Outcomes of a Global Collaboration: Implementing Reflective Practice With Thai Educators

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Objectives

1. Describe the basic structure of an evidence based educational intervention on reflective practice designed for faculty teaching in Thai schools of nursing.

2. Examine outcomes and recommendations derived from an international collaboration to develop reflective educators.
7 year collaboration with Thai Ministry of Public Health and the University of North Carolina at Chapel Hill School of Nursing

3 week course in reflective practice to enable Thai nurse educators to transform their own teaching to:

- Demonstrate the evidence base to integrate reflective practice into health professions education
- Create mindful learning environments
- Model teacher and learner interaction
Principles Guiding Reflective Practice

Effective practice is more than simply applying knowledge or content.

It is reflecting to sift through evidence and experience to make critical decisions in complex situations recognizing what is urgent and pertinent to the situation.

Reflective Practice:
Clarify experience by examining from multiple perspectives reflecting individual values, beliefs, and attitudes.

Build a spirit of inquiry and openness to ask questions to reframe a problem applying an evidence based approach to one's work.

Examine experience to apply theory, knowledge, and previous examples for professional growth and development, movement novice to expert, making sense of experience to examine contradictions.

Rethinking Clinical Practice through Reflective Practice

Questions go beyond surface to ask questions that clarify meaning.

Decision making in practice relies on content reflection of what we know in the context of a situation (evidence),

Process reflection (thinking about the strategies we can use to solve the problem),

Premise reflection that questions assumptions we make within the situation (critical reasoning).

(Benner, Sutphin, Leonard & Day, 2010).
Thai Ministry selects Health Professions Educators from Schools of Nursing and Public Health in Thailand who travel to the US for a 3 week course.
Course Structure

Transforming health professions education
• Reflection to guide clinical learning
• Creating reflective interactive classrooms
• Debriefing and assessment

Reflective practice models and frameworks
• Guiding Reflection in Action, On Action, and After Action
• Narrative Pedagogy, Role Play, Case Study, Simulation, Aesthetics, Visual Thinking Strategies
• Labyrinth and outdoor spaces

Action Plans for personal transformation
Method

Questions:
• What are the outcomes of a three week international learning collaborative to develop reflective practitioners?
• What are action plan strategies developed by participants in a three week reflective practice learning collaborative?
Data: De-identified Reflective Assessment and Analysis

• Debriefing Reflection (colored post it notes):
  • What went well
  • What can be improved
  • What will I change

• Action Plan:
  • *Liberating Structure*: What, So What, Now What
  • Completed by each participant over the 7 years of their commitment to integrate upon their return to Thailand
Results

Overall Themes:
• Plans to integrate reflective practice in their work
• Changes in attitudes towards their work
• Fostered inquiry in practice to stimulate research
• Developed student learning activities

Action plans demonstrated achievement of course objectives with themes to:
• Apply reflective practice to integrate quality and safety
• Use story and cases to implement learner centered approaches
• Plan faculty development to create unfolding case studies to use in simulation
• Reframe learner assessment
Outcomes:

• 3 week course completed by 164 participants over 7 years
• Further established cultural sensitivity and understanding between eastern and western approaches
• Honed teaching strategies that promote a reflective classroom
• Stimulated sustained collegial relationships.
Conclusion:

Learning and working together has fostered international relationships, deepened cultural sensitivity and understanding between eastern and western approaches, and stimulated sustained collegial relationships.

Reflective practice transcends culture. The principles of reflective practice apply experiential learning to create mindful learning environments. Participants honed teaching strategies that promote an interactive, reflective classroom in which teacher and learners interact to co-create clinical application.
References:


