**Collaborative Reflecting Teams in Nursing Education**

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**Premise**

* Experiential learning allows learning to occur in emotionally charged setting
* “Protected listening space” allows learners to absorb learning without the need to reply or defend responses during simulation
* Personal communication style can be strengthened by hearing multiple perspectives
* Reflections offer non-judgmental, non-threatening feedback for vulnerable learners

**Requirements**

* A reflecting team composed of 4-6 mental health providers or healthcare clinicians
* Training in the use of reflecting teams as used in family therapy settings or the rudiments of reflecting teams
* Simulation venue with a one-way mirror, or space to create distance between reflection team and simulation learners
* A medical vignette written for the simulation learners
* A vignette written for the confederates (actors) with specific direction regarding their demeanor and actions
* A facilitator for the simulation debriefing
* A subject expert

**Goals of Collaborative Reflecting Team (CRT) trainings**

* To encourage self-reflection and assessment in a safe and protected setting
* To engage the affective faculties of learners, providing an experiential impact
* To provide multiple perspectives regarding interaction with “patients” and “families”
* To consider a variety of acceptable behaviors when engaging with patients, etc.

“Covering Over”: compartmentalization and avoidance of emotions

“Over-Reflection”: breakthrough of vulnerability with strong affective impact.

Simulation must take these into account in the timing and pacing of each CRT element.

**Reflection Categories**

Validation

* Strengths, positive characteristics

Curiosity

* Ask “I wonder” questions regarding people, process, emotions, pacing, etc.

Speculation

* Highlight observations and speculations from the position of personal experience
* Share the emotional impact of the simulation to oneself

**Rules**

1. Do not directly question or address comments to the learners
2. Do not make evaluative or critical statements
3. Use “I” statements or descriptive observations rather than interpretations

**Collaborative Reflective Training – Schedule**

|  |  |  |
| --- | --- | --- |
| Introductions | 10 minutes | Participant names  Objectives |
| Overview and purpose | 10 minutes | Assumptions  Categories of reflection  Confidentiality rules |
| Perform simulation | 10 minutes | Separate reflecting team, who observes simulation |
| Reflecting team exchange | 10 minutes | Reflecting team discusses observations, speculates, questions |
| Learner exchange | 10 minutes | Facilitated discussion of reflecting team remarks |
| Group debriefing | 10 minutes | Discuss significant learning points |
| Skills discussion | 10 minutes | First-person disclosure regarding experience learning interactive skills. Skills listed. |

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