



PEER REFLECTION GUIDE

Reflecting as a group allows for sharing of different perspectives, consideration of assumptions and biases, can provide emotional containment and promote team cohesiveness. Using open, exploratory questions helps reflection on practice, supporting socially constructed learning via sharing of knowledge and experiences.

Strengths-based Practice

Strengths-based working focuses on people's strengths, including their knowledge, skills and capabilities. Employing strengths-based approaches makes it possible to enable and empower individuals. Allowing the thoughts, feelings and wishes of the individual, alongside those of their family members or carers to inform assessment, support planning and review.



Supporting resources:

These resources explore strengths-based working as a collaborative process between a person and the practitioners supporting them. Working holistically alongside the person to explore what their aspirations are for their best possible life and how to get there:

- > **Embedding strengths-based practice - Frontline briefing**
- > **Developing strengths-based working - Strategic briefing**
- > **Recording strengths-based conversations - Webinar**
- > **Strengths based practice: Digital meetings - Video (Gavin 2)**
- > **Strengths-based conversations: An introduction - Podcast**



Facilitator notes:

1. Identify a suitable time with your team/group for this learning opportunity.
2. Decide whether you are meeting virtually or in-person. If in-person, ensure you have the means to play a video or podcast from the Research in Practice website.
3. **Log in** to your Research in Practice account. If you don't have one you can set one up [here](#).
4. Ahead of time watch the video below and plan how you might frame the opening of the session.
5. Play the following video which is around 14 minutes long and comes with its own set of reflective questions:
 - **Strengths based practice - Video**
6. Ask your team/group to reflect on the key messages from the videos. Use the reflection prompts below to stimulate discussion:
 - How can you ensure the language you are using with people is clear and accessible?
 - When planning and preparing for a conversation how do you ensure it is in the right time and place for the person, as much as possible?
 - When having conversations about safety, how do you frame this to ensure the persons goals and aspirations are at the centre?
 - What strategies do you have to get to know a person?
7. Ask everybody to make sure they have a Research in Practice account set up and remind them they can record their reflections on the landing page for the videos, so they have a record for CPD purposes (and can export these if needed).
8. Share the preceding page with the links to the supporting resources with the team/group. Ask them to select a resource that is relevant to someone they are supporting and to reflect on how they might put the learning into practice. Discuss this at your next supervision session.