

TIPS FOR CLINICAL REFLECTION FACILITATORS

1. Students do most of the talking; facilitators listen and prompt

To encourage student-to-student interactions:

- a. Can you build on the idea of your classmate?
- b. What did some of the rest of you learn from this story?
- c. Have you had similar experiences – or very different experiences – to what your classmate shared?

2. Students talk to each other (not ping-pong with facilitators)

To avoid ping-pong with facilitator:

- a. Break eye contact with speaker, look at other students
- b. Ask above questions
- c. I'm interested in what others are thinking/you look like you had a thought about this story

3. Facilitators encourage students to share something, but don't force them to share a clinical story

Students could

- a. comment on what they've heard from others
- b. share a reflection about what it's like to be a 3rd year student)

Session Goals and Objectives

1. Identify clinical reflection as an essential tool in patient care.
2. Utilize clinical reflection to foster empathic understanding, enhance the doctor-patient relationship, and manage critical clinical situations and "difficult cases" in a professional, ethical, and efficient manner.
3. Apply clinical reflection to enhance teamwork, being open to learning from the experiences of others and from different perspectives.
4. Employ clinical reflection to better understand their own feelings, thoughts and experiences in order to encourage mindful practice, promote resilience, and prevent burn out.