WR&P|EM
Wellness Resilience and Performance

Reflection Facilitator User Guide

This workshop is designed to be an interactive session real case studies and activities to encourage the participants to engage in conversation.

WRaP EM aims to foster creativity, reflection, and discussion through this module.

Learning Objectives for Module 1

As the facilitator, you may decide to focus on one or all of these in your education session.

- Describe what reflective practice is
- Discuss why reflection practice is important in the everyday work environment
- Discuss the barriers to reflection
- Describe the differences between reflection and rumination
- Apply a structure model of reflective practice - 'What / So What /What Now' model

Module 1 Contents

The documents provided in this module include *the following*

- Learning Objectives
- Learner Resource Guide
- Facilitator Resource Guide
- Learner Session Guide
- Facilitator Session Guide
- Synopsis of Reflective Practice
- Power Point Presentation as a base for your lesson delivery

You can decide to use some or all of these documents.

A few other things to think about for facilitators before delivering this module:

Optimising participants buy-in

This needs to be a priority.

If you can include your own professional story/experience as a basis for the reflective practice module delivery, it will optimise buy in from your learners.

I've delivered this module twice – The second time felt much more successful from the learner feedback. On that second delivery, I told my own patient story and owned my own mistake, the buy in from the participants was far greater.

You could also use a fictional case study as the basis. But aim for one that is realistic to your site and represents an event at your centre that could happen within your learner group.

Use icebreakers if you like

This session may make your learners uncomfortable – after all revealing our own vulnerability is one of the barriers to reflective practice. This may be magnified if you ask them to share with their colleagues about their own reflections.

I've found that crowd ice-breakers with low personal cost essential to create an initial environment of sharing stories and experience.

An example would include - what's your favourite animal OR favourite movie Or where did you go on your last holiday and what was the best thing you did there.

Icebreakers seem most effective with highest buy in if shared in a small group or just to the person beside them.

Participants Story Sharing

Keep the group discussion of the 'What, So What Model' (see below) to a small group, ideally no greater than 3.

Again, having run this session twice, I would advise the discussion of cases to be only with a group of 2 or 3, not to the entire room.

Unless someone really wants to share and offers of the own volution!

Overall Suggested lesson plan

See Power Point for further guidance on delivery

What is Refection and why do it?

- Explore with the learners what reflection is to them.
- Also explore why they think they might want to do it?
  - In particular, explore what we may need to do it in the ED/specific site where you work.
  - Each workplace will have their own unique challenges

What are the barriers to reflective practice?

- Facilitate a further discussion about what the barriers are to reflection

Reflection versus Rumination

- Discuss what is the difference between reflection versus rumination.
- Give focused example based on your experience or the case you are using.

When are you going to do it?

- Discuss with the learners when they might engage in reflective practice
- In particular, situations where reflection may be used include self-motivated feedback, following feedback from others and within a formal workplace structure
- Use some of the examples provided to discuss how they might incorporate this into their daily lives.

Formal Model of Reflective Practice

- Explore a formal model of reflective practice using the "What, So What and What Now?" model as an example.
- Within this, as above, give an example from your own experience or the case study, so that the learners have some guidance before they embark on their own
  - See one, do one, teach one!

DO IT.

What?
What happened?
What were the results?

So What?
What do these results imply?
How did I influence the outcome?

Now What?
What will I do differently next time?