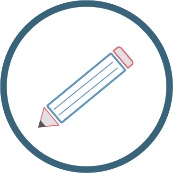
**Reflection: Signpost Key Resources**

****

[**Reflective Supervision handbook**](https://www.researchinpractice.org.uk/children/publications/2017/april/reflective-supervision-resource-pack-2017/)

This in-depth handbook and its accompanying [online learning package](https://www.researchinpractice.org.uk/all/content-pages/training-and-development-programmes/online-learning-packages-tailored-support/reflective-supervision/) give lots of really good advice, information and tools on general reflection too. Although described as children’s social care, most of the messages are completely transferrable and the [online learning package](https://www.researchinpractice.org.uk/all/content-pages/training-and-development-programmes/online-learning-packages-tailored-support/reflective-supervision/) is for both adults and children's social care. The [supervision for wellbeing change project](https://www.researchinpractice.org.uk/adults/content-pages/supervision-change-project/) resources are adult focused resources which also include some helpful reflective tools, again very transferrable. The accompanying [Supervisors’ Briefing](https://www.researchinpractice.org.uk/adults/publications/2019/july/wellbeing-supervision-supervisors-briefing-2019/) provides a short, accessible summary of the evidence about how to embed quality and effective supervision in social care organisations.

[**Social GGRRAAACCEEESSS and the LUUUTT model**](https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Social-GGRRAAACCEEESSS-and-the-LUUUTT-model.pdf)

The term social GGRRAAACCEEESSS is an acronym that describes aspects of personal and social identity which afford people different levels of power and privilege. This learning tool introduces a number of exercises and activities you can use to explore the social GGRRAAACCEEESSS and the LUUUTT model with your team as a whole and in supervision discussions.

**Reflecting together on CPD (podcast)**

This podcast includes top tips of how social workers have integrated reflection and CPD into their work and how this has helped them develop good habits; ideas of how social workers can bring feedback in from those with lived experience of social care, and how CPD be used to help social workers as a tool to help support their own self-care and manage wellbeing.

**Quick reads:**

# [Free writing a reflective assignment](https://www.researchinpractice.org.uk/children/news-views/2019/october/free-writing-a-reflective-assignment/); [Critically reflective practice](https://www.researchinpractice.org.uk/adults/news-views/2019/march/critically-reflective-practice/); [The importance of reflective, curious and relational supervision](https://www.researchinpractice.org.uk/children/news-views/2020/may/the-importance-of-reflective-curious-and-relational-supervision-wave-three-of-the-psdp/); [Building reflective practice: how can we use mentalisation theory in effective direct work?](https://www.researchinpractice.org.uk/children/news-views/2016/october/building-reflective-practice-how-can-we-use-mentalisation-theory-in-effective-direct-work/); [Evidence-informed practice with children and families, young people and adults](https://www.researchinpractice.org.uk/all/news-views/2021/march/supporting-evidence-informed-practice-with-children-and-families-young-people-and-adults/)

|  |
| --- |
| This is a selection of Research in Practice resources on this topic. You need to be logged in to a Research in Practice account to access the resources via the links in this document. [Log in here](https://www.researchinpractice.org.uk/dashboard/) if you have an account already, or [create one here](https://www.researchinpractice.org.uk/register/).  If you have any questions, please email [ask@researchinpractice.org.uk](mailto:ask@researchinpractice.org.uk)  Don’t forget you can log what you read, watch or listen to and record reflections on your [MyCPD](https://www.researchinpractice.org.uk/dashboard/my-cpd/) log using the button on each resource page. |