

TABLE 2 CRITERIA FOR ASSESSING LEVELS OF REFLECTION

<p><i>Level One</i></p> <ol style="list-style-type: none">1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to be one dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers2. Tends to focus on just one aspect of the situation3. Uses unsupported personal beliefs as frequently as "hard" evidence4. May acknowledge differences of perspective but does not discriminate effectively among them
<p><i>Level Two</i></p> <ol style="list-style-type: none">1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors which may make change difficult3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them4. Perceives legitimate differences of viewpoint5. Demonstrates a beginning ability to interpret evidence
<p><i>Level Three</i></p> <ol style="list-style-type: none">1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated3. Recognizes that actions must be situationally dependent and understands many of the factors which affect their choice4. Makes appropriate judgments based on reasoning and evidence5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients' lives.

**TABLE 3 STAGES IN THE DEVELOPMENT OF REFLECTIVE JUDGMENT
THE INDIVIDUAL:**

<p>Stage 1:</p> <ul style="list-style-type: none"> • Views the world as simple • Believes knowledge to be absolute • Views authorities as the source of all knowledge
<p>Stage 2:</p> <ul style="list-style-type: none"> • Acknowledges existence of differences of viewpoints • Believes knowledge to be relative • Sees varying positions about issues as equally right or wrong • Uses unsupported personal belief as frequently as "hard" evidence in making decisions • Views truth as "knowable" but not yet known
<p>Stage 3:</p> <ul style="list-style-type: none"> • Perceives legitimate differences of viewpoint • Develops a beginning ability to interpret evidence • Uses unsupported personal belief and evidence in making decisions but is beginning to be able to differentiate between them • Believes that knowledge is uncertain in some areas
<p>Stage 4:</p> <ul style="list-style-type: none"> • Views knowledge as contextually based • Develops views that an integrated perspective can be evaluated as more or less likely to be true • Develops initial ability to integrate evidence into a coherent point of view
<p>Stage 5:</p> <ul style="list-style-type: none"> • Exhibits all stages listed in Stage 4 • Possesses ability to make objective judgments based on reasoning and evidence • Is able to modify judgments based on new evidence if necessary