwards, beforehand?
Par 3:	Ja and you reflect, when you plan, actually, your diary, it's a part of reflection. That is, you reflect on planning.
Int:	Yes
Par 3:	Not other stuff.
Int:	And then, you did mention a few, but what are challenges specifically to reflection?
Par 3:	Time. I think time is the biggest one. And as I say, I don't really sit down and think about the practice, because you need to get to the next appointment.
Int:	Hm
Par 3:	So, it's better, it helps me to, while I walk to get the child, I will reflect. Or just sit with myself, but ja, the challenge is that there is no time.
Int:	That's the biggest one?
Par 3:	I think that's the biggest thing.
Int:	OK
Par 3:	Ja
Int:	And if you really want to reflect deeply, you need time?
Par 3:	Ja
Int:	What do you expect from participating in this study?
Par 3:	Well, ja, I think it's good to hear what other people are doing and then maybe you can improve. It's one thing to say you don't have time, but if you don't work on time, you will never have time.
Int:	Yes
Par 3:	OK, so, there must be a point where you really sit down and rethink. And I think that comes with, at the end of the year. I think that is the biggest part of reflection.
Int:	Hm
Par 3:	What can we do different? What can I do different the next year?
Int:	Yes
Par 3:	And then next year come and you say, OK, next year, and then you actually come to point where you say, OK, that's what I always say, you know?
Int:	Yes
Par 3:	If you're in the rush, then you're in the rush. But I think it is important, but I think at the end of the day, if there are strategies, if there are things that maybe can improve, then why not?
Int:	Hm
Par 3:	So, if that is what the study can bring out, that's something to look at.
Int:	Yes. So, that awareness also?
Par 3:	Hm

4. Interview 2 Participant 1

Int:	OK so like I said, this is just about challenges.
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Par 1:	Hm
Int:	And things you've faced, so we're just going to talk about it. So, the first question on the questionnaire is how often do you reflect? But you already told me that.
Par 1:	Ja, so I do it daily.
Int:	I know you do it daily, so I'm very proud. I'm very glad. The second question is, do you only think about it at the end of each day or do you actually think about it during the course of the day?
Par 1:	No, I think during the course, it depends on the day.
Int:	OK?
Par 1:	So, there's some days where I literally don't touch base and I land up having to cancel clients because of emergencies and on those days maybe not so much.
Int:	Hm
Par 1:	But then there's certain things where I feel like I'm becoming more aware of it for example this morning, one of the very first clients I had and already I'm like no I need to write this down because she, I had an idea of, OK this is what I'm doing for therapy, the mom is away and her parents just got divorced and she's not happy with the aunt she's staying with. So, she burst into tears and cried all the time. So, I had to go from one plan that I had to now we made a countdown till mom gets back. So, it's just literally shifting, and for me as a perfectionist it just doesn't fly, so I had to be OK with the fact that, going to let that go.
Int:	Ja
Par 1:	And I'm going to do what's in her best interest.
Int:	Ja
Par 1:	And it's pointless pushing my own ideas and my own agenda. So, ja, I really then, obviously I didn't get a chance to reflect then, but, ja, it's something that I think that I, ja, I'm aware of early on in the day. It's not always that I only think about it at the end, if there's something that I'm thinking about during the course of the day.
Int:	Is it something that has always been there, or did you now start thinking about it because you have to write this down?
Par 1:	I think it's always been there because I would then normally go and reflect with C but its maybe, I don't know, made thinking a bit more, in terms of a bit more detail. Because I actually, now have to get something out in writing versus just talking off the top of my head or just thinking about it and not really putting it into words.
Int:	Hm
Par 1:	Ja, so I think it is a bit more detailed now.
Int:	Have you found it challenging, putting it into words?
Par 1:	Some days. Some days it's really easy and some days it's not so much. Some days, I feel like, there's days where I don't have as much to add, and I feel like a lot of the time it's more ethical stuff than it is personal or the actual therapy session reflecting on that. But obviously then that is what's relevant for me for the day, so there'll be a reason why it comes up for me.
Int:	And I think it is necessary to reflect ethically?
Par 1:	Ja of course. Ja, ja.
Int:	Cause there's a lot of issues?
Par 1:	Ja and the thing is the amount of abuse and those type of cases we've had in the last while, it's kind of, all that's playing on my mind is, am I doing the right thing legally, ethically.
Int:	Yes
Par 1:	You know?

Int:	And that's something that can worry you a lot?
Par 1:	Ja
Int:	Because if you miss something or a step that is not ethically correct.
Par 1:	I know, and whether you believe the child or the dad, or do you, O no.
Int:	Ja, I saw that case and I don't know what I would've done.
Par 1:	No, no, but I've decided that I don't think, based on the child and how he couldn't remember what he had written down on the board. For me, that inconsistency is, and then I, after writing it I then debriefed with C today because she isn't here on a Friday and so then I spoke about it to her today. So, I got both, you know the writing and the peer supervision, peer debriefing and I think that also does help, it makes me realise that there is value in writing but there's definitely also value in getting other outside advice and opinions when you kind of aren't seeing objectively at times.
Int:	That's perfect because we don't only want to know about writing, I also want to know about all the other types of reflections, so that's perfect. Does it feel like part of your routine yet?
Par 1:	It does on most days but then like I said on days where I have to throw out my schedule for the day, that's when, then usually it's like, I need to do it when I'm home and I remember and did then. Or sometimes on the very rare occasion, I'll then do two the next day and just reflect on the previous day. But generally, it is a part of my routine now.
Int:	OK
Par 1:	So normally in this time of the day when I don't have kids, I will then reflect then.
Int:	Hm but even when you don't remember then, you actually click somewhere-
Par 1:	Ja
Int:	- at home, so its already there in your head?
Par 1:	Ja, ja.
Int:	What challenges have you encountered in managing your reflection time into your routine?
Par 1:	Probably just, at times remembering to do it so it fits into, for when I have time and while I still got my laptop out and that.
Int:	Hm
Par 1:	That would probably be the biggest one. But other than that, it's not so bad because I think its daily, so it's a little bit and I feel like I don't have to write a whole page, so I can just, jot down ideas which for me is a lot easier.
Int:	And it's a quick time, its not like a long time to -
Par 1:	No, no, so that does help.
Int:	So, the time management -
Par 1:	Ja, time management.
Int:	- is the biggest one?
Par 1:	Ja
Int:	And the actual administration of the sitting down, typing?
Par 1:	That's not a problem, ja.
Int:	OK
Par 1:	Its just sometimes wording it where I, you kind of thought about it but you haven't really realised that you don't maybe put it into clear words in your mind, you think you do, but you don't. And, ja, then trying, knowing that someone else is going to read it, you're like "mmm", you know, how do you phrase it , how do you?
Int:	Are they going to understand?

Par 1:	Ja, ja. But I think for me the process is still beneficial because I'm still reflecting over it and, so ja, even though it might not be valuable to you as data for me it was valuable.
Int:	And reflecting about how you reflect?
Par 1:	Ja metacognition ja.
Int:	Metacognition over and over again. Is there anything else you think you still should be reflecting about that you feel might be missing?
Par 1:	I think as I said now, I think I've been focused more on ethics and while that is good, I think that there are other areas that maybe because I'm so focused on that, it's taking a lot of my time and my thoughts. I think then maybe the rest of it gets put to the side. So, the thing is like an example, therapy planning and maybe considering alternatives of what I could've done instead, that type of thing that I actually want to be doing more, but it's just a lack of time that's the problem. The ethics kind of seemed like the primary thing at the end of the day and then there's other stuff obviously, because I've had how many clients and I could technically reflect on each one of them and on what I did and what I could've done better, what worked and what didn't work but -
Int:	That would take an enormous amount of time?
Par 1:	Ja.
Int:	If you had to physically write about each client?
Par 1:	Exactly ja, ja.
Int:	It's like process notes?
Par 1:	Ja. So, I wanted to write about one, because I had a client Saturday and I and I had two therapy clients on Sunday and I haven't written about those ones yet. So, I wanted to do them today and the Sunday's one I mean, it was also something like where I had a plan and just nothing was working with this child and I came up with a whole new therapy technique and now it's going to be my new therapy technique. I want to use it with so many kids, it worked so well so in that type of sense, I reflected with C today and she was like "O my goodness, yes, I'm using that".
Int:	Hm
Par 1:	So, I do reflect about it, I guess, but just not always in writing.
Int:	But that's fine, that process is still there.
Par 1:	Ja of course ja.
Int:	Have you found any value -
Par 1:	Ja, definitely.
Int:	- in doing reflection?
Par 1:	Ja, I think I'm more aware of it, I'm more, ja, I think even subconsciously focussing on it as I said, throughout the day. That even early in the morning, when it's not the time when I sit down and write the reflection, it's almost going through my head even as I'm sitting with the client, going, you know, this is now a thing for me, where I've had to let go of control and not do what I've planned.
Int:	Hm
Par 1:	You know, ja, it's almost like it changes a bit of my thought patterns during the process of therapy.
Int:	OK
Par 1:	Which for me is a really good thing because I think I'm not just, I think I'm considering the therapy process then from more than one angle, instead of just considering it from the client, but looking at it from a whole lot of different, in terms of my own stuff that I might be projecting on, in terms of, what I could be doing differently, ja there's just so many areas.

5. Interview 2 Participant 2

Int:	What challenges do you encounter in doing reflection?
Par 2:	Over-reflection?
Int:	Over-reflection?
Par 2:	Ja, so that can be a negative in terms of, it must be healthy reflection, not over-reflection. Because then you might think of all the things that you did, that you wanted to change and that can haunt you, if you're not, put in your boundaries almost in reflection as well.
Int:	Hm
Par 2:	And thinking about and forget about the things that were good within the session as well.
Int:	So you need to reflect not only on the negative but on the positive?
Par 2:	Hm
Int:	And that sometimes falls away?
Par 2:	Hm. And almost over-reflection, in terms of, how can I say? Reflecting on every single thing.
Int:	Hm
Par 2:	And wish almost you could have done this or this and that that was wrong and the influence of that, why you forget the positive.
Int:	Hm. And it's not always wrong, it's just something that you can maybe add-
Par 2:	Yes
Int:	- next time?
Par 2:	Yes. But if you over-reflect, you might not see that.
Int:	Yes
Par 2:	Yes
Int:	OK, is there something else that you find challenging? Except for over-reflecting? Something specifically in the process?
Par 2:	Sometimes not reflecting.
Int:	Hm
Par 2:	Especially when you're busy.
Int:	Ja
Par 2:	You're busy practicing. So, that's one of the pitfalls you need to be aware of.
Int:	Hm
Par 2:	Because when it's very busy, you just put the file away, in your head as well and don't reflect.
Int:	Hm. So already thinking about the next thing?
Par 2:	Ja. Ja, of the next client that you are going to see.
Int:	Hm
Par 2:	And not reflecting on.
Int:	Hm
Par 2:	And just going through the file quickly and you set your goals without reflecting, if it might be the actual goals that you want.
Int:	Hm in the process?
Par 2:	Hm
Int:	Ja, because you said last time also following your client-
Par 2:	Hm
Int:	- and not just going on but thinking about that process.

Par 2:	Hm
Int:	Is there anything that you feel can support you with these challenges?
Par 2:	Schedule your time in such a sense that you can write down your reflection.
Int:	Hm
Par 2:	After each client, because otherwise you can be inclined to forget.
Int:	Hm
Par 2:	So, it's scheduling your sessions.
Int:	Hm and planning?
Par 2:	Ja. To leave time for self-reflection on that specific question.
Int:	Also, I wanted to add something about scheduling specifically, so you said to write it down, but last time you said it was almost an automatic -
Par 2:	Yes. It's an automatic process.
Int:	But just to have those key notes?
Par 2:	But just key notes. Because you have it in your head, but because you get so, you might leave the key points. So, it's not something you go, and you write everything down.
Int:	Ja
Par 2:	It might just be key words or a drawing or whatever, a little thingy, just to remind on some of the reflections.
Int:	Is that like part of your process notes?
Par 2:	Hm
Int:	So, it's almost intertwined?
Par 2:	Ja it's intertwined, you're busy with reflection while you're busy with the client, but also after sessions I realise, then I think, OK, yes, I think this needs to be incorporated in the next session.
Int:	Hm
Par 2:	But then you just need to make a key word.
Int:	Otherwise you would forget?
Par 2:	Ja. You cannot, it's like a diary. You need to make a key word somewhere to incorporate that.
Int:	Hm. Is there something else that can help? Like the scheduling, you said is also a challenge?
Par 2:	Yes
Int:	Is there something that can help with that? I know some people have PA's, or -
Par 2:	Ja
Int:	- do you think in private practice that is realistic?
Par 2:	Ja, it depends on, it's about scheduling your time between clients. That's what I mean.
Int:	Hm
Par 2:	And you just have to do that.
Int:	And I think most people in private practice, because you make money out of time, you schedule it close together, to get more clients?
Par 2:	Hm it's not good for the client, it's not good for the psychologist.
Int:	So rather to have that gap in between?
Par 2:	Ja, even if it is just a 15 minutes gap. It doesn't have to be a long gap, but just so you can go and sit. I mean, I see from medical doctors.
Int:	Hm
Par 2:	You know before you go in, their just busy summing up, you know, the notes and reflections. Before they see the next client, or patient.

Int:	And it's almost part of the process of, almost to get closure?
Par 2:	Yes closure.
Int:	Just to get closure and then start fresh again.
Par 2:	For closure, fresh again, you know your things are up to date, so it's like, almost like I said following the client within the session. It's almost like, the session does not stop when the client leaves.
Int:	Hm
Par 2:	Then you have your own processes.
Int:	Hm
Par 2:	And you need to reflect on that. I mean, because it's just a continuous process. And that is just to make sure, OK, you've got everything and that you don't forget things that you want to add or ask the client.
Int:	Hm OK.

6. Interview 2 Participant 3

Int:	What challenges do you encounter in doing reflection?
Par 3:	It's not reflection per se that's the problem.
Int:	Hm
Par 3:	It's really to rethink your planning constantly. That's what I said. All the time, like today, you have your plan, you have your diary and you need to be open minded that it can still change. What do you need when things change?
Int:	Hm
Par 3:	So, the trouble with reflection, if you ask that question, there's no, I don't have a problem with the reflection, as the challenges that is coming up constantly. That you need to rethink, reschedule, what you need to do the next time.
Int:	Or in the moment?
Par 3:	Ja. But you cannot plan and foresee everything. So, ja, so that is, the challenge is not in the reflection.
Int:	So, it seems, if I listen to you, what you said now and last time, reflection is almost automatic now? It comes with experience?
Par 3:	Ja, you don't think about reflection. So, reflection comes naturally.
Int:	Ja
Par 3:	So, there's no challenges.
Int:	And how you manage that?
Par 3:	Hm
Int:	Is there anything that you feel can support you in those challenges that you now mentioned?
Par 3:	Open-mindedness.
Int:	Open-mindedness? And flexibility?
Par 3:	And flexibility. Ja, because that's what you have. You cannot change people, you cannot change the situation.
Int:	You plan best you can?
Par 3:	Ja, but you need to be OK with whatever comes up that day.
Int:	OK
Par 3:	Ja and don't be thrown when that happens.
Int:	Hm
Par 3:	So, ja.

Int:	Just keep calm and move on?
Par 3:	Hm
Int:	And something like a receptionist in private practice? Some people have that? But with you moving around, is that a possibility?
Par 3:	To handle whatever, ja, no. It's a different type of business. When you, what do you call us, travelling psychologists? Mobile psychologists?
Int:	Ja
Par 3:	You're your own everything. And in a way it's better for me to do that. I've tried having a PA or whatever, but it didn't work, because you need, you can't have two types of diaries, with her and with you and you travel, so it didn't work.
Int:	And like the challenges you just mentioned, if a mother doesn't show -
Par 3:	Or is late. So, ja.
Int:	So, a PA doesn't help. She will just call you and say, OK, the mother is not coming.
Par 3:	Ja, but the fact is, the parents don't phone you. So, they just don't pitch. And in our business, you don't phone after people. The reality is, they've decided not to come anymore and that is how it is.
Int:	OK, so that won't help?
Par 3:	No
Int:	So, just being flexible?
Par 3:	Ja, ja.

7. Interview 3 Participant 1

Int:	How did you find the process of reporting on your reflective processes?
Par 1:	I enjoyed it. I think some days it was good, some days it was easy and then some days it wasn't as easy where it landed up, like I've had days where I feel like there's nothing really major that I wanted to reflect on or the day just kind of disappeared and then I didn't have enough time. But most of the days it was ok. Especially doing little bits at a time instead of doing it in bulk. I think that made a big difference.
Int:	Yes. Not doing it once a week but doing it every day?
Par 1:	Ja
Int:	Did it hold any value for you?
Par 1:	Definitely it did. I actually changed my process notes . And I've now, I completely revised the one's that they've been using at the school for so many years and I've put in a whole lot of different areas, so like for example the SPUD's, like allowing places to put in different shifts and happenings that I've noticed, so my apostrophe s's, all the biases, all of those type of things. I now actually have a section, which obviously, I mean generally you will try and do that in your, in therapy, but you often forget, and I think having a thing set out in my printed- you know?
Int:	Yes?
Par 1:	- template of my notes, it reminds me. So that's good. And it's then a way that I've been able to go and put it in when I'm done, you know?
Int:	And there's so many things to think of, so you can forget. Even though you know you have to think about things?
Par 1:	Hm and you kind of think well I've thought about it so it's fine. But it does help to write it down and ja, so I found that when I do that, it really works well.
Int:	What do you feel is the influence of reflective practices in your private practice?
Par 1:	In private practice, I think that, ja, that actually was a bit harder because I don't always have my laptop with me in private practice. I literally go with all the play therapy stuff,

	all the assessment stuff. Whereas here I'm doing admin in between. So, that was more like the times at home where I might take time and put it in, but that was fine. It was ok.
Int:	After this process, do you feel that reflection could be beneficial in your private practice?
Par 1:	Ja definitely.
Int:	So, you will keep doing it?
Par 1:	Ja, I will keep doing it and as I said even doing it more consciously and making a specific note of doing it, actually in the therapy session if possible, or immediately afterwards even if it is just a few keywords, for me is quite valuable. Cause for me that's more of a sustainable way of doing it for me that I'm acknowledging, OK, maybe this client is irritating me about this or maybe this really isn't working.
Int:	So, do I understand correctly, do you reflect not only after the session but actually during the session?
Par 1:	During ja. So, I'd like make notes there in that section if I've got time, if the client isn't busy, you know, if they're not very aware or conscious of me making notes, if it is a client that I can make notes of, then sometimes when I feel like it's necessary I will, otherwise after ja.
Int:	And even not in notes, but in your mind? Do you reflect more now in sessions?
Par 1:	Ja, I would say so ja. Just noticing where, I think you're always going to have clients who you know they are maybe avoiding or supressing things and you kind of are, you can't get through to them and that frustration, like for me noting that and being aware of it is, ja, something I think I'm, it's definitely changed and something I wasn't doing before as much.
Int:	Do you feel like it has formed part of your routine now?
Par 1:	Ja
Int:	Yes, you actually said you incorporated it into everything. Will you make use of reflective practices in the future?
Par 1:	Ja definitely.
Int:	How will you make use of it in the future?
Par 1:	I think I will continue to keep, but maybe not on the day when I have nothing to say, like then feel like I need to write something or, but I think maybe doing it more practically, you now, in my notes and in the time. Because I always try and schedule time immediately after the session, not to have another session on top of it so I can make my notes. So then in that time to be able to put it on there. Because I think by doing that it's a little bit more, it's immediate. It's linked to the actual event.
Int:	Yes
Par 1:	And it's more sustainable because it's not just this huge, putting it aside or to sit now and do the reflection, it's part of my day.
Int:	Ja, it's part of the whole process?
Par 1:	Ja, rather than disjointed. Because I mean, if I think about people doing it at the end of the week, to me that seems totally disjointed, because by then you've totally forgotten about what happened, and even at the end of the day, it's still like a lot has happened since seven o'clock in this morning. So, it makes a bit more sense for me, just, it's what works well with me.
Int:	To integrate it?
Par 1:	Ja, but obviously I mean I still intend to have C and I, we converse all the time, so having peer supervision and kind of peer reflection.
Int:	Hm

Par 1:	For me, that is probably one of my main, ja, so I think between the three, a combination.
Int:	Balance it out?
Par 1:	Ja
Int:	Do you feel like you've gained something from participating in this study?
Par 1:	Ja, definitely. I've changed my process notes because of it, so I'd say so yes.
Int:	Is that the biggest one?
Par 1:	No, I think just being more aware in the actual session, just, subconsciously even just, taking note of how my thoughts, my feelings are impacting on the session, maybe not being fully present and that kind of thing. For me that's also been quite a big shift. Ja and just realising the value in doing it and even when you do have to put time aside and it maybe is a little bit, "I have to do it", but it does really have value. And there's some days where I can literally write more than a paragraph because, on those days maybe I must do that because it's important. It's definitely got value for me as a person, personally and professionally and then obviously towards my clients and their best interest.

8. Interview 3 Participant 2

Int:	How did you find the process of reporting on reflective practices? So, talking about it and so on?
Par 2:	I think, because it's so part of yourself, it wasn't difficult talking about that.
Int:	Hm
Par 2:	No, I didn't find it difficult.
Int:	OK and did it bring up anything? Did it make you more aware about something or not?
Par 2:	Ja, I think it's more aware about how you do it automatically.
Int:	Hm
Par 2:	And how important it is to be part of your daily processes in your work.
Int:	Hm
Par 2:	And with the client, with parent, but also yourself.
Int:	Yes
Par 2:	Those three dimensions.
Int:	Yes. Is that something that you realised when talking about it?
Par 2:	Ja, I just realised how important it is.
Int:	Yes. Most of the time you reflect with peers about specific things, but not about reflection itself?
Par 2:	Hm, because I think you as a psychologist, there's a perception that you cannot be weak. It can be a self-perception, or it can be other's perceptions, that you're always strong.
Int:	Ja
Par 2:	And I think that may be a barrier, reflecting about your own difficulties within the practice or so on, due to that. I think it's also a trust issue, I think sometimes.
Int:	Ja. And that limitations about, you can't do everything perfect always?
Par 2:	No
Int:	There is always room for growth?
Par 2:	Ja, there is always room for growth.
Int:	And development.
Par 2:	Yes

Int:	And sometimes not seeing that as weak?
Par 2:	Hm
Int:	But just, that is part of the process?
Par 2:	That is part of the process .
Int:	OK. Did it hold value for you to talk about it, about reflections?
Par 2:	Yes. I think especially, yes, the client, the parents, but for me as well . To realise how important reflection is on yourself, to know what path you want to take in your career and in your practice. And what would be good for you, but also at the end good for the client. Because if you're not happy where you are...
Int:	Hm
Par 2:	And don't go and reflect why, is it just that you need more tools, is it just that you need, or is it really that you need something, a different path in your...
Int:	A bit of a change?
Par 2:	Ja, so I think that's, how it can impact the client if you're not happy, but how it impacts you and what is the reason for that . I think that made me more aware.
Int:	OK. So, you know it's integrated the professional and the personal?
Par 2:	Yes
Int:	But you are more aware -
Par 2:	Yes
Int:	That that influence is there?
Par 2:	Yes
Int:	OK, next question. It's almost tied to that. What do you feel is the influence specifically of reflective practices in private practice? So how does reflection influence you in a private practice?
Par 2:	I think constantly. Constantly. It influences you in a sense of knowing where you did, maybe got something correct that connects with this client.
Int:	Hm
Par 2:	Because you need to be aware of that. And how you can go forward with that kind of, what you're doing. Or reflection still is, the fact that it doesn't work. It's not on par with the client's needs. So, it's a constant process, influencing everything .
Int:	So, the influence itself, say you did not have reflection in your private practice, how would that picture look? So, what does it influence specifically? It's everything, I know it's in everything. But what would happen if you don't have it?
Par 2:	I think then you won't be, you can't be effective in your therapy. Then you're not on par with the client.
Int:	Hm
Par 2:	You're not on par with what you, what is your limitations, gaps, where you need to get some information, maybe peer group review, supervision, anything like that. And then I think you're a danger to the client.
Int:	So, if I listen to you, it's more like having a connection because otherwise you'll just make a plan and do what you want.
Par 2:	Ja, it's not on par with the client.
Int:	Ja, it's not going to help the client, it's not going to -
Par 2:	No, then it's only just doing it for the sake of doing it.
Int:	Yes, and having that routine and things that you always do.
Par 2:	Ja, ja. You get in a gear and you want to put every client in the same box and it doesn't work like that.
Int:	Yes, everyone is unique so, even if it is the same problem, you can't do that.

Par 2:	No
Int:	Every person is totally different
Par 2:	Ja
Int:	So, that is a big influence?
Par 2:	Ja
Int:	OK, so after this process, do you feel that reflection could be beneficial in all private practices?
Par 2:	Yes. It must be.
Int:	Ja, you said that last time as well.
Par 2:	It must be. You cannot be effective and handle in the best interest of the client if you're not reflecting constantly.
Int:	And especially in private practice?
Par 2:	Hm definitely. Definitely.
Int:	OK. How will you make use of reflective practices in the future? So, you told me about how you use it now, do you think that will change or will it still be a constant -
Par 2:	No, I think it is a constant thing, no matter in what direction you go into, or your path in your private practice. It's constantly reflection, whether you assess, because you need to reflect on what was the observations, you need to reflect on, what would be the best options for this child. If you do therapy again, reflection. If you work with parents, reflection.
Int:	Anything?
Par 2:	No matter what you do, it's almost part of your package, your toolbox.
Int:	Yes
Par 2:	And the most important one.
Int:	Hm, the most important one, ja. Do you feel like you've gained something from participating in the study?
Par 2:	Yes, it goes back to the fact of being more aware of that. I think with experience, it becomes an automatic process.
Int:	Hm
Par 2:	And you're not always aware that you do that actively.
Int:	Hm
Par 2:	And realising that reflection is broader than just the client.

9. Interview 3 Participant 3

Int:	How did you find the process of talking about your reflective processes?
Par 3:	Enlightened.
Int:	Hm
Par 3:	It's like, you come to a point where you understand again that there's things that you need to do.
Int:	Hm
Par 3:	So, then you get to a point later where you decide, OK, this is not going to work and then you talk again and again, and you understand why it's necessary. So, ja.
Int:	But that is not just enlightenment, but also awareness about your reflections itself?
Par 3:	Ja and the importance of doing these things.
Int:	Hm
Par 3:	Ja
Int:	I think especially the experts, you and the other participant said, it's so automatic -

Par 3:	Ja, it becomes automatic.
Int:	So, you don't think about it anymore?
Par 3:	Ja
Int:	Actually, thinking about it?
Par 3:	Ja, so, actually what it means then for me at the end, that you know that it is a process and you know that you are doing it, but you don't cognitively do it. You are not attentive of the fact that you do it, but you do actually do it.
Int:	Yes. Did it hold value for you to talk about your reflections specifically?
Par 3:	Ja, everything has a value if you talk about it, ja. So, of course it has that value ja.
Int:	Because usually you do peer reflection about specific cases or challenges, but you don't really talk about your reflection itself?
Par 3:	Ja, ja.
Int:	Or reflect on how you reflect?
Par 3:	Ja, ja. Because you don't think about it, you just do it.
Int:	OK. What do you feel is the influence of reflective practices within a private practice? So, if there weren't any reflective practice in a private practice, what would that influence be?
Par 3:	The influence for me, it means you won't change anything.
Int:	Hm
Par 3:	So, I think reflection is focused on the fact that you need to change.
Int:	Hm
Par 3:	The areas that you need to focus on to change. So, if it's not then change won't happen.
Int:	It makes sense. Otherwise you're just going to do what you do.
Par 3:	Ja, it's an ongoing process. You don't understand why things don't work, but ja, as long as you know that you need to change it and not fall into the trap of not changing it and then just carry on, ja.
Int:	And I think that can also happen to people who are psychologists for a long time? They get used to certain methods?
Par 3:	Ja, and if your overloaded.
Int:	Ja?
Par 3:	The fact is that you feel so overloaded, you just try to survive to get to the end of, having every done.
Int:	Hm
Par 3:	That you don't think about why you're so overloaded and why, because in the beginning you don't say no to people. In the beginning you're so used to just take in people because you're scared that you won't have people at the end. And then you seal yourself in a spider web because you don't know how to get out of there.
Int:	Hm
Par 3:	And I think that is what you need to understand in private practice. It's not good for you, it's not good for the client.
Int:	Hm so, finding the balance again?
Par 3:	Ja, the balance but that you know how to plan your diary. To make it useful for both parties.
Int:	So, again planning?
Par 3:	Hm
Int:	After this process, do you think reflection could be beneficial in all private practices? So, you did say you think all private practices should have reflection?

Par 3:	Ja, especially if you're on your own and if you are with other people, then group reflection is also a must-have.
Int:	Will you make use of reflective practices in the future? Will you do it the same, or will you do something else?
Par 3:	Ja, I think I've come to a point where that works for me.
Int:	Yes, you've already established what works for you?
Par 3:	Ja, if it works then I'm not going to change what works.
Int:	Yes
Par 3:	You can't have a plan and re-plan and plan. You must plan and at a point -
Int:	Implement?
Par 3:	That's now how it must be, ja. You can't re-change everything because then you can't get to a point to do the work.
Int:	Yes, and I think at the beginning you change a lot, or plan a lot, because you have to find what works, but you that have years of experience, you know what works?
Par 3:	Ja, that's what I say, if you're uncertain, the you plan and re-change.
Int:	Yes
Par 3:	And that's when your uncertainty comes in.
Int:	But now you're at a point where you know what works for you?
Par 3:	Ja, I think so.
Int:	OK. Do you feel like you've gained something from participating in this study?
Par 3:	You're never too experienced. I think that's a danger that you don't need to fall in that trap. Yes, you can, I think the whole process again about reflection is, that sometimes you tend to forget to look into reflection, that also comes into play.
Int:	Hm
Par 3:	There can be a time that you just carry on and do things and then you come to a place where you say, OK, you're so tired, that's why and why and why. And then you reflect on that.
Int:	So, it never ends?
Par 3:	No, it's an ongoing process. It's a yes, if you think that you're experienced, then you're in the danger zone.
Int:	Ja?
Par 3:	And you need to be very cautious about that.
Int:	But if you continue reflecting, you won't fall into that trap?
Par 3:	That's true.



Appendix B

Reflective journal entries

1. Reflective journal entries **Participant 1**

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16/03/2018

Sexual allegations were made by a number of girls regarding one of my previous clients. I found myself automatically wanting to assume his innocence as I had worked with him for quite some time and would like to believe that these statements were false. I needed to focus on not allowing bias to cloud my judgement and instead remain neutral and objective when thoroughly investigating each statement of each learner involved.

19/03/2018

In order to confirm sexual allegations made by the learners, I re-interviewed each learner in order to ensure that their stories remained consistent. One of the learners who claims to be a victim, today stated that she could not remember what had happened. When I challenged her on this, she then made a statement that did not confirm her previous story. I therefore needed to determine whether she simply could not remember clearly, or if she was lying. As an adult and therapist in this situation I am aware of the consequences that such allegations can have on a child. I had to be careful of monitoring my own feelings and perceptions in terms of any further interactions with her. I had to keep a balance between explaining the severity of the allegations, but still supporting her, if she is in fact a victim.

20/03/2018

I dealt with a parent of a client today who is adopted. Due to my own personal experience of an adopted brother and I became very aware of how I was able to genuinely be present for the client and have a deeper sense of empathy for her case and the attachment and behavioural difficulties that often arise in such situations. However, I also noted that with the passion that I felt for the case, also comes the possibility that I identify with the clients, which possibly impairs my objectivity and my ability to maintain professionalism. I had to consciously monitor my own thoughts and feelings during my interactions with the parent.

The workload has been steadily increasing, as we are given more and more cases. The sexual allegation case was extremely time consuming, as well as emotionally draining. I therefore felt that although I needed to see certain clients, it was important that I reschedule certain sessions as it would not be in their best interest as I may not be fully present. My desire to be a "good therapist" and stick

to my allocated appointments for the day was therefore in conflict with knowing that this may not be in the clients' best interests.

22/03/2018

During a meeting with a parent regarding the sexual allegation case, the mother mentioned that her and her daughter occasionally watch movies or programs that contain intimate scenes. She feels that it is important that she does not shield her daughter from this real-life reality and she uses it as a teaching opportunity regarding what is age appropriate, etc. I immediately wanted to challenge these thoughts as my own opinion and beliefs reject this way of thinking. I needed to explore whether it was for my own beliefs, or the child's best interests that I address this statement. I came to the conclusion that within the context of the recent events it was important that I address this with the mother, as objectively as possible, considering both sides of the argument. I therefore acknowledged that using moments that are unexpected as teaching opportunities is a great, but we need to also be careful of not desensitizing children to sex.

23/03/2018

I counselled a learner today who is adopted by a white family. This is very similar to my own experience of my adopted brother, who happens to also be the same age as this client. I monitored throughout the session my own thoughts and feelings regarding the session and his situation, ensuring that I remained as objective as possible. I felt that sharing a little about my brothers when he told me about being adopted and his birth parents (out of his own will) would be beneficial for him, however, I ensured that I did not give too much information or go into too much detail, as this would not be ethical.

24/03/2018

During a private practice session I was working with a sensory seeking child. He was making a memory box. Being the perfectionist I am I wanted to assist him with the box. I needed to allow him to show his individuality and make the box independently. Although I was borrowing the office space from a friend, I also needed to be okay with him making as much mess as he needed during his process.

26/03/2018

Today I worked with a learner who has a very serious nature. He rarely smiles, and although he is only 7 years of age he isn't very playful, as you would expect at this age. After a couple of sessions with him and making use of Theraplay engagement techniques I found that he still was under regulated. Throughout the session I needed to remind myself that difficulty establishing rapport and getting him to regulate is not a direct reflection on my abilities as a therapist. I believe that it would be in his best interest to continue with the Theraplay techniques, and have faith in Theraplay itself. It is a process and not all children react in the same way or at the same rate.

29/03/2018

Today I did an assessment with a learner in private practice. **Due to my limited experience working privately I often question my abilities** when the parents are paying per hour. Somehow, when the parents are receiving free services at school the pressure is reduced. I feel that this has an impact on my performance as a therapist. **My aim is to simply focus on supporting the client and working within his best interests.** It is not about the mother's perceptions of me or the child's but rather truly assisting this child by getting a good understanding of his strengths and weaknesses in order to support him with the recommendations I make.

03/04/2018

I assessed a learner for an IEB accommodation application. I noted during the assessment that although I want to try and assess as much as possible, to gather a complete picture, this is not always possible or best for the client. The IEB concession screening procedure is lengthy and therefore the full WIAT-3 for example cannot be administered. **I needed to consider the parents financial situation as well as follow the IEB procedures when conducting this assessment.** In future I aim to simply use the media the IEB prescribes.

10/04/2018

Today I was faced with a report for **physical abuse** to a Grade 3 learner. I had previously referred the mother to a social worker when she requested assistance before the end of term. When I followed up with her today she stated that she had been too scared to do so. **Ethically and legally I had to warn her that if she did not do so, I would be required to contact the police to report her husband.** She has agreed to contacting the social worker immediately and letting me know who she has spoken to, what

they have advised, etc. I will follow up with her, if she does not contact me. Furthermore, I have requested that the child report any further incidences to me, so that I can keep a detailed record.

I questioned whether I should contact the father directly and call him in to discuss punishment and appropriate discipline strategies. However, after peer reflection with my colleague educational psychologist at the school, we decided that it would not be in the child or mom's best interest to anger the father further.

11/04/2018

Today I had not been feeling well with a big headache. I needed to make the decision whether I would keep my end of day appointments or reschedule them to later in the week. I had to weigh up whether it was in the client's best interest for me to cancel, as well as whether it would be beneficial to them to counsel when I was not able to be fully present.

12/04/2018

Today I had my first session with a Grade 1 learner with Hydrocephalus. Based on my preparation discussion with my colleague, she suggested that I do not do sand tray and perhaps focus on simply building rapport with games, etc. I did this at the beginning of the session, and he moved on quickly from game to game. I then decided to deviate from my session plan and offer that he makes a movie in the sand tray. I am so glad I did that, as he seemed to love the sand tray the most and it provided me with so much information regarding his emotional functioning. Although I am perfectionistic and want to stick to my predetermined goals and session plan, this is not always the best option for the most effective therapy session.

13/04/2018

I did sand tray in a session today with a learner whose parents are currently divorcing. His sand tray of a family showed a small bordered off area with a house and car. All around were army and policemen fighting, as well as wild animals devouring others lower on the food chain, in groups. I automatically made my own interpretations. When asked what is happening in the movie, he very matter of factly stated that the lions were eating the zebra/giraffe and they were happy they got food. He later informed me that he loves watching national geographic. My initial reaction as a girl, who does not particularly enjoy watching nature programs such as these, was that it symbolised negative feelings or emotions. This was not the case. I had to be careful in my reflections with him not to ask

about the various characters' feelings, such as the zebra and the giraffe, as this would mean that I was projecting my own thoughts and feelings about the interactions.

16/04/2018

I met with a colleague for peer supervision today. Having a more objective view on various topics and clients I feel is really beneficial to my professional development and my interactions with my clients. I brought up a difficult feedback I had a while ago regarding recommending that the child be moved back to Grade R. The mother became very defensive and asked me to remove the recommendation from the report. My colleague empathised and said that she has had many cases like that as well, which helped me to feel that I was not unique and alone in these situations. She provided me with a useful tip to explain to the parents that they are paying for me to give my professional opinion and not lie to them. They have paid me to support their child and these recommendations are what I believe is in the best interests of their child following the in depth and comprehensive assessment. My colleague indicated that generally the parents then do become less defensive and are more open to considering the various alternatives that are provided in the recommendations.

17/04/2018

Today I was faced with the dilemma of contacting a parent for an assessment of their child, while my colleague is seeing the child for counselling. The mother was very concerned that her daughter had not been receiving counselling regularly. I had to be careful in terms of being sympathetic but not speaking badly of a colleague in the field. I told her I would inquire, which I did. My colleague explained that she had not had time to see her due to accommodation applications, and the inconsistency of school counselling was explained at the very beginning. I will need to relay this information to the mother.

18/04/2018

Today I had a session with a child who appears to not be ready to talk about his parents' divorce. He says he is coping fine and believes that it isn't affecting him significantly. Although both the teacher and father want counselling for this child, I need to respect that he does not feel he needs or is not ready. I have ensured that he understands that my door is always open and will need to explain this to the dad and teacher. It is a touch situation, as I want to please those requesting the counselling as I know he is having behavioural issues, which are most likely in part caused by the emotional turmoil

of the divorcee. However, I also know that if I continue to see him it is a waste of both his time and mine, where I could be seeing another more urgent learner.

19/04/2018

A learner who has previously told me about abuse from his father, came to me to say that dad had physically abused him once again. I contacted the mother as she had said she had a meeting with the social worker the day before. I contacted mom, who informed me that due to a crisis at work she was not able to attend the meeting. She was aware of the incident between the child and his father the day before. I informed her that if she did not let me know what time her next appointment would be **I would be contacting the child protection unit**. This was difficult for me as I had formed rapport with this mother, and wanted to support her as I knew she too was being physically and emotionally abused. **My responsibility, however, is to make sure that the best interests of the child are protected**. The mother has made an appointment with the social worker, which I will follow up on closely. I have to be careful in this situation of not becoming too emotionally involved and not getting angry at the father. My heart breaks for this little boy as he sat crying in my office, and I desperately want to help him.

20/04/2018

I have another learner who is reporting that following his dad receiving an SMS from the school about misbehaviour, his dad slapped him through the face five times and swore at him. He also made him get out the car and walk home, although it wasn't a far distance. The father denies all this and says that he simply took away the privilege of civvies day. I now have to investigate further. I have met with the dad for parent guidance, and felt that he was a trustworthy and respectable man. I will be consulting with my colleague as to how she believes I shall proceed, as I am very unsure.

21/04/2018

I assessed a boy simply to meet the requirements for application to a high school. The parents felt that no in-depth assessment was necessary, as they felt their son is bright and the assessment was merely a formality. In order to reduce costs they requested that we reduce the time of the assessment and asked for no feedback session, but simply the written report. **Ethically, I knew that I needed to not only ensure that I did my standard, comprehensive assessment, as this is in the client's best interests, but also that verbal feedback is vital**. Parents may misinterpret or not understand the written report. In order to ensure that no misinterpretations are made, this step of the assessment process is

vital. In this case it was not about me wanting to please the mother, and my empathy for their financial situation, but doing the right thing by the child. I therefore offered a slightly reduced rate, and still did my comprehensive assessment, with verbal feedback session.

22/04/2018

I saw two brothers for separate counselling sessions. The grandmother had confirmed our appointment for Saturday, however, 3 hours before the time, she cancelled, stating that she had bought the boys tickets to the circus, and asking if I could move their counselling sessions to fit this. Due to the fact that I had an assessment on the Saturday morning, I could not do so. I know many of my colleagues would have simply cancelled the appointment, and I was not happy with the situation, however, my responsibility to assist these boys as consistently as possible is vital. They are only able to attend sessions every second weekend, due to living out of town. If I did not see them, this would mean that they have an extended period between sessions, which is **not in their best interests**. I therefore agreed to counselling them on the Sunday.

23/04/2018

During one of my therapy sessions for the day, I had planned out my therapy plan as usual. The child arrived, and broke down into tears, as she told me that her mom is away, and she misses her terribly. I very quickly realised that my therapy session would be fruitless with her in this state. **My own need to ensure that I stick to my carefully planned therapy agenda** needed to be put to the side. I therefore adjusted the session, and we created a countdown chart until her mom returned. Although this does not meet my objectives for the session, in hindsight I realise that this does meet the overall objectives for her therapy sessions. Her parents are currently divorcing, and she is very emotional as a result. Mom being away is mostly perceived as being very threatening by this client, as she feels as though she has lost her father.

24/04/2018

I had an academic assessment with a Gr3 learner today. She is currently in counselling with my colleague. During the course of the assessment, when asking her questions about her incomplete sentences, she broke down and revealed that she had **attempted suicide**, and felt the need to no longer live.

This was an ethical dilemma for me as I had not discussed **rules of confidentiality** going in to the assessment, as it was purely academic. I then had to explain them to her, and asked her if she would be ok with me telling her current psychologist. She agreed with ease, thankfully. Her psychologist then was able to explain to her that we need to chat to her mom and dad about these feelings in order to help her, as we care for her and would not want anything to happen to her, and we are sure that her parents would feel the same way.

25/04/2018

Today I tried to contact the mother of the recent abuse case, as her appointment with the social worker should have been yesterday. Her phone was still off and I then found out that both her children were not at school. I became so worried not knowing if dad found out we knew what was happening in the home, or that she had gone to the social worker. I was extremely concerned that because of my involvement the family was at risk.

A social worker the department came to our school, and when our HOD told her about this case she asked to speak with me. I informed her of all the details. She was horrified to hear this story. Her reaction was positive for me, as I begin to feel that cases such as these are the norm. Her reaction showed me that this is a horrible situation, even to a social worker who deals with cases such as these frequently. She informed me that she would be getting involved and doing a home visit. This put my mind at ease, knowing that she was committed and involved.

26/05/2018

Today I saw a learner who is being abused by his father. The mother and father had been involved in an armed robbery in their home. The father had been shot in the leg and was in ICU. He cried about his father. I struggled to see this little boy crying over a man who could burn him with an iron as punishment. I knew that I needed to put aside my own feelings of anger, and allow him to express how he was feeling. I offered that he could make a card for his dad, which he immediately jumped at the idea of doing. We made the card, and he spent a great deal of time on it, decorating and writing a letter about how they love him and want him to come back. For me this was hard to see as I picture this man as being someone who is hurting this innocent child and his wife, yet, the child still has such love and affection for him. It makes you question your decision to have the social worker and/or police get involved in the case.

02/05/2018

Today I found out that my hydrocephalus case client is not at school, and won't be for a while, as he has had severe headaches over the weekend. He needs another operation, as his brain is getting too big for his head. I found this very difficult emotionally. I struggle between being too hard and learning to distance myself in order to be effective and not take all my cases "home with me", while at the same time having empathy. I believe that this is not something you can ever have truly mastered and I have to believe that with time it will become easier.

03/05/2018

Today I did an intake for an academic assessment. Based on the information that the teacher had provided me with, it seemed that the child had lower potential and was a severe academic problem. This differs from the description made by the parents. Both parents were well-educated and well-spoken. They describe their child as being inquisitive and curious and feel that he is struggling to adapt to the new school, class sizes, quality of education, etc. I will be assessing the learner this week, but this incident reminds me that I need to consider all sides of the situation. No one person's opinion can be taken as the total truth. I spend a lot of time with the teachers, and do not know the parents at all. This leads to one being more inclined to take on the opinions of the teachers. The parents, as well as their description of their son, was not what I was expecting. I look forward to the assessment next week.

04/05/2018

Today was a balancing act of trying to fit in everything I needed to do. It meant needing to prioritise certain tasks at the expense of others. This I find to be trying, not just time wise but also in the sense of not being fully present for my clients.

05/05/2018

In my private practice today, I was informed by my clients' grandmother that the oldest child had experienced terrible nightmares about his deceased mom. It also had recently been her birthday. This has affected both boys. They therefore did not bring their memory boxes that we had been working on in the sessions. Despite my therapy plan, I had to think on my feet, as the boys needed to take a step back and not focus as directly on the passing of their mother. To my amazement the younger child, brought up him mother through play and expressed ideas about heaven and what it is like there.

He was able to identify how he felt, which was a huge step forward and he did it of his own accord, which shows that rapport is being established. *It was difficult for me not to stick to the therapy plan, and to take a step back, just when you feel you are beginning to get somewhere. I needed to ensure that my approach was client-centred and fit into the client's needs.*

07/05/2018

Today I had to do a talk on signs of possible dagga use, as this is a concern in the school at the moment. The deputy had asked that I address the teachers about signs and symptoms. *Initially I was very wary as I am not an expert on this topic.* I then realised that as an ed psych I am required to link people with information. It is my job to gather information from various sources and create a basic summary in order to inform and assist the teachers. *I find this difficult as it is not what I have studied.*

08/05/2018

Today I had to provide difficult feedback following an academic assessment. *Balancing the line between giving the information in a sensitive manner, whilst still ensuring that the parents understand the severity of the situation* is difficult. We find that many parents do not take the assessment seriously, perhaps because they do not pay for the assessment, or perhaps because they did not personally ask for the assessment to be done. Reading the parents and adapting the way you provide feedback is critical and a skill *that I am constantly developing.*

I feel that I have come a far way in terms of building rapport with the parent, so that they feel that you are on their side, as well as talking in such a manner that you motivate them to make a change, as it is still early on in their child's academic career. Emphasising the advantages of assessing early on, and the positive step they have taken as parents by agreeing to the assessment, I feel, is valuable and works well.

09/05/2018

Parents from yesterday's feedback requested that the report not be shared with the school. Initially this was an ethical dilemma for me, as they had signed the consent form and agreed to the report being released during the intake, as the school pays for the assessment. However, I acknowledge that it is the *parents' right to withhold such confidential information.* This therefore needs to be respected and I will need to explain to the SBST committee why we cannot share these results.

We held a group therapy session for the Grade 4 learners, as there have been difficulties with behaviour and bullying. We worked on team development amongst the classes. I had to deal with my own need of having order and the session running according to plan. However, with 170 Grade 4's and each teacher having their own approach for doing the activities we facilitated, this posed a challenge. This was difficult for me, and I needed to be okay with things not always going as planned.

10/05/2018

Today, following our group session with the Grade 4's, we found out that certain boys had been particularly badly behaved today. This for me was difficult to hear, particularly so soon after the session. I need to remember that this is not a quick fix, and we are doing the best we can with only 2 psychologists and a large amount of learners that need support, not just with counselling but for assessments as well. We are burning both ends of the stick, and it is easy to be hard on yourself, as the therapist, when you hear reports such as these. We tend to take responsibility for their behaviour, when there might be a number of other reasons that led to it, that we are not aware of.

11/05/2018

I had a session with a learner that I am having difficulty forming rapport with in our short sessions that we have at school. Based on the emotional assessment, he is experiencing significant emotional distress, however, he is almost emotionless in expression and states that everything is okay. This is the first time I have felt that I have really struggled to connect with a client. This is hard for me, as you immediately interpret it as a negative reflection on yourself as the therapist. I am aware that at times there won't be a client-therapist fit or that the sessions at school are not conducive to what he needs from therapy. He may also not be ready to address his emotional concerns. *I am referring out*, as I know that more intensive and frequent sessions is in his best interest. *An approach of more non-directive play therapy, to reduce the verbal demands, may also be beneficial for him.*

14/05/2018

I had a session with a client today, where I asked him to draw where he would like to be in the future. I asked him to think about his dreams, wishes, goals, what he would like to be doing, etc. He did not complete the activity as most other children do. Instead he drew his favourite tv game, which he said he would like to see come to life in the future. *I needed to think on my feet in this situation as this affected the rest of the session.* I needed to acknowledge the information that this different response gave me. He told me when I asked him to reflect on how it feels to fill this page with absolutely

anything, that he is always told what to draw, and that this feels amazing to draw anything he would like. His need for control is thus evident here and perhaps a feeling that he is out of control and having to be submissive a lot of the time. I needed to then use his response to facilitate self-reflection by considering the metaphor of the game and perhaps the need to escape reality. When I asked what he likes so much about the game, I also gathered useful information such as his love for building and creating. I also found out that he loves making the character do a dance, which he thinks is very funny. We discussed this and reflected on it in terms of how society expects us to be serious and therefore sometimes a game allows us to be get away and be funny and silly, which we need.

This session was not what I had in mind, however, I needed to ensure that I was present in the moment with the client and was able to be totally centred on him, and his needs in that session. I could not be governed by my own predetermined goals and objectives for the session.

15/05/2018

When faced with new cases, at times I become totally overwhelmed about how you can help them all and how hopeless it seems. Particularly when the parents are not involved, or committed to make any change. The teachers have such faith in us and pass on these cases believing we going to correct the behavioural difficulty, emotional distress, etc. this further adds to the feeling of being overwhelmed. In this state, you are not fully present for your client and you are not assisting them in the best possible way. It becomes about fixing the problem, and the adults' perceptions. I am constantly working on being available with the client, which is therapeutic in itself. I am focusing on working in the here and now, acknowledging that it may never be "fixed" but that the child may find some sense of relief or the parents may feel a burden lifted if they understand simply the reason behind their child's behaviour.

This is difficult for me as a perfectionist, I want to fix everything and please everyone. This is not a realistic goal. I need to keep reminding myself that it is not about pleasing anyone, but trusting the process and assisting the client in the moment, as best I can.

16/05/2018

Today we prepared for our grade 7 therapy group. I tend to want to prepare well in advance and ensure everything is planned in as much detail as possible. My colleague works very differently to me, and works best under pressure or in the moment. It is a learning curve for me to be okay with

allowing the group to guide the session, or at least the initial session, to determine what they deem to be important topics to cover. If not, we run the risk of covering areas that are not relevant to them.

17/05/2018

Giving difficult feedback following an academic assessment is becoming more and more frequent. I find this very difficult, as you feel you overwhelm the parents, put in all this time and effort and then they do not follow your recommendations, **as they are in denial about their child and their learning profile**. In order to deal with the emotional drain of the job, you have to distance yourself from cases, yet somehow still remain empathetic. **Preparing for today's feedback** I am trying very hard to place myself in the parents' shoes and consider what they are thinking, feeling and what they are wanting going into the feedback today. **I also need to consider what factors affect whether they are likely to accept information from me.**

18/05/2018

Today I had such a wonderful experience meeting a lady and her domestic worker, who has worked for her for 17 years. She is the legal guardian to her granddaughter. Her employer is supporting her granddaughter financially and in many other ways. She is paying for her school fees, OT, remedial and does all her homework with her. It is such an inspiring story. We are faced with so many terrible stories and situations. I feel that it is important to focus on these positive ones, and take them in when they do occur, as it provides motivation to continue doing what we do!

19/05/2018

Difficulty determining **when to terminate sessions, when the parents are paying in private practice is a difficult decision for me**. One can always benefit from therapy, however, **it is not in the parents' best interests to always continue for lengthy periods, due to financial reasons**. We need to respect this. It is not always as clear cut as determining whether the reason for referral is resolved. In this case with my private clients, the children are young and grieving the loss of their mother. This is not something that is going to be resolved, and despite numerous sessions, they move backwards and forwards along the grief cycle. I have chosen to leave it in their grandmother's hands, as she is paying for the sessions. I explained the possibility of discontinuing at some point and perhaps restart sessions at a later stage when certain developmental stages or incidences occur that bring up old feelings and so on. I was surprised to hear that the grandmother can noticeably see a shift in the boys, particularly after their sessions with me, and therefore she would like to continue. **From this I have learned that it**

is important to be respectful and mindful of the client's financial situation but also the value of giving them the choice.

21/05/2018

Today I assessed a learner who purposefully would not answer questions, and impulsively say she did not know. When asked further, it was clear that she did have the ability to answer. This was very frustrating as the examiner. I needed to constantly remind myself that although this child acts confidently; her decision to not answer is based out of a feeling of anxiety and fear of making a mistake.

22/05/2018

I had a session today with one of my more serious abuse cases. The child is stating that nothing has happened in the last while. I know that the father is angry that we have involved social workers and I am concerned that he has told the child not to say anything.

23/05/2018

Today I did an assembly for the foundation phase for child protection week. We have a lot of learners that claim they are being abused and yet they are often crying wolf about discipline. This is a tough situation, as you want to make children aware of their rights and the need to report abuse or neglect, but you also don't want them reporting their parents for disciplining. In South Africa the law is now against any physical punishment, however, in the culture of our school this is still occurring. While we make the parents very aware of this, it still occurs. My dilemma with the assembly as that I needed to tell the children about the difference between abuse and discipline and that a smack may not necessarily be abuse. Topics such as these are not always black and white. I felt it important to stress this, as many children tend to then report "abuse" following talks such as this, and the police or social workers either don't take it seriously or their time is wasted.

24/05/2018

Today we had a group therapy session with 6 of the behaviour difficulties in Grade 7. Both my colleague and I had preconceived ideas of how this session might go. We were pleasantly surprised that they interacted well, participated and contributed in the discussions. Although this is only the first official session, and therefore we are merely in the rapport building phase, the group sessions appear

to have great potential. It also allows us to deal with number of learners requiring therapy in a more effective way.

25/05/2018

Today I was confronted with a couple of my colleague's clients who were in crisis and needed someone to speak to today. She does not work at the school on a Friday. This made it difficult, as I am not up to date on the case and they are not my clients. However, I **needed to consider best interests of the client**, and therefore I dealt with the clients that I felt could not be left for Monday therapy session. I will also update my colleague and discuss the cases with her on Monday.

28/05/2018

I consulted with my colleague about Friday's cases. For me, it was difficult handing over the cases, one in particular was most challenging. **We all have different approaches to dealing with clients**. We will never choose exactly the same path. There may not always be a one correct way to deal with it. I explained my thoughts to my colleague and then left it in her hands, as they are not my clients.

29/05/2018

Today I worked on revising my process note template. **I like to be organised and feel that this affects my sessions in a positive manner, when I feel prepared. As I am developing and growing as a therapist, I am learning** what I like and do not like. **What works and does not work, and adapting as I go.**

30/05/2018

I have been referred a client that is showing signs of **depression and suicidal thoughts**. **My passion to try and help and support this child**, is therefore in conflict with knowing that I need to refer the client to a clinical psychologist for more intensive therapy and support. I have offered to see the child in the interim, while they find a psychologist and setup the appointment.

31/05/2018

Today I was confronted with needing to ask one of my clients about the home environment to be able to assist not only him, but also his younger brother, who I am also seeing for therapy. **It was necessary that I divulge very briefly my concerns about his brother. I debated with whether this was breaking**

confidentiality. I tried to give as very little information as possible. Because I am concerned about the possibility of abuse in the home, it was therefore in the client's best interest that I do so.

1/06/2018

Today I did a self-esteem activity with my grade 1 client with hydrocephalus. Together we created a sword (as it links with his love for samurai rangers and he always wants to play with my toy sword). We then covered it with words relating to his positive traits. I really thought this would be a great activity. However, his attention span is very short and the meaning behind what we were decorating the sword with was over his head. I need to remind myself that this is not necessarily a waste of a session. Despite my initial objectives not being achieved, or achieved to the degree I would have hoped, there were accomplishments made. I adapted the session and incorporated engagement Theraplay activities, which worked very well. I learned in this session about what he can cope with, and therefore enjoy and what is over his head.

04/06/2018

Being faced with clients who need referrals to learning support schools is often very challenging. There are very few schools that cater for these learners. LSEN classes at government schools are closing and private schools are too expensive. The state schools that do exist often take average to below average or severely handicapped and therefore learners that fall within that gap have nowhere to be placed. I need to call parents and inform them of this after attempting to find out about getting their child in at these schools. I find it extremely demotivating feeling like I cannot help and surely there is more I could be doing.

05/06/2018

During therapy planning today I find myself always wanting to work in a more directive manner as I somehow feel more comfortable with it as a therapist as I feel that I am "really doing something". When discussing therapy plans with my colleague I was once again reminded that I may not be focusing on the client and their needs. It is my own desire to feel busy and productive rather than what the client needs. I have seen the benefits of non-directed play therapy numerous times, yet it is time consuming and not as efficient and direct as other methods and approaches. Despite much research into various activities and techniques I could use with certain clients, I came to the realisation that simple play may be all the client needs.

06/06/2018

Today I found out that 2 brothers, both of which are my clients, bunked school yesterday. They were dropped here by their parents and they left their bags and left the school premises. I am now faced with the dilemma of how I address the issue. My role is not to be the disciplinarian; however, I also cannot ignore the issue. Not conveying my view on the topic could be difficult. I intend to discuss it with the older brother first, and ask purely out of concern. Perhaps linking it to the vision board he is busy creating in sessions, and the reflection on why we are doing it and what influence it is having on his everyday life, thoughts, etc.

07/06/2018

Once again I was reminded through my interactions with a client, the value of play. Making use of the client's interests and meeting them where they are, is vital if you want to get through to them. This may at times require that you put aside your predetermined objectives and activities for the session.

08/06/2018

When providing feedback following an academic assessment, it can be daunting, particularly when they are involved in the education system and learning support. Remaining confident that you not only have the professional knowledge, but also that you have provided a comprehensive assessment, and therefore need to trust your findings is vital. You are doing the parents, and the child, no favours if you provide only the good news and avoid the bad. **Being confident as a practitioner makes all the difference when interacting with the child, and even more so with the parent.** As humans we often doubt ourselves, and this is not beneficial to the therapeutic relationship or for ourselves.



Appendix C

Weekly verbal feedback transcriptions

1. Weekly verbal feedback **Participant 2**
2. Weekly verbal feedback **Participant 3**

Both expert participants preferred to provide verbal feedback on their reflections rather than written reflections. They both emphasised that reflection comes naturally and automatically. There is not one specific time that they reflect about specific things, rather it is an integrated process that happens continually. Therefore, their weekly verbal reflections were expressed briefly and cohesively. They did not want to elaborate on specific cases, as to keep confidential information private. Most weeks they had nothing significant to share to that they felt would contribute to the study. The shared verbal feedback was transcribed and attached hereafter.

1. Weekly verbal feedback **Participant 2**

Int:	Is there anything specifically in the last few weeks that you reflected on, anything that was specifically challenging?
Par 2:	Ja, there were a boy that I've seen where I reflected on what would be the best way of reaching him. Because he wants to please and getting the information out, so that is one case. And the other is my professional path.
Int:	Hm
Par 2:	That I decided that I really don't want to do therapy.
Int:	Hm and just assessments?
Par 2:	Just assessments.
Int:	And maybe after 5 years you feel again now, you're ready for therapy?
Par 2:	Yes
Int:	Because I think therapy takes a lot out of you?
Par 2:	It seasons. Ja, there's seasons and things, I think.
Int:	Hm
Par 2:	And that's the most important thing. So, that was my reflection on my career path.
Int:	And that's also a very personal reflection?
Par 2:	Yes
Int:	Because <i>are you coping?</i>
Par 2:	Yes
Int:	Or is it fun for you, is it not fun anymore?
Par 2:	Yes. Is it not fun anymore? And I think a lot of psychologists, my friends, said they come at a stage, after lots of years of therapy, where they feel, they need a break from that because it's so emotionally. And in today's practice, we all talked about it, it was different when we started.
Int:	Hm
Par 2:	It was much easier. <i>Today everybody runs to the HPCSA. The moms are, unrealistic. We have a generation with quick fixers.</i>
Int:	Yes
Par 2:	You know, <i>the financing aspects of things and the pressure on therapists.</i>
Int:	Ja
Par 2:	So, ja, we get up to a stage where you feel.
Int:	It's a little bit too much?
Par 2:	Ja it's too much. Emotionally from the energy you have to give to the clients, that you don't have anymore.
Int:	Hm
Par 2:	Due to all the demands and things like that. And then you need to see where do you make changes, because then you know, you're not going to be behaving, or doing in the best interest of the child as well. And yourself.
Int:	Hm and that is a big thing, that generation change?
Par 2:	A lot. <i>Even in the forensic we saw that in the past you could do a report, if you did a good report, you know, you didn't always go to court. Suddenly, they subpoena even a little letter and the attorney will go and advise the client to go to the HPCSA and lodge a complaint and then you cannot do the case anymore because there's a complaint and it's a false complaint.</i> You know, all these things.
Int:	Hm
Par 2:	So, there's a lot of...

Int:	But that puts a lot of stress and pressure on you?
Par 2:	That puts a lot of stress and pressure, I think, on psychologists in general.
Int:	And psychologists want to help?
Par 2:	Yes. And financially what clients expect from you. Because when they go to a professional like an orthopaedic surgeon or somebody, there is no negotiation about the money or the payments. When it comes to the psychologist, I had a client who said to me, I will only give you x-amount, I don't work and that's that. Take my offer or leave it. And that was a really hard one for me, because I put in everything. I had to buy codes, all these things. So, that disappointment.
Int:	Hm
Par 2:	And then it can also get into resentfulness.
Int:	Hm. Do you think that's for all psychologists? Or for only educational psychologists?
Par 2:	No, I think all psychologists.
Int:	All of them. Do you think it's just a mindset of people? That they don't understand the value -
Par 2:	Ja, the value.
Int:	And also, that it is a professional -
Par 2:	Ja, they see us, my father always says, a fish and chips shop. It's not a fish and chips shop, but you want to give a professional thing.
Int:	Ja
Par 2:	So, ja, I think there's also personal reflection, career path reflection, so it's much wider than just the client and their interaction.
Int:	Yes. It's the whole picture?
Par 2:	It's the whole picture.

*The other three weeks, participant 2 said she had nothing specific to share.

2. Weekly verbal feedback **Participant 3**

Int:	Was there anything specifically this week that stood out or that you noticed you really reflected on?
Par 3:	It's difficult. It's so natural that it comes up, it's something that you do every day.
Int:	Hm
Par 3:	And it wasn't that this week reflection, other than the planning, you have to understand that when you're in your car and you drive, and it's not work, then it's something else. And work is, in a sense work is, when I'm done, I'm done in a sense. And then I plan for the next day, or sometimes, you just need to switch off, because sometimes you just need your brain to be switched off.
Int:	OK
Par 3:	So, then reflection is I'm switching off.
Int:	Hm
Par 3:	And I'm just in a calm place, wherever I can just get some me times. So, no, there wasn't a very specific thing that I really think stood out at this point.
Int:	Was there anything specifically this week that you reflected on?
Par 3:	No, not really. Just that it is due time for a holiday.
Int:	Yes

*The other two weeks, participant 3 said she had nothing specific to share.

Appendix D

Member-checking

1. Member-checking on interview 1 and 2 **Participant 1**
2. Member-checking of the reflective journal entries **Participant 1**
3. Final member-checking **Participant 1**
4. Member-checking on interview 1, 2 and weekly verbal feedback **Participant 2**
5. Final member-checking **Participant 2**
6. Member-checking on interview 1, 2 and weekly verbal feedback **Participant 3**
7. Final member-checking **Participant 3**

1. Member checking after interview 1 and 2 **Participant 1**

During member checking the researcher read the codes assigned to the first semi-structured interview's transcriptions and asked the participant to comment or tell the researcher when she disagreed or wanted to provide additional information.

Codes assigned to the reflective journal entries:

- Guard against assumptions, biased and anything that can cloud your judgement
- Monitoring feelings, thoughts, opinions, beliefs, perceptions (personal)
- Keeping balance
- Awareness (own personal experience, ability, empathy)
- Objectivity
- Ethics (acting in the best interest of the client)
- Inner conflict

Information shared by participant 1 during member checking on **inner conflict**:

Inner conflict:	
Par 1:	I think I still question myself on some of it and that's also a good thing. I mean I went into a session the other day where C gave me advice on something and I went against what she said, because I started with what she said and then it wasn't working, so I did something else. And it worked like a dream. It worked amazingly, and it just showed that this child in a whole, C felt that therapy would not be viable with this child and the child loved it, you could just see. I mean he can't converse very well. He should not be in a mainstream school, but I think what I'm doing for him while he's here until his parents realise that he needs to go elsewhere, I'm doing something for him beneficial. It might not be talk therapy, it might not be tangible coping strategies but it's him working through stuff. So, I think for me it made me realise that I can also trust my own, even though I've got that inner conflict, but trust my own gut at times and go with it. That it works and that it's, yes, I make mistakes, but it also, a lot of times when you then get that positive feedback and I think in psychology you don't often get that.
Int:	That confirmation?
Par 1:	Ja, you can't measure and go, OK cool, this is now fixed. Or you now, and it's an endgame thing. It's not, it's long term. You're not going to see the benefits of what you're doing now, it's going to happen in 20 years, 10 years' time and we don't get to see that. So, in that sort of way, I think, ja, I think it's good for me to have those sorts of things. And I think without me reflecting, I wouldn't have noticed those sorts of things as much.
Int:	So, it actually makes you aware? So, it ties to the awareness theme more? Is inner conflict then the right word?
Par 1:	I don't know, I think inner conflict is... even challenging, like challenging myself, you know?
Int:	Ja?
Par 1:	I think inner conflict is also right because it does make me feel a bit stressed.

Int:	So not a little bit of self-doubt but also trusting yourself?
Par 1:	Ja, and wanting to please other people the whole time instead of doing what's actually right for the client or for me or whatever.
Int:	You want to keep everyone happy?
Par 1:	Exactly, ja.

- Being perfectionistic (monitoring own perspective)
- Monitoring expectations (things can change)
- Keeping focus (where do you focus: on supporting the client, the best interest of the client, mother's perspectives, truly assisting the child, understanding the strengths and weaknesses, etc.)

Information shared by participant 1 during member checking on **keeping focus:**

Keeping focus:	
Par 1:	Ja, cause as perfectionist, I want to be able to kind of help in every aspect.

- Reflection-after-action (future strategies)
- Considering all the aspects of the system (parent, child, therapy, etc.)
- Ethical dilemmas
- Peer reflection
- Reflection-in-action (changing strategies during the session)

Information shared by participant 1 during member checking on **anything to add:**

Extra:	
Int:	Is there anything you would like to add?
Par 1:	I was going to say that actually, maybe, reflecting on the reflections . Like what we are doing now. That is beneficial, so in terms of, yes there is obviously benefits for me in reflecting by myself sitting here at the desk. But I think, you going through it and OK, look at this and consider this. That's also beneficial , you know, the fact that, ja, then it's obviously double work, but -
Int:	It's like meta-reflection?
Par 1:	Exactly! Ja!

2. Member checking of the reflective journal entries **Participant 1**

Assigned codes to the reflective journal entries:

Here we read through the participant's reflective journal entries together. The researcher explained the codes that were assigned, and the participant agreed, disagreed, renamed or elaborated on her own perspectives of how she believes it should be coded. She agreed with most of the codes. When she disagreed, renamed or elaborated on a code assigned to an entry, we discussed it and agreed on an appropriate code.

Information shared by participant 1 during member checking on **personal influence that will merge with self-awareness:**

Personal influence:	
Int:	So, it is when your personal believes or personal characteristics has an influence.
Par 1:	Ja. But then I think you could also put that code by the previous about the memory box, because it is my personal believes.
Int:	Is that then a better one than self-awareness? Or both?
Par 1:	I think both ja.
Int:	OK I'll add that.
Par 1:	I think both of them are self-awareness as well.
Int:	So that will probably merge then at the end?
Par 1:	Ja.

Information shared by participant 1 during member checking on **self-doubt and self-believe that could be better described as self-confidence:**

Self-doubt and self-belief:	
Int:	Also, a bit of self-doubt. Thinking about -
Par 1:	Am I good enough, ja.
Int:	Sometimes I put a code self-doubt and sometimes self-believe. It's almost more about, I have to believe in myself, I found, than doubting myself.
Par 1:	OK, ja.
Int:	I don't know, I couldn't decide. So, it's a theme for me, like your reflecting on when you self-doubt but your also reflecting about that you can actually believe in yourself?
Par 1:	Ja
Int:	I don't know what to call it?
Par 1:	Hm, because I think it's both. I think you are going to always.
Int:	You have to reflect on self-doubt?
Par 1:	Ja, but I think it's because you're doubting yourself, then you go, no but actually I can do this. Then you get self-believe out of that. So, I think it always, it lands up being both.
Int:	So maybe I should combine them?
Par 1:	I think combine them.
Int:	Self-doubt and self-believe. I don't know how to say that.
Par 1:	I don't know either.
Int:	So, you're reflecting on your own abilities, but sometimes you're reflecting on other things, so it's more, for me, about your self-, maybe self-confidence as a therapist? Maybe something like that?
Par 1:	Ja, I think that's better.
Int:	Maybe more that?
Par 1:	Ja. That's a good one ja.
Int:	OK. I'm going to change that.
Par 1:	Because that includes believing in myself and the self-doubt. Ja, I think that's more, it encompasses everything.

Information shared by participant 1 during member checking on **personal feeling versus professional instinct**:

Personal feelings versus professional instinct:	
Int:	I don't know if it is a personal feeling or more a professional feeling or instinct?
Par 1:	I think it's both because, I mean, obviously you go into this job because it, it personally, obviously, also affects you, that I've got a passion now to help this child specifically where she maybe wouldn't have, so it's personal and professional.
Int:	OK that's perfect. Then I put in both.

Information shared by participant 1 at the end of member checking on **anything to add**:

Confirmation:	
Int:	Did you think of themes that I did not mention?
Par 1:	No, because you thought of so many things that I think for me it's like, overwhelming that then, I can't think. You know when you've been given some ideas already, it's hard to think of new ones.
Int:	Yes
Par 1:	Ja
Int:	But you do feel it's accurate?
Par 1:	Definitely, ja.
Int:	OK
Par 1:	The only thing for me is like, some of them, they overlap for me quite a lot. Like strategies and decision-making, problem-solving. For me those three become intertwined and they land up all being put in the same place almost.
Int:	Ja
Par 1:	So that's something you will consider.
Int:	So that's what we are going to discuss when I come again. Then I'll tell you, I collapsed these codes together and made this theme.
Par 1:	Ja

3. Final member checking **Participant 1**

The codes taken out of the first, second and third semi-structured interview's transcriptions as well as the codes taken from the reflective journal entries were combined to form the identified themes. During the final member checking process the researcher read the codes assigned to specific entries, the code groups formed out of the identified codes and lastly the themes that was formed by combining the code groups. The participant was asked to comment or tell the researcher when she disagreed or wanted to provide additional information.

The researcher then incorporated the participant's contributions in order to finalise the themes in chapter 4.

Theme 1: The use of reflective practices in educational psychologists' private practices

Subtheme: Peer-based reflection	
Codes:	Code groups:
Peer reflection	Peer reflection
Peer collaboration	
Verbal reflection	
Peer guidance	Peer guidance
Debrief	
Peer experience	

Subtheme: Individual reflective methods	
Codes:	Code groups:
Reflection in writing	Reflection methods - individual
Self-talk	
Reminders	

Subtheme: Using client's reflections	
Codes:	Code groups:
Using client's reflections	Client's reflections
Co-reflecting with client	

Subtheme: Reflection as an action	
Codes:	Code groups:
Reflection-before-action	Reflection as an action
Reflection-in-action	
Reflection-after-action	

Subtheme: Meta-reflection	
Codes:	Code groups:
Reflecting on reflections	Meta-reflection
Meta-cognition	

Information shared by participant 1 during member checking on **theme 1**:

Theme 1	
Par 1:	Ja, OK.

Theme 2: Content of reflections of educational psychologists in private practice

Subtheme: Awareness	
Codes:	Code groups:
Self-awareness – objectivity	Self-awareness
Personal feelings	
Empathy	
Personal influences	
Personal beliefs	
Personal awareness	
Self-disclosure	
Personal experience	
Assumptions	Awareness of assumptions
Preconceived ideas	
Professional awareness	Professional awareness
Countertransference	
Projection	
Biased	
Developing awareness	

Information shared by participant 1 during member checking on **awareness**:

Subtheme: Awareness	
Par 1:	OK ja.

Subtheme: Well-being	
Codes:	Code groups:
Personal self-care	Well-being
Personal well-being	

Subtheme: Learning and development	
Codes:	Code groups:
Learning	Learning
Growth	
Change	
Professional competency	Developing professionally
Professional development	

Personal improvement	Developing personally
Personal development	

Information shared by participant 1 during member checking on **learning and development**:

Subtheme: Learning and development	
Int:	I don't know what to call this, so you can help met think. (read the codes and group codes)
Par 1:	Can we not just call it learning and development?
Int:	Yes, we can. I wrote it is growth, it's change and it's learning and development. It's all of those. So, you think that would be a good word to call it?
Par 1:	Ja
Int:	And then we put everything under that?
Par 1:	Ja, I think so.
Int:	OK. So, learning and development.

Subtheme: Process strategies and adjustment	
Codes:	Code groups:
Problem solving	Problem solving
Professional – strategy planning / strategies used	Strategy planning
Planning	
Therapy goals	
Decision-making	Decision-making
Critique	
Flexibility / ability to adjust	Adjustment
Different perspectives	

Information shared by participant 1 during member checking on **process strategies and adjustments**:

Subtheme: Process strategies and adjustment	
Int:	What are we going to call this? Remember we said strategies, problem solving, and decision-making always goes together? And we put in different perspectives because it's like, when you think about problem solving steps-
Par 1:	Ja
Int:	You have to think about different solutions, different perspectives, so you have to evaluate and monitor and all of that.
Par 1:	Ja
Int:	So, all of that we tried to put into one. So different perspectives I felt worked there, critique, because now you have all these perspectives, you have to critique it and check which one you are going to use for decision-making. Flexibility, because otherwise you

	are not going to be able to solve a problem or make a decision or change your strategies. Your therapy goals, your planning, all of that has to do with it.
Par 1:	Ja
Int:	I said something about processing? Maybe processing information? Or otherwise we are going to call it problem solving, decision-making and strategy planning or something like that. But that is really long? So maybe, it's hard to think of the main themes.

Subtheme: Motivation	
Codes:	Code groups:
Passion for work	Motivation
Inspiration	
Motivation	

Information shared by participant 1 during member checking on **motivation**:

Subtheme: Motivation	
Int:	I said, motivation is linked to goal-related processes in literature.
Par 1:	Hm
Int:	So, I don't know if we can add it to learning and development because it's goal related or to problem solving or leave it motivation on its own? Because you need motivation when you want to learn, but it is also something on its own?
Par 1:	Ja. O, it's hard.
Int:	Ja, I don't think problem solving and decision-making?
Par 1:	Hm-hm.
Int:	I don't think it should be there? Maybe just keep it on its own?
Par 1:	I think so. Ja, because it doesn't fit with those others. Ja, I agree. <i>I think rather keeping it on its own is probably the best.</i>
Int:	OK

Subtheme: Balance, concerns and ethics	
Codes:	Code groups:
Conflict – Personal versus professional	Balance
Conflict – Professional necessity and client's personal needs/situation	
Dealing with conflicting information	
Balance	Concerns
Concerns	
Professional responsibility	
Ethical dilemma – best interest of the client	Ethics
Ethical dilemma – parent's best interest	

Ethical dilemma	
Ethics	

Information shared by participant 1 during member checking on **Balance, concerns and ethics**:

Subtheme: Balance, concerns and ethics	
Int:	I also thought about putting concerns and professional responsibility with ethics. Because I think every time you mentioned something about your ethical responsibility, it was about -
Par 1:	It came down to ethics.
Int:	- ethics.
Par 1:	Ja
Int:	And every time -
Par 1:	And also concerns.
Int:	- concerns ja.
Par 1:	Ja
Int:	So, I think I'm going to put that with ethics?
Par 1:	Definitely, ja.
Int:	And then balance. (read through codes and code groups)
Par 1:	That makes sense.
Int:	But all of this can also actually go here? With problem solving?
Par 1:	Ja
Int:	Because when you experience conflict, you have to think about how you are going to solve it? And then decision-making?
Par 1:	And balance it. I don't know what that could be called now?
Int:	I thought about something, maybe, because for me it comes down to processing, but I don't know, processing what? Because you're thinking about, this is my dilemma, how am I going to solve it, what is my decision at the end of the day, how am I going to change my strategies? So it's a process that you are going through. In the process there is a part that is problem solving, there is a part where you make a decision, so that is why I thought of a process, but I'm not sure?
Par 1:	O my word
Int:	Do you agree that those go together, or not?
Par 1:	Ja, I agree that it goes together. That's the one thing, because it's quite broad, it is hard to label it.
Int:	Ja but you can't do the one without the other? You can't do problem solving without -
Par 1:	Making a decision or critiquing ja.
Int:	You can't change your strategy without doing the rest.
Par 1:	Hm

Int:	You can't think about therapy goals and planning, and changing that, without doing problem solving and decision making. And you can't make a decision without critiquing and thinking OK, am I doing the right thing or not?
Par 1:	So, if we just called it strategy planning, that would include planning, it would include therapy goals, it would include being flexible.
Int:	Yes
Par 1:	Critiquing it.
Int:	Hm
Par 1:	Strategy planning, but then does it include problem solving and decision-making? That's the two that make it tricky.
Int:	What about strategy planning and adjustment?
Par 1:	Because strategy planning is definitely making decisions. So, strategy planning and what did you say?
Int:	Adjustment
Par 1:	Adjustment. Ja, so problem solving.
Int:	Or strategy planning and problem solving?
Par 1:	Ja I think everything else falls under strategy planning, it is just problem solving that's a bit like -
Int:	Ja, it's more a process?
Par 1:	So, strategy planning and problem solving? Do we call it that?
Int:	Ja, can I think about it.
Par 1:	Ja, please.
Int:	Process strategies? I don't know.
Par 1:	Process strategies?
Int:	Process strategies and adjustment.
Par 1:	That's also nice.
Int:	No, no. Let me think about it. Because it's the strategies of the process.
Par 1:	Yes?
Int:	I don't know. I'll think about it.

Theme 3: Challenges when reflecting

Subtheme: Content	
Codes:	Code groups:
Content	Content
Phrasing	
Reflecting in more detail	

Information shared by participant 1 during member checking on **content**:

Subtheme: Content	
Par 1:	Content. Ja, ja. I'd say so.

Subtheme: Time	
Codes:	Code groups:
Time for reflection	Time
Time management	

Information shared by participant 1 during member checking on **time**:

Subtheme: Time	
Par 1:	Ja.

Subtheme: Convenience	
Codes:	Code groups:
Challenge - convenience	Convenience

Subtheme: Reflection gaps	
Codes:	Code groups:
Reflect more on therapy planning	Reflection gaps
Considering alternatives	
Focus	

Information shared by participant 1 during member checking on **reflection gaps**:

Subtheme: Reflection gaps	
Par 1:	Ja, OK.

Subtheme: In private practice	
Codes:	Code groups:
Reflection in private practice	Reflection in private practice

Information shared by participant 1 during member checking on challenges in **private practice**:

Subtheme: In private practice	
Par 1:	Ja.

Theme 4: Influence of reflection in private practice

Subtheme: Self-confidence	
Codes:	Code groups:
Self-confidence as a therapist	Self-confidence
Self-doubt	
Self-believe	

Information shared by participant 1 during member checking on **self-confidence**:

Subtheme: Self-confidence	
Int:	I know it's something that you reflect about, but -
Par 1:	Ja
Int:	- I think reflecting actually makes you more aware -
Par 1:	Ja
Int:	- and that actually boosts -
Par 1:	Ja, self-confidence.
Int:	- your self-confidence.
Par 1:	Ja, you believe in yourself as a therapist, ja.
Int:	Do you think that works there?
Par 1:	Ja, I do.
Int:	Because it's directly an influence, if you think about influences?
Par 1:	Definitely, ja. Especially for me.
Int:	That's like everything.
Par 1:	Ja
Int:	It's not only awareness -
Par 1:	No, it's everything ja.
Int:	- it's the ethics, decision-making -
Par 1:	Problem solving
Int:	- everything works together with that.
Par 1:	Ja
Int:	So that is a big influence, OK.

Subtheme: Meaning making	
Codes:	Code groups:
Meaning making	Meaning making

Information shared by participant 1 during member checking on **meaning making**:

Subtheme: Meaning making	
Int:	Meaning-making is something that is happening throughout. It was not only in decision-making and strategies, it was personally, professionally,
Par 1:	Hm
Int:	- your well-being.
Par 1:	All of it ja.
Int:	So, meaning making is something that is happening all the time.
Par 1:	Yes

Subtheme: Mindfulness	
Codes:	Code groups:
Mindfulness	Mindfulness
Being present	

Information shared by participant 1 during member checking on **mindfulness**:

Subtheme: Mindfulness	
Int:	Mindfulness is something that is presently
Par 1:	Constantly, ja.
Int:	You have to be mindful the whole time, ja.

Subtheme: Prioritised focussing	
Codes:	Code groups:
Focus (prioritise)	Prioritised focussing
Client-centered	

Information shared by participant 1 during member checking on **prioritised focussing**:

Subtheme: Prioritised focussing	
Int:	Where to focus.
Par 1:	Hm
Int:	Because you're in the moment, focussing on the client, focussing on your strategy, focussing, so there is a lot of -
Par 1:	A million things.
Int:	- areas, the parents, etcetera.

Subtheme: Developing an inner reflective voice	
Codes:	Code groups:
Aware of reflection	Sustainable and continuous reflection
Reflection as a continuous process	
Sustainable reflection	
Subconscious reflection	Inner process
Professional instinct	

Information shared by participant 1 during member checking on **developing an inner reflective voice**:

Subtheme: Developing an inner reflective voice	
Int:	Being aware of reflection, not thinking about it at the end of the day -
Par 1:	Hm
Int:	- but constantly being aware of it.
Par 1:	Ja
Int:	Reflection as a continuous process.
Par 1:	Ja
Int:	Sustainable reflection, because then it is sustainable.
Par 1:	Ja
Int:	It's not always sustainable to say, on a Saturday afternoon I'm going to sit and do the whole week -
Par 1:	Exactly, no. Ja.
Int:	- you're not going to be able to do that. Subconscious reflection, because it is not only conscious -
Par 1:	Ja it's something you do throughout the day almost.
Int:	Yes, it's in the back of your head the whole time. Professional instinct, so it becomes a professional instinct. It becomes like your inner voice. Because everything you are reflecting about influences, actually what you do at the end of the day.
Par 1:	Ja
Int:	And the more aware you become, the more that professional instinct will develop.
Par 1:	Hm
Int:	So, that's the influence, that reflection, that all of this, doing all of this has value and it has challenges, and part of it is what you reflect about, we know that. But what is the influence actually one day, is creating that -
Par 1:	Hm
Int:	- becoming more, it's part of you -
Par 1:	Ja. Ja.
Int:	It's not actually, reflection shouldn't be something that -
Par 1:	That's just one part that is just after the fact, ja.

Int:	It's not like writing a report that you do on one day. It's -
Par 1:	A continuous part of who you are. Ja.
Int:	And it's everything.
Par 1:	Ja. Ja.
Int:	So that is where we want to end up with, what is the influence on you.
Par 1:	Ja. That's very cool.
Int:	That's a lot of analyse and stuff you have to do.
Par 1:	Does it make sense?
Int:	Ja. It makes a lot of sense.

Theme 5: The value of reflection in private practice

Subtheme: Truly considering the best interest of the client	
Codes:	Code groups:
Considering the best interest of the client	Truly considering the best interest of the client
Guard against projection	
Being present	

Subtheme: Clear perception and interpretation	
Codes:	Code groups:
Alternative perceptions	Perception
Remaining objective	
Outside opinions	
Value of writing	Interpretation
Considering different angles	

Subtheme: Changes in thought patterns and processes	
Codes:	Code groups:
Thought patterns	Value gained
Process notes	
Different strategies to reflection	Strategies for reflection
Different way of reflecting	
Changes	Value of participating in the study

Subtheme: Sustainable reflection in private practice	
Codes:	Code groups:
Conscious reflection	Benefits for private practice
Reflection during therapy process	
Immediate reflection	Sustainable reflection
Awareness of reflection	
Practical	

Subtheme: Personal and professional value	
Codes:	Code groups:
Personal value	Personal and professional value
Professional value	

Information shared by participant 1 during member checking on **theme 4**:

Theme 5: The value of reflection	
Par 1:	OK. Ja, that makes sense. It's so funny, I've been doing the keywording thing a lot at the moment actually.
Int:	So, it's actually relevant?
Par 1:	Ja
Int:	I'm so glad.
Par 1:	Ja. It's very cool.
Int:	OK. Participating in the study, so the things that you said was, maybe it will get me into a good habit of doing reflection.
Par 1:	Hm
Int:	So, do you think that has actually happened?
Par 1:	Ja, definitely.
Int:	OK. Think it will benefit me and my clients?
Par 1:	Ja, ja.
Int:	Learning about different ways I could reflect?
Par 1:	Ja, no. Definitely. Brand new ways.
Int:	Happy to learn and try new things?
Par 1:	Ja. Those definitely are all true. Ja.

4. Member checking on interview 1, 2 and weekly verbal feedback **Participant 2**

During member checking the researcher read the themes taken out of the first and second semi-structured interview's transcriptions, as well as the weekly verbal feedback transcriptions. The

participants were asked to comment or tell the researcher when she disagreed or wanted to provide additional information.

Themes:

- Reflection-before-action
- Reflection-in-action
- Reflection-after-action

Information shared by participant 2 during member checking on **reflection-before-action, reflection-in-action and reflection-after-action:**

Reflection-before-action, reflection-in-action and reflection-after-action:	
Par 2:	Yes. Before, middle, after.

- Strategy planning

Information shared by participant 2 during member checking on **strategy planning:**

Strategy planning:	
Int:	How to adapt them, to make adjustments -
Par 2:	Hm
Int:	- especially, you specifically mentioned, when you have a glitch -
Par 2:	Yes
Int:	- to find the reason why -
Par 2:	Yes
Int:	- and make an adjustment for the next time.
Par 2:	Yes
Int:	And also, to see whether techniques where effective?
Par 2:	Yes
Int:	So that planning

- Guard against assumptions (contact the parents, tie loose ends together, or confirm what you've seen in the session, get feedback).
- Create awareness (stance and personality towards the client, what the client prefers)

Information shared by participant 2 during member checking on **create awareness:**

Create awareness:	
Par 2:	Ja, the client and the environment.
Int:	Ja. So, it's about everything.

Par 2:	It's actually multi-dimensional almost.
Int:	OK
Par 2:	Do you agree with the code's name?
Int:	Yes

- Focus (what to focus on)

Information shared by participant 2 during member checking on **focus:**

Focus:	
Int:	So, you said you want to focus on the clients themselves.
Par 2:	Yes
Int:	The personality of the client, the temperament.
Par 2:	Hm
Int:	The focus on the system as well, not just the client.
Par 2:	Yes
Int:	And making sure that you are focused on the specific unique client.
Par 2:	Yes
Int:	So, the focus.
Par 2:	Yes. And I just want to add something.
Int:	Yes?
Par 2:	Just what comes to mind is some clients, it's almost like you're in sync, you can open your file before you see them, you can go through the reflections there. And then there's some clients that is in your head, at the back, the whole time. So, it's almost like processing. What happens to me is, I will wake up at night and suddenly think, OK, yes, I should do that.
Int:	Yes
Par 2:	So, you see and some of them are stronger in your foreground than others, depends on the case as well.

- Mindfulness (follow the client)

Information shared by participant 2 during member checking on **mindfulness:**

Mindfulness:	
Par 2:	Be in the here and now.
Int:	Yes

- Best interest of the client
- Balance: Following the client vs bringing in some structure
- Self-talk (inner voice, automatic, it's continuous, in a process)
- Self-confidence (self-doubt, self-believe)

Information shared by participant 2 during member checking on **self-confidence:**

Self-confidence:	
Par 2:	That's were over-reflection negatively can come in.
Int:	Yes
Par 2:	Because if you go and ruminate, that's the word!
Int:	Yes
Par 2:	Ruminate on certain aspects that you feel, it's wrong, or it's too much or too less, it can also influence your self-confidence.

- Personal influences (personal beliefs)
- Ethical dilemmas
- Conflict between the client's and the parents' needs

Information shared by participant 2 during member checking on **conflict between the client's and the parents' needs:**

Conflict between the client's and the parents' needs:	
Par 2:	And expectations of parents.
Int:	As well?
Par 2:	And irrational expectations.
Int:	Hm. And how to balance that?
Par 2:	Ja.

- Peer reflection (peers, groups, colleagues, medical protection, peer group review, getting exposure from other's perspectives)

Information shared by participant 2 during member checking on **peer reflection:**

Peer reflection:	
Par 2:	Very important.
Int:	And I think especially in a private practice?
Par 2:	Ja. You cannot, actually be, it's my point of view, that you cannot have a private practice if you don't have that kind of support structure.
Int:	Hm
Par 2:	I think then you get lost, will get lost totally and you will not be on par with the client's needs.

- Clear perspective
- Processing

Information shared by participant 2 during member checking on **processing**:

Processing:	
Par 2:	Ja, I think it's an unconscious process. Ja, it's not a conscious process but it's an ongoing unconscious process .
Int:	Hm
Par 2:	I think where the brain processes automatically the day's happenings and events and ties it together . So, it's almost like a, I don't want to say linear unconscious processing together with the consciousness. Because it's almost unconscious reflection .
Int:	Ja.
Par 2:	Or subconscious .
Int:	May be better?
Par 2:	Maybe better because it's subconscious reflection .
Int:	Hm. Is that a better word?
Par 2:	Ja, I think, subconscious reflection.

- Being an effective therapist

Information shared by participant 2 during member checking on **being an effective therapist**:

Being an effective therapist:	
Par 2:	There's an example that I thought about with your CBT.
Int:	Hm
Par 2:	If you want to impose CBT on everybody and everyone, it might not be the most suitable technique to assist the client, so you need to be flexible .
Int:	Flexible is also -
Par 2:	Very important.

- Professional development
- Awareness (within every aspect, within the system, the client, the process, your stance)
- Limitations

Information shared by participant 2 during member checking on **limitations**:

Limitations:	
Int:	You mentioned gaps, weaker parts, what or where you can fill it up with.
Par 2:	Or not.
Int:	Or not. So, reflections about limitations and how to make it better.
Par 2:	Hm

- Professional competency

Information shared by participant 2 during member checking on **professional competency**:

Professional competency:	
Int:	Know when to refer, know your boundaries and all of that.
Par 2:	Yes. You cannot think you will solve it. There are always implications, maybe not now. It might be down the line when the child might go to another therapist and they might ask questions and reflect and see but you don't, you didn't, you were not competent. So, that is also a very important thing.

Information shared by participant 2 during member checking on **anything to add**:

Extra:	
Par 2:	The other thing I reflect about is, do I still want to go, your professional path as well.
Int:	Yes?
Par 2:	It's not just the client or the, like for me with forensic work, I came to a stage where I started reflecting about, is that in my best interest as a therapist.
Int:	Hm
Par 2:	To go still on this path. Or should I consider other options in practice than just doing forensic, maybe doing other assessments and start to get closure with that. So, it's not just the client. Your path as a professional in which you want to go in at a certain time.
Int:	Ja. And there is so much that educational psychologists can do?
Par 2:	Yes
Int:	So, we can actually change quite a lot?
Par 2:	Yes, you can change quite a lot. What is the process, and sometimes it's difficult but that is an important reflection also? Where do I stand in my own practice in terms of my preferences?
Int:	Yes, that's also an important one. Thank you.

5. Final member checking Participant 2

The codes taken out of the first, second and third semi-structured interview's transcriptions as well as the codes taken from the weekly verbal feedback transcriptions were combined to form identified themes. During the final member checking the researcher read the codes assigned to specific entries, the code groups formed out of the identified codes and lastly the themes that was formed by combining the code groups. The participant was asked to comment or tell the researcher when she disagreed or wanted to provide additional information.

Theme 1: The use of reflective practices in educational psychologists' private practices

Subtheme: Collaborative reflection	
Codes:	Code groups:
Peer reflection	Peer reflection
Peer collaboration	
Peer guidance	Peer guidance
Reflecting with the parents	Reflection with parents

Information shared by participant 2 during member checking on **collaborative reflection**:

Subtheme: Collaborative reflection	
Par 2:	Yes

Subtheme: Individual reflective methods	
Codes:	Code groups:
Reflection in writing	Reflection methods - individual
Self-talk	
Reminders	
Key notes	

Information shared by participant 2 during member checking on **individual reflective methods**:

Subtheme: Individual reflective methods	
Par 2:	Ja, ja.

Subtheme: Meta-reflection	
Codes:	Code groups:
Reflecting about reflections	Meta-reflection

Subtheme: Reflection as an action	
Codes:	Code groups:
Reflection as an action	Reflection as an action
Reflection-before-action	
Reflection-in-action	
Reflection-after-action	

Information shared by participant 2 during member checking on **reflection as an action**:

Subtheme: Reflection as an action	
Par 2:	Ja.

Subtheme: Reflection as an intertwined process	
Codes:	Code groups:
Processing	Reflection as an intertwined process
Intertwined process	
Reflection as a process	
Combined process	

Information shared by participant 2 during member checking on **reflection as an intertwined process**:

Subtheme: Reflection as an intertwined process	
Par 2:	Yes. Ja.

Theme 2: Content of reflections of educational psychologists in private practice

Subtheme: Well-being	
Codes:	Code groups:
Personal well-being	Well-being
Professional well-being	
Self-care	

Information shared by participant 2 during member checking on **well-being**:

Subtheme: Well-being	
Par 2:	Hm
Int:	You must please tell me if you disagree or want to add something.
Par 2:	I'll do that. I'm listening.

Subtheme: Learning and development	
Codes:	Code groups:
Learning	Learning
Personal improvement	
Growth	
Change	
Professional competency	Development

Professional development	
Knowing when to refer	
Professional boundaries	
Professional experience	

Information shared by participant 2 during member checking on **learning and development**:

Subtheme: Learning and development	
Par 2:	Ja

Subtheme: Planning, processing and adjustment	
Codes:	Code groups:
Problem solving	Problem solving
Professional – strategy planning / strategies used	Strategy planning
Planning	
Therapy goals	
Decision-making	Decision-making
Flexibility / ability to adjust	Adjustment
Different perspectives	

Information shared by participant 2 during member checking on **planning, processing and adjustment**:

Subtheme: Planning, processing and adjustment	
Par 2:	Ja, that process ja.
Int:	So, all of that goes in one subtheme?
Par 2:	Yes

Subtheme: Motivation	
Codes:	Code groups:
Inspiration	Motivation
Motivation	

Information shared by participant 2 during member checking on **motivation**:

Subtheme: Motivation	
Par 2:	Yes

Subtheme: Balance, ethics and the best interest of the client	
Codes:	Code groups:
Conflict – Following the client vs bringing in some structure	Balance
Balance	
Ethical dilemma – best interest of the client	Ethics
Ethical dilemma – parent’s expectations	
Ethical dilemma	
Ethics	

Information shared by participant 2 during member checking on **balance, ethics and the best interest of the client**:

Subtheme: Balance, ethics and the best interest of the client	
Par 2:	Yes

Subtheme: Reflections on the client	
Codes:	Code groups:
What makes client unique	Reflections on the client
Client’s temperament	
Client’s personality	

Theme 3: Challenges when reflecting

Subtheme: Getting stuck	
Codes:	Code groups:
Challenge – confrontation	Getting stuck
Challenge – making immediate decisions	
Staying calm	
Getting stuck	

Subtheme: Over-reflection	
Codes:	Code groups:
Over-reflection	Over-reflection

Information shared by participant 2 during member checking on **over-reflection**:

Subtheme: Over-reflection	
Par 2:	Yes

Subtheme: Time	
Codes:	Code groups:
Time for reflection	Time
Time management	

Subtheme: Reflection gaps	
Codes:	Code groups:
Challenge - barrier	Reflection gaps
Not reflecting	
Reflect on positive things	

Information shared by participant 2 during member checking on **reflection gaps**:

Subtheme: Reflection gaps	
Par 2:	Yes, yes.

Subtheme: In private practice	
Codes:	Code groups:
Isolation	Reflection in private practice
Challenge – times	

Information shared by participant 2 during member checking on challenges **in private practice**:

Subtheme: In private practice	
Par 2:	Yes

Theme 4: Influence of reflection in private practice

Subtheme: Self-confidence	
Codes:	Code groups:
Self-confidence as a therapist	Self-confidence
Self-doubt	
Self-believe	

Information shared by participant 2 during member checking on **Self-confidence**:

Subtheme: Self-confidence	
Par 2:	Yes, hm.

Subtheme: Mindfulness	
Codes:	Code groups:
Mindfulness	Mindfulness
Being present	
Self-awareness - objectivity	
Personal feelings	
Subconscious reflection	
Professional instinct	

Information shared by participant 2 during member checking on **mindfulness**:

Subtheme: Mindfulness	
Par 2:	Ja

Subtheme: Prioritised focussing	
Codes:	Code groups:
Focus (prioritise)	Prioritised focussing
Follow the client	

Information shared by participant 2 during member checking on **prioritised focussing**:

Subtheme: Prioritised focussing	
Par 2:	Yes. Ja.

Subtheme: Developing an inner reflective voice	
Codes:	Code groups:
Awareness about reflection	Sustainable reflection
Make awareness	
Reflection as a continuous process	
Sustainable reflection	
Automatic reflection	
Subconscious reflection	Inner process
Professional instinct	
Inner voice	
Own best interest	

Information shared by participant 2 during member checking on **developing an inner reflective voice**:

Subtheme: Developing an inner reflective voice	
Par 2:	OK, ja. Yes.

Subtheme: Personal life choices and professional career choices	
Codes:	Code groups:
Career path	Life and career choices
Personal life	

Information shared by participant 2 during member checking on **personal life choices and professional career choices**:

Subtheme: Personal life choices and professional career choices	
Par 2:	Definitely yes.

Subtheme: Being effective	
Codes:	Code groups:
Effectiveness	Being effective
Knowing growth areas	
Monitoring progress	
Reflection to evaluate	

Information shared by participant 2 during member checking on **being effective**:

Subtheme: Being effective	
Par 2:	Ja

Subtheme: Developing comprehensive reflection	
Codes:	Code groups:
Different aspects	Comprehensive reflection
Multi-dimensional	

Information shared by participant 2 during member checking on **developing comprehensive reflection**:

Subtheme: Developing comprehensive reflection	
Par 2:	Yes

Theme 5: The value of reflection in private practice

Subtheme: Clear perspective	
Codes:	Code groups:
Clear perspective	Clear perspective
Alternative perspectives	

Subtheme: Change	
Codes:	Code groups:
Changes in processes	Change
Changes	
Way of reflecting	

Information shared by participant 2 during member checking on **change**:

Subtheme: Change	
Par 2:	Yes

Subtheme: Sustainable reflection in private practice	
Codes:	Code groups:
Constant reflection	Sustainable reflection
Immediate reflection	
Influence – creating awareness	
Awareness of reflection	
Conscious reflection	
Practical	
Reflection during therapy process	

Information shared by participant 2 during member checking on **sustainable reflection in private practice**:

Subtheme: Sustainable reflection in private practice	
Par 2:	Yes. That's right.

Subtheme: Personal and professional value	
Codes:	Code groups:
Personal value	Personal and professional value
Professional value	

Information shared by participant 2 during member checking on **personal and professional value**:

Subtheme: Personal and professional value	
Par 2:	Ja

Subtheme: Remaining up to date	
Codes:	Code groups:
Closure	Remaining up to date
Start fresh	
Staying up to date	

Information shared by participant 2 during member checking on **remaining up to date**:

Subtheme: Remaining up to date	
Par 2:	Yes

Information shared by participant 1 during member checking on **anything to add**:

Extra:	
Int:	Is there anything you would like to add?
Par 2:	There is just something that came up with me. How does the session affect you, you know?
Int:	Yes?
Par 2:	Because things like counter- what do we call it?
Int:	Countertransference?
Par 2:	When you project your things onto them or when they project their things onto you.
Int:	Yes?
Par 2:	Yes. That's a very dangerous thing. That you, when you reflect you know exactly where you are not counter-
Int:	- transference?
Par 2:	Yes, that's what you call it. That is important.
Int:	So, reflection almost, it helps you guard against countertransference and projection?
Par 2:	Ja, ja.
Int:	So, is that an influence or more a value of reflection?
Par 2:	Yes, it's a value.
Int:	OK, I'll add it. Do you agree with the rest?
Par 2:	Yes, I don't have anything to add. I agree, and I don't have anything that I want to add.
Int:	I think I added projection and countertransference with ethics, but I think it is a good one to put on its own for a value?
Par 2:	Yes, because a lot of people talk about it. It triggers you or the person transfers their things on to you. Why do you feel so weighed down? Why do you feel so negative? Or you over-associate with this person.

Int:	Yes
Par 2:	So, that is where reflection is extremely important.
Int:	OK, I'll definitely add it.

6. Member checking on interview 1, 2 and weekly verbal feedback **Participant 3**

During member checking the researcher read the themes taken out of the first and second semi-structured interview's transcriptions, as well as the weekly verbal feedback transcriptions. The participants were asked to comment or tell the researcher when she disagreed or wanted to provide additional information.

Themes:

- Planning (strategies, bookings, structure)

Information shared by participant 1 during member checking on **planning**:

Planning:	
Par 3:	Yes, absolutely.

- Time management
- Learning from others (peer-reflections)
- Self-reflection
- Awareness

Information shared by participant 1 during member checking on **awareness**:

Awareness:	
Int:	An example was, you said something about when you were younger, you reflected on ethics and projection and those things, but now it's more of an awareness. So, you're constantly aware of those things.
Par 3:	It's part of yourself , ja.

- Improvement (way of thinking and doing, improving yourself)
- Balance
- Mindfulness
- Focus

Information shared by participant 1 during member checking on **anything to add**:

Extra:	
Int:	So, do you agree with the themes?

Par 3:	Yes, absolutely.
Int:	Is there anything else that you might reflect on, that we might not have said now?
Par 3:	Not at the moment no. I think you've covered a lot, but I, what I want you to understand, what I want, what I've seen in practice, is that our diversity that we have in the practice is actually a nice thing to have for personal growth also. So, you know that you are growing in yourself, the moment when you enter a stage when you can say, things don't scare you anymore.
Int:	Hm
Par 3:	Because you are content, and you know how to handle anything. So, I think basically, when you start your practice you are scared for everything. And scared that people can take you to the council or scared that this or this can happen. But the moment that you understand the way that you work, whatever anybody says, you know what you are doing.
Int:	Hm
Par 3:	And I think that then makes reflection much easier.
Int:	So, a bit of self-confidence in your competency?
Par 3:	Competency yes. Ja, don't be over -
Int:	Comfortable?
Par 3:	- overly self-confidence.
Int:	But just not having that self-doubt?
Par 3:	Ja, ja.
Int:	Or professional doubt?
Par 3:	Ja, well self-doubt and professional doubt comes in, it's the same in a sense because if you doubt yourself then professionally you cannot do your work.
Int:	OK. That's a nice one to add. Is there anything else that you think you should be reflecting about? That you might have noticed?
Par 3:	Not in practice so much. I think the balance comes in your personal life more. And how to reflect on, OK, how can I do this better? To have more me-time or family time? And not be sucked into the work constantly.
Int:	So, having a balance between professional and personal?
Par 3:	Ja
Int:	And that's hard. Especially as you just said, it's linked?
Par 3:	Hm. Ja.
Int:	If you are unbalanced in your personal life it will reflect -
Par 3:	Reflect -
Int:	- in your professional life?
Par 3:	Yes, absolutely, ja.

7. Final member checking **Participant 3**

The codes taken out of the first, second and third semi-structured interview's transcriptions as well as the codes taken from the weekly verbal feedback transcriptions were combined to form identified themes. During the final member checking the researcher read the codes assigned to specific entries, the code groups formed out of the identified codes and lastly the themes that was formed by combining the code groups. The participant was asked to comment or tell the researcher when she disagreed or wanted to provide additional information.

Theme 1: The use of reflective practices in educational psychologists' private practices

Subtheme: Collaborative reflection	
Codes:	Code groups:
Peer reflection	Peer reflection
Peer collaboration	
Mentor	Peer guidance

Subtheme: Individual reflective methods	
Codes:	Code groups:
Reflection in writing	Reflection methods - individual
Self-talk	
Self-reflection	
Key notes	

Information shared by Participant 3 during member checking on **individual reflective methods**:

Subtheme: Individual reflective methods	
Par 3:	Ja

Subtheme: Meta-reflection	
Codes:	Code groups:
Reflecting on reflections	Meta-reflection

Subtheme: Reflection as an action	
Codes:	Code groups:
Reflection as an action	Reflection as an action
Reflection-before-action	
Reflection-in-action	

Reflection-after-action	
-------------------------	--

Subtheme: Reflection as an intertwined process	
Codes:	Code groups:
Cognitive reflection	Reflection as an intertwined process
Continuous reflection	
Intertwined process	
Reflection as a process	
Combined process	
Reflection as a natural process	

Information shared by Participant 3 during member checking on **reflection as an intertwined process**:

Subtheme: Reflection as an intertwined process	
Par 3:	Ja, ja.

Theme 2: Content of reflections of educational psychologists in private practice

Subtheme: Well-being	
Codes:	Code groups:
Personal well-being	Well-being
Professional well-being	
Self-care	

Information shared by Participant 3 during member checking on **well-being**:

Subtheme: Well-being	
Par 3:	Hm

Subtheme: Learning and development	
Codes:	Code groups:
Learning	Learning
Personal improvement	
Personal growth	
Professional competency	Development
Professional development	
Professional experience	

Subtheme: Planning, processing and adjustment	
Codes:	Code groups:
Problem solving	Problem solving
Professional – strategy planning / strategies used	Strategy planning
Planning	
Decision-making	Decision-making
Flexibility / ability to adjust	Adjustment

Information shared by Participant 3 during member checking on **planning, processing and adjustment**:

Subtheme: Planning, processing and adjustment	
Par 3:	Ja, great.

Subtheme: Motivation	
Codes:	Code groups:
Motivation	Motivation

Information shared by Participant 3 during member checking on **motivation**:

Subtheme: Motivation	
Par 3:	Jip

Subtheme: Balance, ethics and the best interest of the client	
Codes:	Code groups:
Conflict – Personal vs professional life	Balance
Balance	
Ethical dilemma – best interest of the client	Ethics
Ethics	

Information shared by Participant 3 during member checking on **balance, ethics and the best interest of the client**:

Subtheme: Balance, ethics and the best interest of the client	
Par 3:	Yes

Theme 3: Challenges when reflecting

Subtheme: Getting stuck	
Codes:	Code groups:
Staying calm	Getting stuck
Getting stuck	

Subtheme: Over-reflection	
Codes:	Code groups:
Over-reflection	Over-reflection
Re-thinking	
Re-planning	

Information shared by Participant 3 during member checking on **over-reflection**:

Subtheme: Over-reflection	
Par 3:	Hm

Subtheme: Time	
Codes:	Code groups:
Time for reflection	Time
Time management	

Subtheme: Reflection gaps	
Codes:	Code groups:
Not reflecting	Reflection gaps
Personal issues	

Information shared by Participant 3 during member checking on **reflection gaps**:

Subtheme: Reflection gaps	
Par 3:	Yes.

Subtheme: In private practice	
Codes:	Code groups:
Isolation	Reflection in private practice
Challenges in private practice	

Theme 4: Influence of reflection in private practice

Subtheme: Self-confidence	
Codes:	Code groups:
Self-confidence as a therapist	Self-confidence
Self-doubt	
Self-believe	

Information shared by Participant 3 during member checking on **Self-confidence**:

Subtheme: Self-confidence	
Par 3:	Hm

Subtheme: Mindfulness	
Codes:	Code groups:
Mindfulness	Mindfulness
Being present	
Self-awareness - objectivity	
Creating awareness	
Subconscious reflection	
Professional instinct	

Subtheme: Prioritised focussing	
Codes:	Code groups:
Focus (prioritise)	Prioritised focussing
Follow the client	

Subtheme: Developing an inner reflective voice	
Codes:	Code groups:
Awareness about reflection	Sustainable reflection
Reflection as a continuous process	
Sustainable reflection	
Automatic reflection	Inner process
Subconscious reflection	
Professional instinct	
Inner voice	
Own best interest	

Information shared by Participant 3 during member checking on **developing an inner reflective voice**:

Subtheme: Developing an inner reflective voice	
Par 3:	Ja, right.

Subtheme: Personal life choices and professional career choices	
Codes:	Code groups:
Career path	Life and career choices
Personal life	

Information shared by Participant 3 during member checking on **personal life choices and professional career choices**:

Subtheme: Personal life choices and professional career choices	
Par 3:	Hm, ja.

Subtheme: Being effective	
Codes:	Code groups:
Effectiveness	Being effective
Monitoring progress	
Reflection to evaluate	

Subtheme: Developing comprehensive reflection	
Codes:	Code groups:
Different aspects	Comprehensive reflection
Multi-dimensional	
Improving reflective practice	

Information shared by Participant 3 during member checking on **developing comprehensive reflection**:

Subtheme: Developing comprehensive reflection	
Par 3:	Ja

Theme 5: The value of reflection in private practice

Subtheme: Clear perspective	
Codes:	Code groups:
Clear perspective	Clear perspective
Alternative perspectives	

Subtheme: Change	
Codes:	Code groups:
Restructure	Change
Changes	

Subtheme: Sustainable reflection in private practice	
Codes:	Code groups:
Constant reflection	Sustainable reflection
Immediate reflection	
Awareness of reflection	
Practical	
Reflection during therapy process	

Subtheme: Personal and professional value	
Codes:	Code groups:
Personal value	Personal and professional value
Professional value	

Subtheme: Remaining up to date	
Codes:	Code groups:
Closure	Remaining up to date
Staying up to date	

Information shared by Participant 3 during member checking on **remaining up to date**:

Subtheme: Remaining up to date	
Par 3:	Yes

Information shared by participant 1 during member checking on **anything to add**:

Extra:	
Int:	Is there anything you would like to add?
Par 3:	No
Int:	Does everything sound right?
Par 3:	Yes



Appendix E

Pre-determined questions for semi-structured interviews

1. Pre-determined questions for the first interview
2. Pre-determined questions for the second interview
3. Pre-determined questions for the third interview

1. Pre-determined questions for the first interview

Draft questionnaire that will be used during interview 1

These are not meant to be a set of questions and are not intended to be answered in sequence. The researcher should be adaptable, listen intently and respond appropriately and purposefully to what the participant is saying. Interview 2 and 3 will be follow up questions that will be similar and based on the answers of interview 1.

1. Do you include reflection in your daily, weekly or monthly routine?

If **yes**, follow up with the following open-ended questions:

- a.) How often do you reflect?
- b.) How do you include and manage it in your routine?
- c.) What are effective reflective techniques for you personally?
- d.) What do you reflect about?
- e.) Is there anything else you think you should reflect about?
- f.) What value do you find in reflective practices?
- g.) Why do you feel reflective practices are needed within your private practice?
- h.) Do you feel that reflection could be beneficial in all private practices and how so?
- i.) Are there reflective techniques that you have not tried but would like to explore?
- j.) How can reflective practices be a beneficial learning skill?
- k.) What are challenges that you experience when reflecting?
- l.) What do you expect from participating in this study?

If **no**, follow up with the following open-ended questions:

- a) Why don't you use reflection?
- b) Have you heard about any reflective techniques?
- c) Would you be open to trying one of these techniques?
- d) Could you find value in reflective practices within your private practice and why?
- e) Research have shown that reflective practices could be a valuable learning skill. What do you think about this statement?
- f) What do you expect from participating in this study?

2. Pre-determined questions for the second interview

Draft questionnaire that will be used during interview 2 with the novice participant

These are not meant to be a set of questions and are not intended to be answered in sequence. The researcher should be adaptable, listen intently and respond appropriately and purposefully to what

the participant is saying. Interview 3 will be follow up questions that will be similar and based on the answers of interview 1 and 2.

1. Do you include reflection in your daily, weekly or monthly routine?

If participants **are writing** in the reflective journal, follow up with the following open-ended questions:

- a.) How often are you reflecting?
- b.) Do you only think about it at the end of each day?
- c.) Does it feel like part of your routine yet?
- d.) What challenges do you encounter in managing reflection time into your routine?
- e.) Is there any way that you feel I can support you with these challenges?

e.g. If participant struggle to remember about reflective journal entries – researcher can assist by sending her a reminder every day at an agreed-upon time to make a journal entry. If the participant is struggling with time management, suggestions can be made to participants to only reflect once a week or alternatively every day even if it is just three lines an entry per day.

If the participants would like to make reflective notes through the day but is struggling with the administrative part of writing reflective journal entries, the researcher could suggest making audio-notes instead of writing the entries which could potentially spare time and be more effortless.

- f.) The themes that I identified from your reflections are:
Do I understand correctly? Do you agree with these themes?
- g.) Is there anything else you think you should reflect about?
- h.) Have you found any value in doing these reflections so far?

If participants **are not writing** in the reflective journal, follow up with the following open-ended questions:

- a) What do you think is the reason that you are not writing a reflective journal?
- b) Does this mean you are not using reflection?
- c) What challenges do you encounter in managing reflection time into your routine?
- d) Is there any way that you feel I can support you with these challenges?

e.g. If participant struggle to remember about reflective journal entries – researcher can assist by sending her a reminder every day at an agreed-upon time to make a journal entry. If the participant is struggling with time management, suggestions can be made to participants to only reflect once a week or alternatively every day even if it is just three lines

an entry per day.

If the participants would like to make reflective notes through the day but is struggling with the administrative part of writing reflective journal entries, the researcher could suggest making audio-notes instead of writing the entries which could potentially spare time and be more effortless.

If participant wrote in the reflective journal **some of the time**:

- a.) The themes that I identified from your reflections are:
Do I understand correctly? Do you agree with these themes?
- b.) Is there anything else you think you should reflect about?

Draft questionnaire that will be used during interview 2 with the expert participants

These are not meant to be a set of questions and are not intended to be answered in sequence. The researcher should be adaptable, listen intently and respond appropriately and purposefully to what the participant is saying. Interview 3 will be follow up questions that will be similar and based on the answers of interview 1 and 2.

1. Do you include reflection in your daily, weekly or monthly routine?

If participants **are providing weekly verbal feedback**, follow up with the following open-ended questions:

- a.) How often are you reflecting?
- b.) Do you only think about it at the end of each day?
- c.) Does it feel like part of your routine yet?
- d.) What challenges do you encounter in managing reflection time into your routine?
- e.) Is there any way that you feel I can support you with these challenges?

e.g. If participant struggle to remember about the weekly verbal feedback – researcher can assist by sending her a reminder every day at an agreed-upon time to provide verbal feedback.

If the participant is struggling with time management, suggestions can be made to participants to only reflect once a week.

If the participants are struggling with the administrative part of providing weekly verbal feedback, the researcher could suggest calling the researcher or having an agreed upon time once a week to provide verbal feedback face-to-face which could potentially spare time and be more effortless.

- f.) The themes that I identified from your reflections are:
Do I understand correctly? Do you agree with these themes?
- g.) Is there anything else you think you should reflect about?
- h.) Have you found any value in doing these reflections so far?

If participants **are not providing weekly verbal feedback**, follow up with the following open-ended questions:

- a.) What do you think is the reason that you are not providing weekly verbal feedback?
- b.) Does this mean you are not using reflection?
- c.) What challenges do you encounter in managing reflection time into your routine?
- d.) Is there any way that you feel I can support you with these challenges?

e.g. If participant struggle to remember about the weekly verbal feedback – researcher can assist by sending her a reminder every day at an agreed-upon time to provide verbal feedback.

If the participant is struggling with time management, suggestions can be made to participants to only reflect once a week.

If the participants are struggling with the administrative part of providing weekly verbal feedback, the researcher could suggest calling the researcher or having an agreed upon time once a week to provide verbal feedback face-to-face which could potentially spare time and be more effortless.

If participant provided weekly verbal feedback **some of the time**:

- a.) The themes that I identified from your reflections are:
Do I understand correctly? Do you agree with these themes?
- b.) Is there anything else you think you should reflect about?

3. Pre-determined questions for the third interview

Draft questionnaire that will be used during interview 3

The third interview will be conducted at the conclusion of the research and will investigate the participants own reflective practices and what value the reflections added to their private practices or to them personally.

- a.) How did you find the process of reporting on your reflection processes?
- b.) Did it hold value for you? (If so, how? If not so, why not?)
- c.) What do you feel is the influence of reflective practices in your private practice?

- d.) After this process, do you feel that reflection could be beneficial in all private practices? How so/Why not?
- e.) Will you make use of reflective practices in the future?
- f.) How will you make use of reflective practices in the future?
- g.) Do you feel like you've gained something from participating in the study?

Member checking	
Codes assigned to quotations in reflection entries	
Codes assigned to quotations in verbal feedback	
Codes assigned to quotations in interviews	
Themes selected by combining codes of all data	

After member checking:

- a.) Are you satisfied, and do you agree with the themes that have been identified?
- b.) After seeing the identified themes, what value do you attach to your reflective practices in private practice?
- c.) What has been the value of reflective practices on your private practice?
- d.) Is there anything else you think you should add to your reflective practices?
- e.) Is there anything you would like to add or tell me about that you think I should know?
- f.) Did assigning codes/talking about assigned codes have value for you?
- g.) Did this process create awareness of what you are reflecting about?



Appendix F

Example of invitation and consent form onsent forms
of participants

1. Invitation letter
2. Consent form

1. Invitation letter



Faculty of Education

Dear _____

I, Anél Hattingh, master student from the Department of Educational Psychology, University of Pretoria, invite you to participate in a research project entitled
Investigating reflective practices in educational psychologists' private practices.

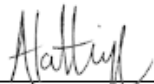
Should you choose to participate, interviews will be conducted with you and you will be required to keep a reflective journal as part of a research study to investigate reflective practices in educational psychologists' private practices. As an educational psychologist in private practice, you are in an ideal position to give us valuable first-hand information from your own perspective.

There will be three interviews of which the duration will be 40 minutes for the first and third interview and 20 minutes for the second interview. You will also be asked to keep a reflective journal for the duration of two to three months. We would like to capture your thoughts and perspectives on having some form of reflective practice within your private practice. Your identity will be kept confidential. Each interview's transcriptions, interpretations and findings will be discussed with you and a code will be assigned to you as participant to ensure that your personal identity is not revealed during the analyses and write up of findings.


There is no compensation for participating in this study. However, your participation will be a valuable addition to our research and findings could lead to greater understanding of reflective practices for other professionals in your field. The insight gained from the investigation of the influence and value of reflective practices in educational psychologists' private practices could be beneficial for you who find yourself in your own private practice. There is always a need for learning tools in private practice to understand past and present experiences and to improve strategies for future experiences. The findings could potentially shed light on the subject of reflective practices and whether it is beneficial or not for educational psychologists in private practice to have some process of reflective practice. The findings could potentially have a positive value for you as a participant (and other educational psychologists), with regard to your own health and well-being.

If you are willing to participate, please contact me and we can negotiate a day and time that suits you and I'll do my best to be available. On this day, I will give you a written consent form and we will discuss the expectations of the research study in more detail to ensure that you are fully aware of all the aspects of the research study before you consent to be a participant. If you have any questions, please do not hesitate to ask (see contact information below).

I am looking forward to hearing from you.



Anél Hattingh
Master student
aneljoubert@gmail.com



Dr. Anna-Barbara du Plessis
Supervisor
anna-barbara.duplessis@up.ac.za

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

2. Consent form



Faculty of Education

03/05/2017

Consent form

Dear _____

As participant, your responsibilities will include participating in three interviews of which the duration will be 40 minutes for the first and third interview and 20 minutes for the second interview. The interviews will be audio recorded to ensure an accurate recording of responses. You will also be required to keep a reflective journal for the duration of two to three months. We would like to capture your thoughts and perspectives on having some form of reflective practice within your private practice. Excerpts from the interviews or entries in the reflective journal may be included in the dissertation and/or publications to come from this research. These excerpts or quotations will be anonymous.

As the researcher, my responsibilities include safeguarding confidential information, no names or personal details of the participant(s) or their clients will be disclosed when writing the dissertation. There might be a risk if confidential information about you or your clients are identifiable, this could lead to potential harm. However, the professionalism of the researcher to keep information about you as participant confidential and the professionalism of you as a participant will prevent client detail becoming known. Codes will be assigned to the participant(s) and their clients when referring to them during the study. All data and personal information will be stored safely and will be password protected. The records of the data will be stored, maintained and analysed in a way that ensures that the main requirement of confidentiality is met throughout the study. The researcher will know the true identity of the participant(s), but this identity will not be disclosed. Your identity will be kept confidential. Each interview's interpretations and findings will be discussed with you and a code will be assigned to you as participant to ensure that your personal identity is not revealed during the analyses and write up of findings. All interpretations and findings will also be discussed with the supervisor at the University of Pretoria to ensure that the research study is conducted appropriately and ensure high quality during the completion of the study.

Your participation in the study is voluntary. You are free to discontinue at any time while the research study is being conducted until August 2018. After the research study has been submitted in August 2018, you will no longer be able to withdraw. All research results will be open to evaluation by and the submitted research study will be accessible to the supervisor and colleagues within the University of Pretoria, other researchers, interested parties and the public.

There is no compensation for participating in this study. However, your participation will be a valuable addition to our research and findings could lead to greater understanding of reflective practices for other professionals in your field. The insight gain from the investigation of the influence and value of reflective practices in educational psychologists' private practices could be beneficial for you who find yourself in your own private practices. There is always a need for learning tools in private practice to understand past and present experiences and to improve

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strategies for future experiences. The findings could potentially shed light on the subject of reflective practices and whether it is beneficial or not for educational psychologists in private practice to have some process of reflective practice. The findings could potentially have a positive value for you as a participant (and other educational psychologists), with regard to your own health and well-being. As an educational psychologist in private practice, you are in an ideal position to give us valuable first-hand information from your own perspective.

The study has been reviewed and has received ethical clearance through the University of Pretoria Research Ethics Committee. If you have any further questions, please do not hesitate to ask (see contact information below).

Hereby I declare that:

I have read the information presented about the study being conducted by Anél Hattingh of the Department of Educational Psychology at the University of Pretoria. I have had the opportunity to ask any questions related to this study.

I am aware of my responsibilities as a participant in the study.

I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses.

I am also aware that excerpts from the interviews or entries in the reflective journal may be included in the thesis and/or publications to come from this research, with the understanding that the quotations will be anonymous.

I have been informed that I may withdraw my consent at any time until August 2018.

With this knowledge, I _____ agree, of my own free will, to participate in this study.

I agree to have my interview recorded. Yes No

Date: _____

Participant name
Participant

Anél Hattingh
Master student
aneljoubert@gmail.com

Dr. Anna-Barbara du Plessis
Supervisor
anna-barbara.duplessis@up.ac.za



Appendix G

Codes and code groups identified using ATLAS.ti during data analysis

1. *ATLAS.ti* codes and code groups of novice participant
2. *ATLAS.ti* codes and code groups of expert participants

1. ATLAS.ti codes and code groups of novice participant

The screenshot displays the ATLAS.ti software interface for a project named "Skripsie 2018 - Novice par". The interface is divided into several sections:

- Top Menu Bar:** Includes File, Home, Search Project, Analyze, Import & Export, Tools & Support, Manage Codes, Search & Filter, Tools, and View.
- Left Sidebar:** Shows project navigation options like "New Group", "Create Smart Group", "Create Snapshot", "Code(s)", "Duplicate Code(s)", "Rename Code", "Delete Code(s)", "Open Group Manager", "Merge Codes", "Split Code", "Open Code Network Tree", "Word Report", "Excel Report", "Cloud List", and "Export".
- Main Workspace:**
 - Code Groups:** A list of code groups including "Codes (103)", "Memos (0)", "Networks (0)", "Document Groups (0)", "Code Groups (41)", "Memo Groups (0)", and "Network Groups (0)".
 - Search Code Groups:** A search bar with a magnifying glass icon.
 - Code List:** A detailed list of codes with their names and associated counts. A bar chart above the list shows the frequency of each code. The codes include:
 - Assumptions (12)
 - Aware of reflection (5)
 - Balance (16)
 - Being present (1)
 - Benefits for private practice (1)
 - Biased (3)
 - Challenge - content (4)
 - Challenge - convenience (3)
 - Challenge - focus (1)
 - Challenge - phrasing (2)
 - Challenge - time management (3)
 - Change (2)
 - Client-centered (1)
 - Concerns (8)
 - Conflict - personal versus professional (24)
 - Conflict - Professional necessity and client's personal needs/situation (7)
 - Conscious reflection (1)
 - Continuous reflection (1)
 - Co-reflecting (1)
 - Countertolerance (7)
 - Critique (3)
 - Dealing with conflicting information (1)
 - Debrief (5)
 - Decision making (32)
 - Developing awareness (2)
 - Different perspectives (11)
 - Dilemma - parent's best interest (11)
 - Empathy (22)
 - Ethical dilemma (25)
 - Ethical dilemma - best interest (31)
 - Ethics (4)
 - Flexibility/ability to adjust (1)
 - Focus (prioritise) (3)
 - Growth (12)
 - Guard against projection (3)
 - Immediate reflection (4)
 - Inspiration (1)
 - Learning (32)
 - Meaning making (24)
 - Meta-reflection (2)

Skripsie 2018 - Novice par - ATLAS.ti [expired - renew license within the next 3 days]

File Home Search Project Analyze Import & Export Tools & Support Codes Search & Filter Tools View

Free Code(s) Duplicate Code(s) Rename Code Code(s) Open Group Manager Open Group Manager Split Code Merge Codes Change Color Edit Comment Edit Smart Code

Network Tree Cloud List Report Excel Export

Explore & Analyze

Code Manager

Code Groups

- 1.1 Peer guidance (3)
- 1.1 Peer reflection (3)
- 1.2 Reflection methods - individual (3)
- 1.3 Client's reflections (2)
- 1.4 Reflection as an action (3)
- 1.5 Meta-reflection (2)
- 2.1 Awareness of assumptions (2)
- 2.1 Professional awareness (5)
- 2.1 Self-awareness (8)
- 2.2 Well-being (2)
- 2.3 Developing personally (2)
- 2.3 Developing professionally (2)
- 2.3 Learning (4)
- 2.4 Adjustment (2)
- 2.4 Decision making (2)
- 2.4 Problem solving (1)
- 2.4 Strategy planning (3)
- 2.5 Motivation (3)
- 2.6 Balance (4)
- 2.6 Concerns (2)
- 2.6 Ethics (4)
- 3.1 Content (4)
- 3.2 Time (2)
- 3.3 Convenience (1)
- 3.4 Reflection gaps (2)
- 3.5 In private practice (1)
- 4.1 Truly considering the best interest of the client (3)
- 4.2 Interpretation (1)
- 4.3 Strategies for reflection (2)
- 4.3 Value gained (2)
- 4.3 Value of participating in the study (2)
- 4.4 Benefits for private practice (3)
- 4.4 Sustainable reflection (4)
- 4.5 Personal and professional value (2)
- 5.1 Self-confidence (3)
- 5.2 Meaning making (1)
- 5.3 Mindfulness (2)
- 5.4 Prioritised focussing (2)
- 5.5 Inner process (1)
- 5.5 Sustainable and continuous reflection (5)

Search Codes

Name	Grounded	Density	Groups
Mindfulness	21	0	[5.3 Mindfulness]
Motivation	3	0	[2.5 Motivation]
Participating in study	4	0	[4.3 Value of participating in the study]
Passion for job	3	0	[2.5 Motivation]
Peer collaboration	7	0	[1.1 Peer reflection]
Peer experience	1	0	[1.1 Peer guidance]
Peer guidance	9	0	[1.1 Peer guidance]
Peer reflection	17	0	[1.1 Peer reflection]
Personal - awareness	1	0	[2.1 Self-awareness]
Personal - improve	2	0	[2.3 Developing personally] [2.3 Learning]
Personal - self-care	8	0	[2.2 Well-being]
Personal beliefs	12	0	[2.1 Self-awareness]
Personal development	9	0	[2.3 Developing personally]
Personal experience	1	0	[2.1 Self-awareness]
Personal feelings	40	0	[2.1 Self-awareness]
Personal influences	20	0	[2.1 Self-awareness]
Personal value	2	0	[4.5 Personal and professional value]
Personal wellbeing (awareness)	3	0	[2.2 Well-being]
Planning	1	0	[2.4 Strategy planning]
Preconceived ideas	2	0	[2.1 Awareness of assumptions]
Problem solving	26	0	[2.4 Problem solving]
Professional - competency	32	0	[2.3 Developing professionally]
Professional - Strategy planning/strategies used	51	0	[2.4 Strategy planning]
Professional awareness	13	0	[2.1 Professional awareness]
Professional development	21	0	[2.3 Developing professionally]
Professional instinct	2	0	[5.5 Sustainable and continuous reflection]
Professional responsibility	7	0	[2.6 Concerns]
Professional value	2	0	[4.5 Personal and professional value]
Projection	3	0	[2.1 Professional awareness]
Reflecting in more detail	1	0	[3.1 Content]
Reflecting on reflections	1	0	[1.5 Meta-reflection]
Reflection as a continuing process	4	0	[5.5 Sustainable and continuous reflection]
Reflection during therapy process	1	0	[4.4 Benefits for private practice]
Reflection gaps	2	0	[3.4 Reflection gaps]
Reflection in Private Practice	3	0	[3.5 In private practice]
Reflection in writing	5	0	[1.2 Reflection methods - individual]
Reflection-after-action	7	0	[1.4 Reflection as an action]
Reflection-before-action	9	0	[1.4 Reflection as an action]
Reflection-in-action	6	0	[1.4 Reflection as an action]
Remaining objective	2	0	[4.2 Perception]
Reminders	1	0	[1.2 Reflection methods - individual]

Skripsie 2018 - Novice par - ATLAS.ti (expired - renew license within the next 3 days)

File Home Search Project Analyze Import & Export Tools & Support Codes Search & Filter Tools View

Free Code(s) Duplicate Rename Delete Code Code(s) Code(s) Open Code Network Tree Cloud List Word Word Report Excel Code(s) Create Smart Group Create Snapshot Code(s) Edit Comment Edit Smart Code Open Group Manager Split Code Explore & Analyze

Code Manager

Code Groups

- 1.1 Peer guidance (3)
- 1.1.1 Peer reflection (3)
- 1.2 Reflection methods - individual (3)
- 1.3 Client's reflections (2)
- 1.4 Reflection as an action (3)
- 1.5 Meta-reflection (2)
- 2.1 Awareness of assumptions (2)
- 2.1 Professional awareness (5)
- 2.1 Self-awareness (8)
- 2.2 Well-being (2)
- 2.3 Developing professionally (2)
- 2.3 Learning (4)
- 2.4 Adjustment (2)
- 2.4 Decision making (1)
- 2.4 Problem solving (1)
- 2.4 Strategy planning (3)
- 2.5 Motivation (3)
- 2.6 Balance (4)
- 2.6 Concerns (2)
- 2.6 Ethics (4)
- 3.1 Content (4)
- 3.2 Time (2)
- 3.3 Convenience (1)
- 3.4 Reflection gaps (2)
- 3.5 In private practice (1)
- 4.1 Truly considering the best interest of the client (3)
- 4.2 Interpretation (1)
- 4.2 Perception (3)
- 4.3 Strategies for reflection (2)
- 4.3 Value gained (2)
- 4.3 Value of participating in the study (2)
- 4.4 Benefits for private practice (3)
- 4.4 Sustainable reflection (4)
- 4.5 Personal and professional value (2)
- 5.1 Self-confidence (3)
- 5.2 Meaning making (1)
- 5.3 Mindfulness (2)
- 5.4 Prioritised focusing (2)
- 5.5 Inner process (1)
- 5.5 Sustainable and continuous reflection (5)

Search Code Groups

Code Groups

- Professional - competency
- Professional - Strategy planning/strategies used
- Professional awareness
- Professional development
- Professional instinct
- Professional responsibility
- Professional value
- Projection
- Reflecting in more detail
- Reflecting on reflections
- Reflection as a continuing process
- Reflection during therapy process
- Reflection gaps
- Reflection in Private Practice
- Reflection in writing
- Reflection-after-action
- Reflection-before-action
- Reflection-in-action
- Remaining objective
- Reminders
- Self-awareness - objectivity
- Self-believe
- Self-confidence as a therapist
- Self-disclosure
- Self-doubt
- Self-talk
- Strategy for reflecting
- Subconscious reflection
- Sustainable reflection
- Therapy goals
- Time for reflection
- Using client's reflections
- Value - changes
- Value - clear interpretations
- Value - clear perception
- Value - outside opinions
- Value - practical
- Value - Process notes
- Value - Truly considering the best interest of the client
- Value gained
- Verbal reflection

Grounded

Density

Groups

Search Codes

Code Groups

- 1.1 Peer guidance (3)
- 1.1.1 Peer reflection (3)
- 1.2 Reflection methods - individual (3)
- 1.3 Client's reflections (2)
- 1.4 Reflection as an action (3)
- 1.5 Meta-reflection (2)
- 2.1 Awareness of assumptions (2)
- 2.1 Professional awareness (5)
- 2.1 Self-awareness (8)
- 2.2 Well-being (2)
- 2.3 Developing professionally (2)
- 2.3 Learning (4)
- 2.4 Adjustment (2)
- 2.4 Decision making (1)
- 2.4 Problem solving (1)
- 2.4 Strategy planning (3)
- 2.5 Motivation (3)
- 2.6 Balance (4)
- 2.6 Concerns (2)
- 2.6 Ethics (4)
- 3.1 Content (4)
- 3.2 Time (2)
- 3.3 Convenience (1)
- 3.4 Reflection gaps (2)
- 3.5 In private practice (1)
- 4.1 Truly considering the best interest of the client (3)
- 4.2 Interpretation (1)
- 4.2 Perception (3)
- 4.3 Strategies for reflection (2)
- 4.3 Value gained (2)
- 4.3 Value of participating in the study (2)
- 4.4 Benefits for private practice (3)
- 4.4 Sustainable reflection (4)
- 4.5 Personal and professional value (2)
- 5.1 Self-confidence (3)
- 5.2 Meaning making (1)
- 5.3 Mindfulness (2)
- 5.4 Prioritised focusing (2)
- 5.5 Inner process (1)
- 5.5 Sustainable and continuous reflection (5)

2. ATLAS.ti codes and code groups of expert participants

Expert participant 3 merge met 2 - ATLAS.ti [expired - renew license within the next 3 days]

Explore participant 3 merge met 2 - ATLAS.ti [expired - renew license within the next 3 days]

Manage

Code Manager

Code Groups

Code Groups

- 1.1 How - Peer-based reflection (3)
- 1.1 How - Peer-based reflection (1) (3)
- 1.2 How - Individual reflective methods (4)
- 1.2 How - Individual reflective methods (4)
- 1.3 How - Reflection with parents (1)
- 1.4 How - Reflection as an action (1)
- 1.4 How - Reflection as an action (1) (4)
- 1.5 How - Meta-reflection (1)
- 1.6 How - intertwined process (3)
- 1.6 How - intertwined process (6)
- 2.1 What - Well-being (2)
- 2.1 What - Well-being (1) (1)
- 2.2 What - Development and learning (9)
- 2.2 What - Learning and development (5)
- 2.3 What - Process strategies and adjustment (3)
- 2.3 What - Process strategies and adjustment (1) (7)
- 2.4 What - Motivation (1)
- 2.4 What - Motivation (1) (2)
- 2.5 What - Balance and ethics (4)
- 2.5 What - Balance, concerns and ethics (3)
- 2.6 What - Reflection on client (1)
- 3.1 Challenge - Getting stuck (2)
- 3.1 Challenges - getting stuck (4)
- 3.2 Challenge - over-reflection (1)
- 3.2 Challenge - re (1)
- 3.3 Challenge - time (2)
- 3.3 Challenge - Time (1)
- 3.4 Challenge - Reflection gaps (2)
- 3.4 Challenges - reflection gaps (3)
- 3.5 Challenge - in private practice (3)
- 3.5 Challenge - In private practice (2)
- 4.1 Influence - Self-confidence (3)
- 4.1 Self-confidence (1)
- 4.2 Influence - Meaning making (1)
- 4.3 Influence - Mindfulness (1)
- 4.3 Influence - Mindfulness (4)
- 4.4 Influence - Prioritised focusing (2)
- 4.5 Influence - Developing an inner reflective voice (6)
- 4.5 Influence - Developing an inner reflective voice (1) (8)
- 4.6 Influence - career path/life choices (2)
- 4.6 Influence - Life (1)
- 4.7 Being effective (2)
- 4.7 Influence - Being effective by monitoring (6)
- 4.8 Influence - Developing all rounded reflection that leads to
- 4.8 Influence - Developing all rounded reflection (2)

Search Codes

Name	Density	Grounded	Groups
4.7 Own best interest	3		[5.7 Value - Own best interest]
Adjustments	2		[2.3 What - Process strategies and adjustment (1)]
Automatic reflection	2		[4.5 Influence - Developing an inner reflective voice]
Automatic reflection (1)	8		[4.5 Influence - Developing an inner reflective voice (1)]
Awareness	1		[4.3 Influence - Mindfulness]
Awareness Personal feeling	1		[4.3 Influence - Mindfulness]
Balance	1		[2.5 What - Balance, concerns and ethics]
Balance - Personal vs professional life	2		[2.5 What - Balance, concerns and ethics]
Balance (1)	2		[2.5 What - Balance, concerns and ethics]
Best interest of the client	6		[5.1 Value - Truly considering the best interest of the client]
Challenge - barrier	1		[3.4 Challenges - reflection gaps]
Challenge - confrontation with something that is not part of the process	1		[3.1 Challenges - getting stuck]
Challenge - convenience	1		[3.5 Challenge - in private practice]
Challenge - getting stuck	1		[3.1 Challenge - Getting stuck]
Challenge - isolation	4		[3.5 Challenge - in private practice]
Challenge - isolation (1)	3		[3.5 Challenge - in private practice]
Challenge - making immediate decisions	2		[3.1 Challenges - getting stuck]
Challenge - not reflecting	3		[3.4 Challenges - reflection gaps]
Challenge - over-reflection	5		[3.2 Challenge - over-reflection]
Challenge - re	2		[3.2 Challenge - re]
Challenge - stay calm	2		[3.1 Challenges - getting stuck]
Challenge - time	12		[3.3 Challenge - Time]
Challenge - time (1)	2		[3.3 Challenge - time]
Challenge - today	5		[3.5 Challenge - in private practice]
Challenges - getting stuck	1		[3.1 Challenges - getting stuck]
Change	3		[2.2 What - Development and learning]
Changes in processes	1		[5.3 Value - Changes (1)]
Clear perspective	1		[5.2 Value - Clear perception]
Clear perspective (1)	1		[5.2 Clear perspective]
Client's best interest	1		[2.5 What - Balance, concerns and ethics]
Closure	1		[5.6 Value - Remaining up to date]
Cognitive reflection	2		[1.6 How - Intertwined process]
Competency	2		[2.2 What - Learning and development]
Conscious reflection	1		[1.6 How - Intertwined process]
Constant reflection (1)	2		[5.4 Value - Sustainable reflection in private practice]
Continuous process	6		[5.4 Value - sustainable reflection]
Continuous reflection	2		[1.6 How - Intertwined process]
Continuous reflection (1)	1		[1.6 How - Intertwined process]
Continuous reflection (1)	4		[4.5 Influence - Developing an inner reflective voice]
Continuous reflection (1)	1		[4.3 Influence - Mindfulness]
Creating awareness	2		[2.3 What - Process strategies and adjustment (1)]
Decision making	2		[2.3 What - Process strategies and adjustment (1)]

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Search Code Groups

Name	Density	Grounded	Groups
Developing awareness	1	1	[4.5 Influence - Developing an inner reflective voice (1)]
Development	2	2	[2.2 What - Learning and development]
Development - add to prof dev	0	0	[2.2 What - Development and learning]
Different perspectives	2	2	[2.3 What - Process strategies and adjustment (1)]
Dilemma - parent's best interest	2	2	[2.5 What - Balance and ethics]
Effectiveness	6	6	[4.7 Influence - Being effective by monitoring]
Ethic - best interest of the client	1	1	[2.5 What - Balance and ethics]
Ethical dilemma	8	8	[2.5 What - Balance and ethics]
Exposure	1	1	[3.5 Challenge - in private practice]
Flexibility / ability to adjust	2	2	[2.3 What - Process strategies and adjustment (1)]
Flexibility / ability to adjust (1)	1	1	[2.3 What - Process strategies and adjustment (1)]
Focus (prioritise)	2	2	[4.4 Influence - Prioritised focusing]
Follow the client	6	6	[4.4 Influence - Prioritised focusing]
Growth	4	4	[2.2 What - Development and learning]
Identifying your own gaps/areas for growth	2	2	[2.2 What - Development and learning]
Immediate reflection	1	1	[5.4 Value - sustainable reflection]
Importance of reflection	2	2	[5.4 Value - sustainable reflection]
Improvement	2	2	[5.3 Value - Changes] [5.4 Value - Sustainable reflection in private practice]
Influence - all rounded ref that leads to change	3	3	[4.8 Influence - Developing all rounded reflection that leads to change]
Influence - aware of reflection	1	1	[4.5 Influence - Developing an inner reflective voice (1)]
Influence - awareness	1	1	[5.4 Value - sustainable reflection]
Influence - Awareness about reflection	5	5	[4.5 Influence - Developing an inner reflective voice (1)]
Influence - becoming an effective EDPSPYCH	4	4	[4.7 Influence - Being effective by monitoring]
Influence - career path	9	9	[4.6 Influence - career path/life choices]
Influence - do - to be effective	1	1	[4.7 Being effective]
Influence - improve reflection	2	2	[4.8 Influence - Developing all rounded reflection that leads to change]
Influence - knowing growth areas	1	1	[4.7 Influence - Being effective by monitoring]
Influence - monitoring progress	3	3	[4.7 Influence - Being effective by monitoring]
Influence - perception	2	2	[4.8 Influence - Developing all rounded reflection]
Influence - personal	1	1	[4.6 Influence - Life]
Influence - think - to be effective	2	2	[4.7 Being effective]
Influence - everything	1	1	[0. Influence everything - theme 5 paragraph]
Inner voice	1	1	[4.5 Influence - Developing an inner reflective voice]
Inner voice (1)	2	2	[4.5 Influence - Developing an inner reflective voice (1)]
Inspiration	1	1	[2.4 What - Motivation (1)]
Key notes	3	3	[1.2 How - Individual reflective methods]
Learn how to reflect	1	1	[0. How - theme 1 paragraph]
Learning	1	1	[2.2 What - Learning and development]
Meaning making	2	2	[4.2 Influence - Meaning making]
Mentor	1	1	[1.1 How - Peer-based reflection]
Mindfulness	1	1	[4.3 Influence - Mindfulness]

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Code Groups

Name	Grounded	Density	Groups
◇ Motivation	1	1	0 [2.4 What - Motivation]
◇ Motivation (1)	1	1	0 [2.4 What - Motivation (1)]
◇ Not reflecting	1	1	0 [3.4 Challenge - Reflection gaps]
◇ Own best interest	5	5	0 [5.7 Truly considering own best interest]
◇ Participating in study	1	1	0 [4.8 Influence - Developing all rounded reflection that leads to]
◇ Participating in study (1)	3	3	0 [4.5 Influence - Developing an inner reflective voice (1)]
◇ Peer collaboration	3	3	0 [1.1 How - Peer-based reflection (1)]
◇ Peer guidance	1	1	0 [1.1 How - Peer-based reflection (1)]
◇ Peer reflection	3	3	0 [1.1 How - Peer-based reflection]
◇ Peer reflection - new perspective	1	1	0 [1.1 How - Peer-based reflection (1)]
◇ Peer reflection (1)	3	3	0 [1.1 How - Peer-based reflection (1)]
◇ Personal growth	1	1	0 [2.2 What - Learning and development]
◇ Personal reflection	4	4	0 [4.6 Influence - career path/life choices]
◇ Personal value	1	1	0 [5.5 Value - Personal and professional value2]
◇ Personal well-being	4	4	0 [2.1 What - Well-being]
◇ Planning	11	11	0 [2.3 What - Process strategies and adjustment]
◇ Planning (1)	1	1	0 [2.3 What - Process strategies and adjustment (1)]
◇ Practical	1	1	0 [5.4 Value - Sustainable reflection in private practice]
◇ Problem solving	1	1	0 [2.3 What - Process strategies and adjustment (1)]
◇ Processing 1.0 en 4.3	6	6	0 [1.6 How - Intervened process] [5.3 Value - Changes (1)]
◇ Professional boundaries	1	1	0 [2.2 What - Development and learning]
◇ Professional competency	7	7	0 [2.2 What - Development and learning]
◇ Professional development	2	2	0 [2.2 What - Development and learning]
◇ Professional experience/competency	1	1	0 [2.2 What - Development and learning]
◇ Professional well-being	1	1	0 [5.7 Truly considering own best interest]
◇ Reflect on	1	1	0 [0. theme 2 what reflect on]
◇ Reflect on multi-dimensions	1	1	0 [4.8 Influence - Developing all rounded reflection that leads to]
◇ Reflecting on reflections (Meta-reflection)	3	3	0 [1.5 How - Meta-reflection]
◇ Reflection - different aspects/dimensions	6	6	0 [4.8 Influence - Developing all rounded reflection]
◇ Reflection - intertwined process	4	4	0 [1.6 How - Intervened process]
◇ Reflection - natural process	2	2	0 [1.6 How - Intervened process]
◇ Reflection - Self-talk	1	1	0 [1.2 How - Individual reflective methods]
◇ Reflection - writing	1	1	0 [1.2 How - Individual reflective methods]
◇ Reflection as a process	1	1	0 [1.6 How - Intervened process]
◇ Reflection as a process (1)	3	3	0 [1.6 How - Intervened process]
◇ Reflection as an action	1	1	0 [1.4 How - Reflection as an action (1)]
◇ Reflection as an intertwined process	1	1	0 [1.6 How - Intervened process]
◇ Reflection gaps	1	1	0 [3.4 Challenge - Reflection gaps]
◇ Reflection gaps (1)	2	2	0 [3.4 Challenges - reflection gaps]
◇ Reflection in writing	3	3	0 [1.2 How - Individual reflective methods]

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Name	Density	Grounded	Groups
Reflection - writing	1	█	0 [1,2 How - Individual reflective methods]
Reflection as a process	1	█	0 [1,6 How - Intertwined process]
Reflection as a process (1)	3	█	0 [1,6 How - Intertwined process]
Reflection as an action	1	█	0 [1,4 How - Reflection as an action (1)]
Reflection as an intertwined process	1	█	0 [1,6 How - Intertwined process]
Reflection gaps	1	█	0 [3,4 Challenge - Reflection gaps]
Reflection gaps (1)	2	█	0 [3,4 Challenges - reflection gaps]
Reflection in writing	3	█	0 [1,2 How - Individual reflective methods]
Reflection on client	3	█	0 [2,6 What - Reflection on client]
Reflection to be effective	1	█	0 [4,7 Influence - Being effective by monitoring]
Reflection to evaluate	1	█	0 [4,7 Influence - Being effective by monitoring]
Reflection with parents	2	█	0 [1,3 How - Reflection with parents]
Reflection-after-action	1	█	0 [1,4 How - Reflection as an action]
Reflection-after-action (1)	3	█	0 [1,4 How - Reflection as an action (1)]
Reflection-before-action	1	█	0 [1,4 How - Reflection as an action (1)]
Reflection-in-action	3	█	0 [1,4 How - Reflection as an action (1)]
Reminders	1	█	0 [1,2 How - Individual reflective methods]
Self-awareness - objectivity	2	█	0 [4,3 Influence - Mindfulness]
Self-belief	1	█	0 [4,1 Influence - Self-confidence]
Self-care	4	█	0 [2,1 What - Well-being (1)]
Self-care/personal well-being	5	█	0 [2,1 What - Well-being (1)]
Self-confidence	2	█	0 [4,1 Influence - Self-confidence]
Self-confidence (1)	3	█	0 [4,1 Self-confidence]
Self-doubt	3	█	0 [4,1 Influence - Self-confidence]
Self-reflection	2	█	0 [1,2 How - Individual reflective methods]
Self-talk	1	█	0 [1,2 How - Individual reflective methods]
Staying calm	1	█	0 [3,1 Challenge - Getting stuck]
Strategy planning	1	█	0 [2,3 What - Process strategies and adjustment]
Strategy planning (1)	5	█	0 [2,3 What - Process strategies and adjustment (1)]
Subconscious reflection	1	█	0 [4,5 Influence - Developing an inner reflective voice]
Subconscious reflection (1)	2	█	0 [4,5 Influence - Developing an inner reflective voice (1)]
Sustainable reflection	2	█	0 [4,5 Influence - Developing an inner reflective voice (1)]
Time management	5	█	0 [4,5 Influence - Developing an inner reflective voice][5,4 Value - Su
Value - changes	1	█	0 [3,3 Challenge - time]
Value - closure, up to date	2	█	0 [5,3 Value - Changes]
Value - importance	2	█	0 [5,6 Value - Staying Up to date]
Value - make awareness	2	█	0 [5,4 Value - sustainable reflection][5,5 Value - personal and profes
Value - private practice	2	█	0 [5,4 Value - sustainable reflection]
Value - re	5	█	0 [0. Value - practice]
Value - younger psychologists	4	█	0 [5,3 Value - Changes]
Written reflection	1	█	0 [0. Value - practice]
Written reflection (1)	1	█	0 [1,2 How - Individual reflective methods]



Appendix H

Inclusion and exclusion criteria for all themes

Table 1 Inclusion and exclusion criteria for Theme 1 of the novice participant: The use of reflective practices in educational psychologists' private practice

Theme 1	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 1.1 Collaborative reflection</i>	Collaborative reflections constitute any reflection that is not individually completed, but rather engaging in reflection collaboratively with a peer or using a client's reflections.	Any form of reflection that is done individually.
<i>Subtheme 1.2 Individual reflective methods</i>	A way of doing reflection that is done individually.	Reflection that is done collaboratively with support of others or reflection that involves other role players.
<i>Subtheme 1.3 Meta-reflection</i>	Reflecting about reflecting and using meta-cognition.	Reflection done as a single event.
<i>Subtheme 1.4 Reflection as an action</i>	Reflection actions are specific reflections that are linked with preparing, doing or thinking about an action during assessment and/or intervention.	Reflection that is not linked to an action.

Table 2 Inclusion and exclusion criteria for Theme 2 of the novice participant: Content of reflections of educational psychologists in private practice

Theme 2	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 2.1 Well-being</i>	Reflections on personal self-care and personal well-being.	Reflections that were not on personal self-care and personal well-being.
<i>Subtheme 2.2 Learning and development</i>	Reflections on learning, growth and change. Reflections on professional competency and development as well as personal improvement and development.	Reflections that were not concerned with learning and development.
<i>Subtheme 2.3 Planning, processing and adjustment</i>	Problem solving, strategy planning (including reflections on strategies used, planning and therapy goals), processing, decision making (including critique), and adjustment (including flexibility and different perspectives).	Reflections that were not part of problem solving, strategy planning, processing, decision making or adjustment.
<i>Subtheme 2.4 Motivation</i>	Reflections on motivation, inspiration and passion for work.	Reflections that did not lead to inspiration or motivation.
<i>Subtheme 2.5 Balance</i>	Reflections on finding balance including reflections on conflict and dealing with conflicting information.	Reflections that did not relate to finding balance.

<i>Subtheme 2.6 Ethics and the best interest of the client</i>	Reflections on ethics and concerns including ethical dilemmas, guarding against projection, best interest of the clients and their parents and professional responsibility.	Reflections that did not relate to ethics and the best interest of the client.
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Table 3 Inclusion and exclusion criteria for Theme 3 of the novice participant: Challenges when reflecting

Theme 3	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 3.1 Content</i>	Challenges concerning content including what to focus on, how to phrase reflections and reflecting in more detail.	Any challenges when reflecting that are not linked to content.
<i>Subtheme 3.2 Convenience</i>	Challenges concerning convenience.	Any challenges when reflecting that are not linked to convenience.
<i>Subtheme 3.3 Time</i>	Challenges concerning time, including making time for reflections and time management.	Any challenges when reflecting that are not linked to time.
<i>Subtheme 3.4 Reflection gaps</i>	Challenges concerning reflection gaps, including considering alternative ways of reflecting and identifying aspects that should be reflected on.	Aspects that the participant already reflects on.
<i>Subtheme 3.5 Challenges in private practice</i>	Any challenges when reflecting in private practice.	Any challenges when reflecting in work areas other than in private practice.

Table 4 Inclusion and exclusion criteria for Theme 4 of the novice participant: The influence of reflection in private practice

Theme 4	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 4.1 Clear perspective</i>	The value gained in the development and increase of acquiring clear perspective. This includes considering alternative perceptions, remaining objective, and considering outside opinions. Data that emphasised the value of writing and considering different angles in order to acquiring clear interpretations.	Data that do not emphasise the process of leading the participant to the acquisition of clear perspective and interpretations.
<i>Subtheme 4.2 Mindfulness</i>	Developing mindfulness and promoting being present. Data that represented the participant being	Influences that did not lead to developing mindfulness and promoting being present. Data that did not represent the participant

	aware or developing awareness in a personal or professional manner.	being aware or developing awareness in a personal or professional manner.
<i>Subtheme 4.3 Prioritised focusing</i>	The attentiveness of where to focus when reflecting, what to prioritise and to have a client-centered approach.	Reflections that did not speak to the attentiveness of where the focus lies when reflecting.
<i>Subtheme 4.4 Sustainable reflection in private practice</i>	Participant's views on the value gained from sustainable reflection within private practice.	Participant's views on reflection that does not relate to sustainability of reflection within private practice.
<i>Subtheme 4.5 Self-confidence</i>	Self-confidence encompasses influences of self-doubt as well as self-belief.	Influences that did not lead to building self-confidence.

Table 5 Inclusion and exclusion criteria for Theme 5 of the novice participant: The value of reflection in private practice

Theme 5	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 5.1 Personal and professional value</i>	Personal and professional value that is gained when utilising reflective practices.	No gains in personal and professional value when utilising reflective practices.
<i>Subtheme 5.2 Guarding against projection and countertransference</i>	The value of having a tool that helps guard against projection and countertransference.	Reflections that do not assist with guarding against projection and countertransference.
<i>Subtheme 5.3 Change</i>	The value gained in change. This includes changes in thought patterns and processes, including changes in terms of process notes, as well as different strategies and ways of reflecting.	Reflections that did not lead to value found in change.
<i>Subtheme 5.4 Developing an inner reflective voice</i>	Influences that promote sustainable and continuous reflections. This included the development of reflective practices so that it becomes an inner process.	Reflective practices that are not sustainable or continuous. Influences that do not entail an inner process of reflection.
<i>Subtheme 5.5 Meaning making</i>	Reflections that influence the process of meaning making.	Reflections that do not influence the process of meaning making.

Table 6 Inclusion and exclusion criteria for Theme 1 of the expert participants: The use of reflective practices in educational psychologists' private practices

Theme 1	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 1.1 Collaborative reflection</i>	Collaborative reflections are any reflection that is not individually completed but rather by engaging in reflection collaboratively with a peer or with parents.	Any form of reflection that is done individually or with someone other than a peer or parents.
<i>Subtheme 1.2 Individual reflective methods</i>	A way of doing reflection that is done individually.	Reflection that is done collaboratively with support of others or reflection that involves other role players.
<i>Subtheme 1.3 Meta-reflection</i>	Reflecting about reflecting and using meta-cognition.	Reflection done as a single event.
<i>Subtheme 1.4 Reflection as an action</i>	Reflection actions are specific reflections that is linked with preparing, doing or thinking about an action.	Reflection that is not linked to an action.
<i>Subtheme 1.5 Reflection as an intertwined process</i>	Reflection processes are specific reflections that are part of being a continuous and intertwined process.	Reflection that is not linked to a process.

Table 7 Inclusion and exclusion criteria for Theme 2 of the expert participants: Content of reflections of educational psychologists in private practice

Theme 2	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 2.1 Well-being</i>	Reflections on personal self-care and personal well-being.	Reflections that were not on personal self-care and personal well-being.
<i>Subtheme 2.2 Learning and development</i>	Reflections on learning, growth and change. Reflections on professional competency and development, as well as personal improvement and development.	Reflections that were not related to learning and development.
<i>Subtheme 2.3 Planning, processing and adjustment</i>	Problem solving, strategy planning (including reflections on strategies used, planning and therapy goals), processing, decision making (including critique), and adjustment (including flexibility and different perspectives).	Reflections that were not part of problem solving, strategy planning, processing, decision making or adjustment.
<i>Subtheme 2.4 Motivation</i>	Reflections on motivation, inspiration and passion for work.	Reflections that did not lead to inspiration or motivation.

<i>Subtheme 2.5 Balance, ethics and the best interest of the client</i>	Reflections on finding balance including reflections on conflict and dealing with conflicting information. Reflections on ethics and concerns including ethical dilemmas, guarding against projection, best interest of the client and their parents and professional responsibility.	Reflections that did not relate to finding balance. Reflections that did not relate to ethics and the best interest of the client.
<i>Subtheme 2.6 Reflections on the client</i>	Reflections about the unique temperament, personality or challenges of an individual client.	Reflections about clients in general.

Table 8 Inclusion and exclusion criteria for Theme 3 of the expert participants: Challenges when reflecting

Theme 3	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 3.1 Becoming stagnant</i>	Challenges concerning situations where reflection is needed when getting stuck or becoming stagnant.	Any challenges that do not relate to getting stuck or stagnating during a procedure, action or method.
<i>Subtheme 3.2 Over-reflecting</i>	Challenges concerning reflecting to such an extent that reflection becomes over-reflection, affecting professional performance.	Any challenges that do not relate to over-reflection.
<i>Subtheme 3.3 Time</i>	Challenges concerning time, including making time for reflections and time management.	Any challenges when reflecting that are not linked to time.
<i>Subtheme 3.4 Reflection gaps</i>	Challenges concerning reflection gaps, including considering alternative ways of reflecting and identifying aspects that should be reflected on.	Aspects that the participant already reflects on.
<i>Subtheme 3.5 Challenges in private practice</i>	Any challenges when reflecting in private practice.	Any challenges when reflecting in work areas other than in private practice.

Table 9 Inclusion and exclusion criteria for Theme 4 of the expert participants: The influence of reflection in private practice

Theme 4	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 4.1 Clear perspective</i>	The value gained in the development and increase of acquiring clear perspective. This includes considering alternative perceptions, remaining objective, considering outside opinions.	Data that do not emphasise the process of leading the participant to the acquisition of clear perspective and interpretations.

	Data that emphasise the value of writing and considering different angles in order to acquire clear interpretations.	
<i>Subtheme 4.2 Mindfulness</i>	The development of mindfulness and promotion of being present. Data that represented the participant being aware or developing awareness in a personal or professional manner.	Influences that do not lead to the development of mindfulness and promotion of being present. Data that do not represented the participant being aware or developing awareness in a personal or professional manner.
<i>Subtheme 4.3 Prioritised focusing</i>	The attentiveness of where to focus when reflecting, what to prioritise and to have a client-centered approach.	Reflections that do not relate to the attentiveness of where the focus lies when reflecting.
<i>Subtheme 4.4 Sustainable reflection in private practice</i>	Participant's views on the value gained from sustainable reflection within private practice.	Participant's views on reflection that does not relate to sustainability of reflection within private practice.
<i>Subtheme 4.5 Self-confidence</i>	Self-confidence encompasses influences of self-doubt as well as self-belief.	Influences that do not lead to building self-confidence.
<i>Subtheme 4.6 Being effective</i>	Influences that promote being effective.	Influences that do not promote being effective.
<i>Subtheme 4.7 Personal life choices and professional career choices</i>	Influences of reflection that have an impact on an educational psychologist's career path and life choices. The value gained when considering their own best interest.	Instances where reflection did not have an impact on an educational psychologist's career path and life choices. Reflections that did not serve the best interest of the educational psychologist.

Table 10 Inclusion and exclusion criteria for Theme 5 of the expert participants: *The value of reflection in private practice*

Theme 5	Criteria for inclusion	Criteria for exclusion
<i>Subtheme 5.1 Personal and professional value</i>	Personal and professional value that is gained when utilising reflective practices.	Reflections that do not lead to personal and professional value.
<i>Subtheme 5.2 Guarding against projection and countertransference</i>	The value of having a tool that helps guard against projection and countertransference.	Reflections that do not assist with guarding against projection and countertransference.
<i>Subtheme 5.3 Change</i>	The value gained in change. This includes changes in thought patterns and processes, including changes in terms of process notes	Reflections that do not lead to value found in change.

	and different strategies and ways of reflecting.	
<i>Subtheme 5.4 Developing an inner reflective voice</i>	Influences that promote sustainable and continuous reflections. This includes the development of reflective practices so that it becomes an inner process.	Reflective practices that are not sustainable or continuous influences that do not entail an inner process of reflection.
<i>Subtheme 5.5 Remaining up to date</i>	Where reflection assists the participants to remain up to date.	Reflections that do not assist the participants to remain up to date.
<i>Subtheme 5.6 Developing comprehensive reflection</i>	Where the influence of ongoing reflection leads to the development of comprehensive reflection that includes all aspects of reflection.	Instances that do not influence the development of comprehensive reflection.