INFORMATION FOR REFLECTION SESSION FACILITATORS

Why are we facilitating a reflection session with the students?
Narrative Medicine (NM) or Narrative Reflection is an emerging interdisciplinary field at the crossroads of medicine, the arts and the sciences. Utilizing writing, art and other creative practices, NM provides a framework in which health professionals derive insight into patient, colleague as well as their own experience by giving voice to stories witnessed by patients, caregivers and healthcare practitioners. The application of NM tools is linked to outcomes that include increased satisfaction among professionals and patients, improved communication skills, and reduced burnout among trainees. Narrative practices aim specifically to preserve empathic capacity and promote compassionate, humanistic care.

Reflective Practice refers more specifically to a set of professional activities aimed at personal development for both students and experienced clinicians. Reflective Practice has been shown to help medical professionals to think, write and communicate effectively about newfound knowledge and skills, personal experiences, as well as relationships and discoveries in all aspects of medicine. Reflective approaches can help to process the feelings provoked in the journey from layperson to professional and provide a safe harbor for members of the health care team to share experiences. Put another way, reflective practice is aligned to attitudes, as team-based learning and deliberate practice are to medical knowledge and skills. It is a critically important tool in practice-based learning settings where individuals learn from their own professional experiences rather than from formal teaching and supports the competency of practice-based improvement and learning.

It is our hope the writing and sharing will assist students in building self-awareness and encouraging humility about their strengths, weaknesses, prejudices and commitments to aid them in sustaining authentic relationships with patients, patient families, peers and members of the health care team.

Finally, the process will promote reflection-on-action, when a practitioner analyzes their reaction to the situation and explores the reasons around, and the consequences of, their actions. This is usually conducted though a documented reflection of the situation.
AGENDA FOR LEADING REFLECTION SESSION

1. Spend a minute discussing why reflection is important for physicians and is a value of the SOM
   Reflection - We are committed to embedding in all our learning experiences the time and skills necessary to consciously examine, interpret and understand the thoughts and feelings that emanate from intense patient encounters. Through this process of mentored self-reflection and assessment, we ensure the development of a true learning and professional community capable of nurturing the transformation from student to physician.

2. Briefly orient students to agenda for session
   Time Schedule (you must keep time and they will need to eat and write simultaneously or eat while sharing):
   1. 10 minutes writing on computer/paper
   2. 35 minutes sharing and discussion time (distributed among students)
   3. 5 minutes faculty share their writing and close session reiterating purpose

3. Writing and Sharing Reflection (YOU MUST KEEP TIME)
   #1 Ten-minute writing exercises that encourages spontaneous, personal, unguarded written reactions to an open-ended suggestion (the prompt).
   The prompt: Reflect on your experience in the Structure laboratory.
   Tell the students they have 10 minutes to write their thoughts (no grammar or spell check needed) and then we will share in a communal conversation. Facilitators should write too. Facilitators must take care to ensure safety and confidentiality given the personal nature of what is written while encouraging a give and take among students and faculty.

   #2 Sharing. You can start by asking for a volunteer and if no one volunteers pick a student randomly. Much value comes from this communal work. Students MUST read what they wrote (NOT paraphrase their thoughts). If they start to paraphrase redirect them to read as written. When they complete their reading ask the group for any comments. If no one comments go onto the next reader. If a person was brave to comment they might be asked to share his/her written piece next. You can provide comments if the students are excessively quiet but avoid making this a teaching moment and keep the comments in the reflective tone. An example: When you read this it seemed like or you were telling us or this connected to...
   Without fail, once one student speaks another will. The group process needs one student to speak to begin communal sharing of thoughts/reactions.

   #3-Ideally you get all students to read, so time is tight. KEEP TIME! You must keep writing to 10 minutes. If time, you as the facilitator should share what you wrote too. Students appreciate hearing the facilitator thoughts. You are role modeling reflective practice. Tell the students they can continue to write on their own and add to this piece or create new reflections at any time.

   #4- Thank students for participating and sharing. Let them know that they will be required to upload this reflection to Blackboard. Instructions will be provided to them.

Prepared by Alice Fornari, July 30, 2012