

iCOPE

Critical Reflection Small Groups Facilitator Guide

1. Once you have received the reflection paper, you are to review it and craft your written feedback to the student.
 - Note key themes and lessons learned
 - Provide positive feedback
 - Thank the learner for sharing difficult feelings and their learning experience
 - Raise questions that stimulate further reflection and learning
 - Do not be judgmental – rather “coach” the student to think deeper about areas with which they struggle

It is essential that every student submitting a paper and attending a session receive written feedback regarding their assignment. It is important that the learner feel “heard.” Some may not share in the group or there may not be time for all to share. Therefore, your feedback will be a critical part of their learning. You can write your notes on a copy of their assignment or you can craft a separate response to give to the student at the session.

Bring a copy of the reflection and your feedback to the group meeting. You will give that copy to the student at the end of the session.

2. After reviewing the student’s writing and crafting your feedback, prepare for leading the discussion with the students. Think about the group of critical reflections. Pull out overall themes and issues that should be addressed in the small group discussion.
3. You might begin the group session by introducing yourself and having the students introduce themselves, state their discipline and share something about their clinical experience (i.e., What was the setting for their experience? Who was their mentor and what was their role in palliative care? How was palliative care practiced in that setting?). It might be best to start with a very nonthreatening introduction that allows every student to say something and become part of the discussion.
4. Then move into the assignment asking students to share about one part of the assignment. For instance you might ask them to share about the patients they wrote about (remind them not to share identifying information in describing the patient), or you might ask them to share about a positive experience where a

patient received expert palliative care or a situation where care was not so good based on what they know about quality palliative care.

5. Allow the group to shape their discussion based on the members comfort level and willingness to share. Hopefully, the students will progress to sharing things of significant impact to them (i.e., something about a patient that touched them, an observation that was particularly emotional, observing an important interaction, a realization about serious illness and/or dying).
6. While no group member should be forced to share, you might encourage a group member to share what they wrote. If the group is hesitant to open up a discussion, you might ask for volunteers to read what they wrote related to an aspect of the assignment (they are to bring a copy of their critical reflection with them).
7. Ask the students what they learned from the clinical rotation and what difference it will make in their professional practice. If they are hesitant to respond to an open question, or if one or two members are dominating the discussion, you might ask them to go around the group and have each member state one thing they learned.
8. Remember, you only have one hour for the group meeting. You might want to move towards closure and summarize the discussion as the end time approaches.
9. Thank the group members for coming and sharing.
10. Give the group members your written feedback. Note any absences from the group. Be sure to complete the checklist evaluation on the sign-in sheet.