

# Reflective Practice

An introductory toolkit for Scotland's  
Health and Social Care Workforce.



# Contents



Introduction	1
Who is this toolkit for?	1
What is Reflective Practice?	1
Why are Reflective Practice groups important?	2
What format does Reflective Practice take?	3
Is Reflective Practice right for me?	4
What issues are you looking to address with Reflective Practice groups?	5
What Reflective Practice opportunities are currently available to your staff?	5
Do you have the necessary resources to provide Reflective Practice groups?	6
What do I need to provide Reflective Practice? – The Essential Elements	7
Essential Element 1: Understanding	8
Essential Element 2: Buy-in	9
Essential Element 3: Protected time	9
Essential Element 4: A physically and psychologically safe space	10
Essential Element 5: Experienced facilitation	11
Ingredients of <i>your</i> Reflective Practice groups	12
Should the facilitator be internal or external?	13-14
Is attendance voluntary or mandatory?	15
Which staff groups should be invited?	16
Should group sessions be structured or not?	17
When should the groups be scheduled?	17
Can different people join or is group membership fixed?	18
Approaches and Models	19
Approaches to Reflective Practice	20
Balint Groups	20
Psychodynamic Reflective Practice Groups	20
Values Based Reflective Practice	21
Schwartz Rounds	21
Reflective Practice Models	22
Gibb's Reflective Cycle	23
Driscoll's What? So what? What now?	24
Integrated Reflective Cycle	25
Measuring the impact of Reflective Practice	26-28
Acknowledgements	29
References	30-31

# Introduction

## Who is this toolkit for?

Welcome to this Reflective Practice Introductory Toolkit. This toolkit has been developed by the National Wellbeing Hub to support individuals and teams from all departments and organisations across the Health and Social Care sectors in Scotland in planning and delivering Reflective Practice groups.

This toolkit is intended for anyone working within Health and Social Care in Scotland who has an interest in Reflective Practice or is considering implementing Reflective Practice within their organisation, service or team. It provides an introductory overview of group Reflective Practice and some considerations to be made prior to implementing it.

## What is Reflective Practice?

In simple terms, Reflective Practice is the process of actively considering experiences in the workplace to identify why things may have gone well or badly, and the personal impact they may have had. Often these experiences relate to the relationships that exist within the workplace, be it the relationships built between staff members and their service users or the inter-team dynamics which play out between colleagues. It is undertaken in many professions but can be particularly useful for those working across the Health and Social Care sectors due to the central role which relationships play in the delivery of care.

Reflective Practice provides staff members with an opportunity for continued learning, allowing them to consider situations they have experienced in their work; to explore positive outcomes they wish to replicate or negative outcomes they wish to avoid in future, thus improving the quality of service they are involved in delivering. In addition, it can offer staff the opportunity to explore the relationship dynamics involved in delivering care and how these impact on them at work, as well as the impact these dynamics have on those they are providing care for. Recognising the impact that the emotional labour involved in delivering care may have, can help to mitigate against this impact, and understanding and learning from the relational dynamics involved in delivering care can help individuals, teams and organisations remain connected to highly competent practice.

## Why are Reflective Practice groups important?

Reflective Practice groups provide staff members with a safe space to come together and explore issues they're facing at work. It allows them to share learning and understand the perspectives of others. The two overarching aims of this are to enhance the level of care being delivered and to reduce levels of work-related stress. Work-related stress and burnout are significant issues amongst health and social care staff<sup>[1]</sup> and Reflective Practice is one mechanism through which this may be addressed.

Reflective Practice groups have been associated with a number of benefits. They can lead to better communication between staff as well as between staff and service users, improving team functioning and creating environments where individuals feel valued, respected and supported<sup>[2] [3] [4]</sup>. Additionally, they can help staff to process the emotional aspects of their work and reduce the impact it may have on them, enhancing their resilience as a result<sup>[5] [3]</sup>. Reflective practice groups may improve the level of satisfaction staff members experience through the delivery of compassionate care, thereby enhancing the quality of care provided while reducing the potential emotional burden of providing care<sup>[6]</sup>.

Reflective Practice groups can improve staff member's ability to manage the challenges they face at work, providing opportunity for both personal and professional development, and helping staff bridge the gap between theory and practice<sup>[7] [8] [9]</sup>. Further, they have been shown to enhance wellbeing, improve empathy, increase confidence, reduce isolation, and allow people to take comfort from the knowledge that they are not alone in their experiences<sup>[9] [10] [11]</sup>.

## What format does Reflective Practice take?

Reflective Practice can be delivered in a number of formats which may be broadly broken down into individual reflection and group reflection.

Individual reflection, as the name suggests, is carried out alone. It can be structured or flexible. The individual may want to answer a set of questions which allows them to reflect in a focused way or they may prefer writing a journal about their day or about specific experiences within the day. Individual reflection may be something you keep private for your own personal development, or it may be something you are asked to share with a supervisor or line manager as part of your professional development. For some professions this will be a prerequisite of your professional registration.

Group reflection allows staff to share knowledge and experiences and explore events from a number of perspectives, providing learning opportunities which would not be present when reflecting alone. In some cases, groups will include only staff from a specific profession or specialism, while others will be open to a full clinical or professional team. Others still may also be open to administrative or ancillary staff members. As was the case with individual reflection, group reflection may be structured and follow a given model or framework, or it may be a flexible, open discussion built around issues salient to those present at that time. For the purpose of this toolkit, we will only be discussing group-based Reflective Practice.

Reflective Practice can take one of a number of guises. It may be referred to simply as Reflective Practice, or it may be termed something slightly different such as reflective supervision. Other times, the core reflective elements of Reflective Practice may be embedded within alternative forms of clinical or professional supervision, or within one-to-one coaching or mentoring systems. The important takeaway from this is that just because you may not currently be providing your staff with explicitly labelled “Reflective Practice” does not necessarily mean that you are not providing them with opportunities to engage in reflection on their practice. We invite you to keep this in mind when reviewing the subsequent *Is Reflective Practice right for me?* section of this toolkit.

# Is Reflective Practice right for me?



Reflective Practice groups can be a greatly beneficial endeavour and may be of particular value to those working in Health and Social Care. However, they are not always the solution to problems being faced and it is important to recognise the situations where Reflective Practice may or may not be an appropriate intervention. In this section, we present you with three questions that we encourage you to answer in order to determine whether Reflective Practice may meet the needs of your service.

## Questions

- What issues are you looking to address with Reflective Practice groups?
- What Reflective Practice opportunities are currently available to your staff?
- Do you have the necessary resources to provide Reflective Practice groups?

# Is Reflective Practice right for me?



## What issues are you looking to address with Reflective Practice groups?

It is important to be clear on the types of issues which Reflective Practice might address and the types it will not address. If staff are primarily faced with organisational challenges, such as understaffing, poor working conditions or shift patterns, Reflective Practice is not the right intervention to resolve these. However, if staff are primarily faced with operational challenges, such as job stress, poor communication or complex team dynamics, then Reflective Practice may be an appropriate intervention to use to try to resolve these issues.

## What Reflective Practice opportunities are currently available to your staff?

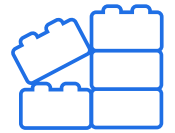
As mentioned previously, 'Reflective Practice Groups' are one vehicle through which staff can reflect on their experiences. While you may not currently be providing these to staff, you may be providing alternative Reflective Practice opportunities. Before beginning the journey towards delivering Reflective Practice groups, consideration should be given to what alternative formal reflective opportunities staff have, whether these are adequate to meet the needs of your staff and identify what additional benefits may be achieved through the provision of formal Reflective Practice groups.

## Do you have the necessary resources to provide Reflective Practice groups?

The following section of this toolkit will detail a number of elements which we consider to be essential to the successful delivery of Reflective Practice groups. These are largely factors which an organisation is advised to have available or in-place ahead of beginning their Reflective Practice journey and it is important to determine in advance whether these may feasibly be provided. Key among these is a facilitator skilled in the delivery of Reflective Practice groups, a quiet and private space available to be used to house the group sessions, and protected time for staff to attend the group sessions, which may require cover or remuneration to be provided. Whilst we encourage people to pursue and benefit from Reflective Practice, we do also encourage a realistic approach in order for it to be delivered within appropriate conditions to be helpful and sustainable.



# What do I need to provide Reflective Practice?



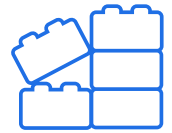
There are a number of elements which are considered essential to the successful delivery of Reflective Practice.

In this section we will provide an overview of these.

## Essential Elements

1. Understanding
2. Buy-in
3. Protected time
4. Safe space
5. Facilitation

# What do I need to provide Reflective Practice?



## Essential Element 1: Understanding

It is vital that staff have a good understanding of what Reflective Practice is, what is involved in Reflective Practice group sessions, what the expectations are for those who attend, what the expected benefits of attending are, as well as the limitations or parameters of those benefits. Research tells us that the more people know about each of these, the more likely they are to engage with and benefit from the process<sup>[12]</sup>. It is important to remember that staff members may have had previous experiences of other types of supervision or other forms of staff meetings which may not have been entirely helpful to them, and so there may need to be clear communication of where Reflective Practice differs from those experiences.

Remember that it is normal for people to be hesitant about the idea of being open and honest in a group setting, particularly when discussing experiences at work with those they work alongside. They may feel that they are being asked to apportion blame to those they work alongside or beneath, or even to themselves, for things that have gone wrong. Indeed, the idea of discussing difficulties they are experiencing with those they provide care for may feel like an inherently uncaring thing to do.

The more staff understand the purpose and process of Reflective Practice groups, the better placed they will be to engage with them, and thereby should benefit most from them.

## Essential Element 2: Buy-in

Buy-in from senior management demonstrates an organisational commitment to wellbeing and staff Reflective Practice<sup>[13]</sup>. This can be huge in encouraging people to attend, engage with, and make use of Reflective Practice groups. This messaging tells staff that this is something they should be involved with, and it tells managers that it is something they should be encouraging their team members to be involved with. Beyond that, it tells staff and managers that this is something they will be supported in being involved with.

Senior buy-in is additionally crucial to the successful running of Reflective Practice groups due to their ability to support in the provision of some of the practicalities required to deliver groups. As we will come on to discuss, in order to run Reflective Practice groups, a quiet, private space, ideally away from the normal working environment, is needed to host group sessions, and protected staff time is needed to ensure staff can attend regularly. In order to provide such practicalities, it will be beneficial to have the support of senior staff within your organisation.

## Essential Element 3: Protected time

Staff need to have protected time to attend Reflective Practice group sessions. Where groups are being run during working hours, cover should be arranged to allow, as far as possible, for groups to run uninterrupted and staff to attend as many sessions as possible. Where it is not feasible to hold groups during the normal working hours of attendees, staff should ideally be remunerated if attending during time off as this time spent is a professional activity.

Additional considerations may need to be made ahead of time for staff working different shift patterns. It is normal in such situations for different staff members to attend session by session and so group timings should aim to accommodate this as needed.

## Essential Element 4: A physically and psychologically safe space

A quiet, private space away from distractions is important in setting the appropriate tone within which to hold Reflective Practice sessions<sup>[14]</sup>. The space can play a key role in reminding staff that this is not a standard team meeting. They will likely experience greater benefit when their full attention can be in the sessions rather than it being split between the session and potential interruptions such as being called away to perform work duties<sup>[10]</sup>.

The physical attributes of the space are important, but attendees must feel psychologically safe there as well as physically comfortable. To facilitate the type of open and honest discussions which will form the core of any successful Reflective Practice group, group members must feel that they are in a psychologically safe space, that they can be honest in voicing their views on dynamics and experiences within their team without fear of repercussions. The group facilitator will play a key role in developing this sense of safety among group members. So too will existing team dynamics. Teams who trust and support one another should more easily develop this sense of group safety, and so consider where Reflective Practice fits within broader aims of creating welcoming inclusive workplace cultures that are supportive of staff wellbeing.

## Essential Element 5: Experienced facilitation

One of the most vital components of any successful Reflective Practice group is the group facilitator. The facilitator guides the discussions, sets the tone, and ultimately facilitates reflective learning from the group<sup>[15]</sup>. As we will come on to discuss, there are decisions to be made with regards to who takes on the role of facilitator, chiefly whether this individual is internal or external to your organisation. However, this is arguably of less consequence than the characteristics the facilitator possesses.

The group facilitator needs to maintain a neutral, democratic stance, encouraging reflective discussions free of criticism or recrimination, without necessarily providing explicit credence to the views being shared. They should be supportive and non-judgemental, able to generate discussion and ensure this discussion remains on-topic throughout. Ultimately, they will be responsible for engendering feelings of trust and psychological safety amongst and between group members.

The facilitator should engage with the referring service in advance: meet with the team and perhaps attend some team meetings if possible. This provides an opportunity to get to know the team and understand a little about the dynamics between them. It also gives staff the opportunity to get to know the facilitator and better understand what Reflective Practice is. This is the time to provide staff with that understanding we spoke about earlier, and to respond to any concerns or questions they may have.

# Ingredients of your Reflective Practice groups



The above elements may be considered essential to the delivery of successful Reflective Practice groups. These elements provide the frame, or context, surrounding Reflective Practice groups. Within this frame a number of decisions need to be made as to the specific set-up of your Reflective Practice group. These may be thought of as ingredients which can be added in different combinations to best fit your needs. This section of the toolkit covers these ingredients.

Currently, the evidence base does not allow for the selection of one single version of Reflective Practice groups which may be held up as the gold standard. For this reason, we do not aim to be prescriptive with regards to the details of how Reflective Practice groups should look within your organisation or your team. Rather, we intend to present the options and some strengths and limitations of each to allow you to make informed decisions about the form of Reflective Practice that will be most suitable for your needs.

## Ingredients

- Should the facilitator be internal or external?
- Is attendance voluntary or mandatory?
- Which staff groups should be invited?
- Should group sessions be structured or not?
- When should the groups be scheduled?
- Can different people join or is group membership fixed?

# Ingredients of your Reflective Practice groups



## Should the facilitator be internal or external?

As spoken about in the previous section, group facilitation is an essential element of Reflective Practice groups. An experienced facilitator will aid in generating discussion among the group, keeping the discussion on-topic, and ensuring reflective elements are drawn out. They will also engender a sense of trust and safety among those present. The key consideration to be made here is whether to use an internal facilitator from within your organisation who is known to the team, or an external facilitator coming from either an external provider or a separate part of your wider organisation.

First, some potential benefits of employing an internal facilitator. The facilitator being known to staff may help the group feel more comfortable or at ease initially, which could lead to more meaningful and honest reflection. They may be better placed to understand service pressures as well as organisational or team dynamics which allow them to guide discussions from a more informed starting point. However, there are limitations to using an internal facilitator.

Although they may be known to the group, it should not be assumed that they are necessarily well liked or trusted by the group. If they have a managerial role, their presence as de facto leader of the Reflective Practice group may serve to reinforce power dynamics within the team and stunt discussion rather than encouraging it. You should also consider whether there may be any role conflict between the facilitator being part of the team while also encouraging reflection among the team. Similarly, you should consider whether there are any concerns around confidentiality within the group – is there a risk that staff may consider the group is being used to mine for problems within the team?

Now considering benefits of using an external facilitator. Perhaps most importantly, an external facilitator has the ability to hold something of an outsider position to the group, allowing them to remain somewhat separate from the issues being raised and reinforcing their neutral stance. An external facilitator should be able to bring with them additional perspectives on the issues under discussion, while their neutral stance should be helpful in encouraging open discussion and reinforce the idea of this being a psychologically safe space.

*[Continued on next page]*

One thing to consider when bringing in an external facilitator is to understand if and what the cost attached to this may be. Although, it is worth keeping in mind that when we talk about external facilitators, we are identifying people who are external to the team seeking Reflective Practice. In smaller organisations this may necessitate the facilitator being external to the organisation with a fee attached to this, but in larger organisations it may be possible to make use of someone already employed but who is external to the team. It may be worth considering psychology or psychiatry, or organisational development colleagues within your organisation who may have the relevant skills and experience to facilitate Reflective Practice groups, or who may be able to advise on avenues to identify potential facilitators.



## Is attendance voluntary or mandatory?

Generally speaking, the intention of Reflective Practice groups is to bring together a staff team in order to support shared learning. It may be advantageous then to have engagement from the full team, as this should allow for the learning generated in the groups to percolate through the most people. That being said, attendance does not necessarily equate to engagement. Indeed, there may be situations where the attendance of those disengaged from the process may be detrimental to those with a genuine appetite for reflective learning. There is a consideration to be made therefore as to whether to mandate attendance or allow for this to remain voluntary.

You will need to decide where the balance lies between supporting people's right to choose whether to participate in Reflective Practice groups, and the potential value to your service of a more reflective workforce. Would you prefer: to enforce attendance in the hope that those who may not have chosen to attend gain something from the group, but with the risk that other groups members benefit less as a result of disengaged colleagues being brought in; or to allow people unlikely to engage to opt out in the hope that those who do attend benefit more from doing so?

Where attendance is voluntary, it may be expected that those who attend are those who are engaged, and therefore most likely to benefit from the sessions. Allowing people to make that choice should mean that those attending are comfortable with open and honest reflection. You may in turn see a more consistent improvement amongst those who take part than you otherwise would have. You may also find that you have some enthusiastic early adopters and word of mouth encourages those who do not initially feel inclined or psychologically safe enough to engage with the groups, to become more familiar with the idea and opt in at a later point.

The risk with this approach is that you may end up with smaller numbers of people joining the groups. For Reflective Practice groups to be a success, it is key for there to be an adequate number and mix of voices in the room. It is possible that when given the choice, people will simply not attend. Should you wish to evaluate the impact of the Reflective Practice groups, the self-selecting nature of your sample in this case, would need to be acknowledged.

Mandating attendance should result in maximum attendance, in turn providing the potential for the highest number of people to benefit from the Reflective Practice process. And so, this may be appropriate where your key concern is maximising attendance. However, enforced attendance is unlikely to engender the type of safe and supportive environment required for successful Reflective Practice. As such, while you may enhance the number of voices in the room, you may conversely detract from the value of any discussions therein.

The question of voluntary or mandatory involvement will be individual and team specific depending on what you are seeking to improve through group reflection. It may be best to consider this question with your wider team as opposed to deciding for them.

## Which staff groups should be invited?

There is no hard and fast rule for which staff members should be included in Reflective Practice groups. Some will bring together full teams, including clinical/professional, administrative and ancillary staff, others will bring together only the clinical or professional team, while others still may bring together staff from a shared profession but who work in different teams and may not have met beyond the group. Groups may be comprised of a single team, multiple teams from a single organisation, or individuals spread across multiple organisations. Within this, you may look to include non-managerial staff only or staff from the full gamut of seniorities.

Your decision as to who should be invited to take part in your Reflective Practice group may come down to the modality which you are using. For example, Psychodynamic Reflective Practice groups would tend to be open to all members of a clinical team regardless of profession or level of seniority, while approaches in the Balint Group would tend to be open only to smaller subsets within the team (see below).

Inviting a homogenous staff group of those from a single discipline or team may enhance the commonality of experiences discussed and the relatability of reflections being made. While not including managers in the group may allow attendees to feel more psychologically safe, to reduce concerns about possible recriminations for comments made, as well as to feel less that they are being observed or critiqued for their performance or competency. For some individuals or professional groups, it may be that a group that is context or role specific but with members attending from different organisations may be advantageous. Although consideration should be given to logistical issues which this may present.

Conversely, the inclusion of all staff may be viewed as empowering by those in lower-seniority roles, giving as it does equal value to their experiences. Additionally, the attendance of senior staff, demonstrating their willingness to engage and be reflective may provide encouragement to others to follow suit while also increasing the awareness of reflection and well-being across staff groups. In terms of what is gained from the group, it may be beneficial to have a mix of experience within Reflective Practice groups such that novice learners may benefit from reflecting with more experienced peers.

## Should group sessions be structured or not?

Some approaches to Reflective Practice are inherently quite structured, with group sessions following a standardised format. Others are more freeform and based on the wants and needs of those in attendance. As was the case with group membership, the structure of the sessions may largely be determined by the modality being used.

The benefit to following a set structure is that it can provide a focus to the group discussion, giving attendees something tangible to return to when making reflections. It may also help in generating discussion among groups who feel hesitant or unsure of what to talk about. This may be of particular use to novice learners who may require more guidance in the practicalities of taking part.

Conversely, having less structure may allow for a more organic discussion to be had, with it being more freely guided by the unique experiences of those in the room. In this case, the skill of the facilitator is vital in instigating and prolonging reflective discussion. This approach may be more appropriate to those with more experience in taking part in Reflective Practice who have a clearer picture of the expectations and parameters of the group.

We cover a few frameworks which can be used to structure Reflective Practice group sessions in the Approaches and Models section below.

## When should the groups be scheduled?

Further considerations will need to be made around the scheduling of the groups, such as whether you intend to schedule sessions in advance or whether you will allow them to run relatively ad hoc, whether they will always be scheduled for the same time and day, how often you want them to occur, and how many sessions will be provided.

For some of these, there will likely be pragmatic answers. For example, if the funding you have available covers a set number of sessions, then that is probably the number that will be run. For others, you will need to look at what is going to fit best in your organisation or service and for your staff.

The scheduling of sessions ahead of time allows staff members to identify whether they will have the capacity to make adequate use of the groups, it also allows them to block out protected time to ensure they can attend. Running sessions on a regular schedule at a set time on a set day may work well for some but not for others, and particular thought may need to be given to those teams with shift patterns. In this case it is normal for different people to attend week by week.

## Can different people join or is group membership fixed?

In some instances, Reflective Practice groups are run as open groups where different staff members may attend week by week. This may be beneficial in allowing a broader scope of staff to attend some, if not all, of the sessions. In other cases, group membership is closed, with the same people expected to attend each session and no new members permitted to join, or new members only permitted to join if and when an existing member leaves the group.

Open group membership allows for attendance from people who may not be able to commit to attending every session, as well as for those on shift patterns who may not be on-site during every session. It should be borne in mind though that groups may be delivered face-to-face or online, and so staff being off-site does not need to present the barrier to inclusion it may previously have. Closed group membership may preclude some staff members from attending but may also help foster a closer bond between those who do attend, elevating the depth of benefit they experience from the groups. As was the case with group scheduling, the decision made here may require pragmatism.

# Approaches and Models



As discussed in an earlier section, there is no one single way to do Reflective Practice. It may be done individually, in one-to-ones, or in groups, it may be done in writing or through discourse, it may be completed as a standalone entity or incorporated into something else such as supervision or coaching. Similarly, within Reflective Practice groups, there is no one single structure or approach which should be used. There are multiple modalities which may or may not be employed, and which will involve different combinations of the ingredients outlined previously.

In this section, we introduce a few overarching approaches to Reflective Practice which you may wish to consider, as well as some Reflective Practice models or frameworks which may be used to provide structure to Reflective Practice group discussions. For clarity, these lists should not be considered exhaustive, our intention here is to simply introduce the reader to some of the options which are out there and in use, to further boost their understanding of how Reflective Practice *may* look.

## Approaches

- Balint Groups
- Psychodynamic Reflective Practice Groups
- Values Based Reflective Practice
- Schwartz Rounds

## Models

- Gibb's Reflective Cycle
- Driscoll's What? So what? What now?
- Integrated Reflective Cycle

# Approaches to Reflective Practice



The approaches to Reflective Practice largely represent 'off-the-shelf' methods for the delivery of reflective practice groups. Each of these follows its own theoretical underpinnings and involves facilitation from a practitioner experienced in facilitating the given approach, following protocols specific to that approach.

## Balint Groups

Balint Groups are most commonly used with doctors, either doctors established in practice or doctors in training. The groups are led by facilitators specifically trained in the Balint method and these could be doctors or mental health professionals. Group membership tends to remain fairly fixed to allow staff to get to know each other and get used to working together. Sessions last for one hour and follow a set structure with one group member presenting a case which is of particular concern to them, followed by a group discussion around this case.

For further information on Balint Groups, [follow this link](#).

## Psychodynamic Reflective Practice Groups

Psychodynamic Reflective Practice Groups bring together a full clinical team, with a focus on exploring relational dynamics between staff members and between staff and service users. These groups have evolved from the Balint Group tradition, with one key difference being they tend to include staff from a single team whereas Balint groups may combine staff from multiple teams. Psychodynamic Reflective Practice Groups do not follow a rigid structure, instead seeking to provide an open space for honest reflection.

For further information on Psychodynamic Reflective Practice, [follow this link](#).

## Values Based Reflective Practice

Values Based Reflective Practice (VBRP) has been developed by NHS Education for Scotland and is of particular relevance to the Health and Social Care workforce. It is delivered by trained VBRP facilitators in the local professional setting and aims to support staff in enhancing the level of care they deliver. Sessions are structured such that one group member presents a scenario they would like to discuss, and the group then discuss this with the presenter. At the conclusion of each session, attendees are asked to identify one specific element from the discussion which has resonance with them and their practice.

For further information on Values Based Reflective Practice, [follow this link](#).

## Schwartz Rounds

Schwartz Rounds provide a structured setting for clinical and non-clinical staff members to regularly discuss emotional and social aspects of delivering care. The Rounds aim to explore the challenges involved in delivering care but are not intended to solve problems or delve into the clinical aspects of care delivery. They are structured around a panel discussion where three staff members (the panel) share their experiences. A facilitator-led open discussion follows, with attendees asked to share thoughts and reflections on the panel's experiences.

For further information on Schwartz Rounds, [follow this link](#).

# Reflective Practice Models



The Reflective Practice Models presented here represent structures which may be used within Reflective Practice group sessions in order to provide some guidance for participants to follow when reflecting. Each may be equally applicable to use in individual reflection as well as group reflection. These models may be useful for novice facilitators, not aligned to one of the above approaches, helping them to guide reflective discussion. Those we cover here are relatively simple models which avoid delving with great depth into critical analysis, and so may be of particular use to those new to Reflective Practice.

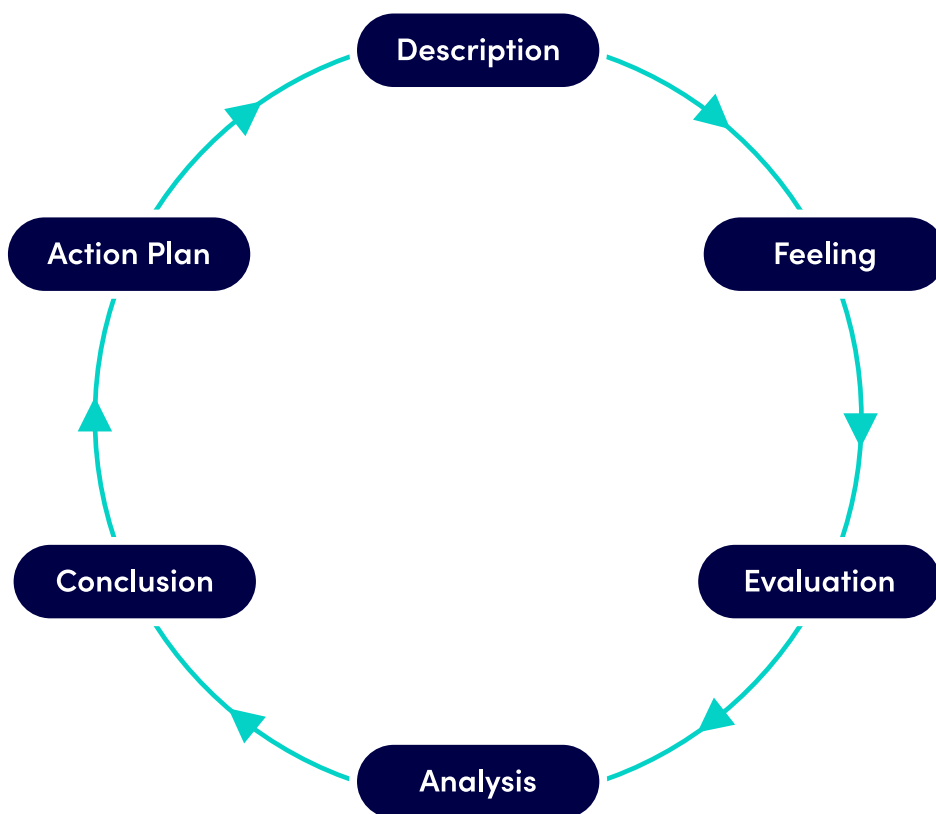
It should be acknowledged that for some, a structured model will enhance their reflective experience while others may feel constrained by it.

For further information on each of these models, [follow this link](#).



## Gibbs' Reflective Cycle

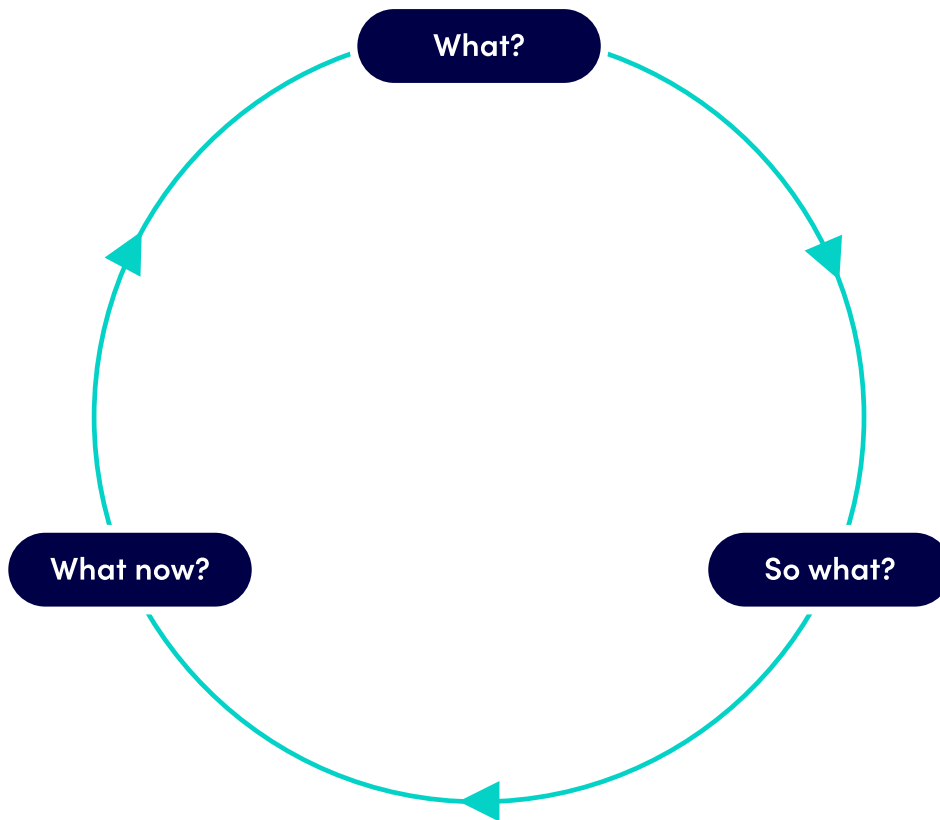
Gibb's Reflective Cycle<sup>[16]</sup> is perhaps the most commonly presented Reflective Practice model. It guides the learner through six stages, helping them to think their way methodically through an experience by describing the experience, considering their thoughts and feelings about the experience, evaluating the good and bad points of the experience, making sense of the situation, concluding what they have learned, and formulating an action plan for similar future situations.



Gibbs' Reflective Cycle - Diagram

## Driscoll's What? So what? What now?

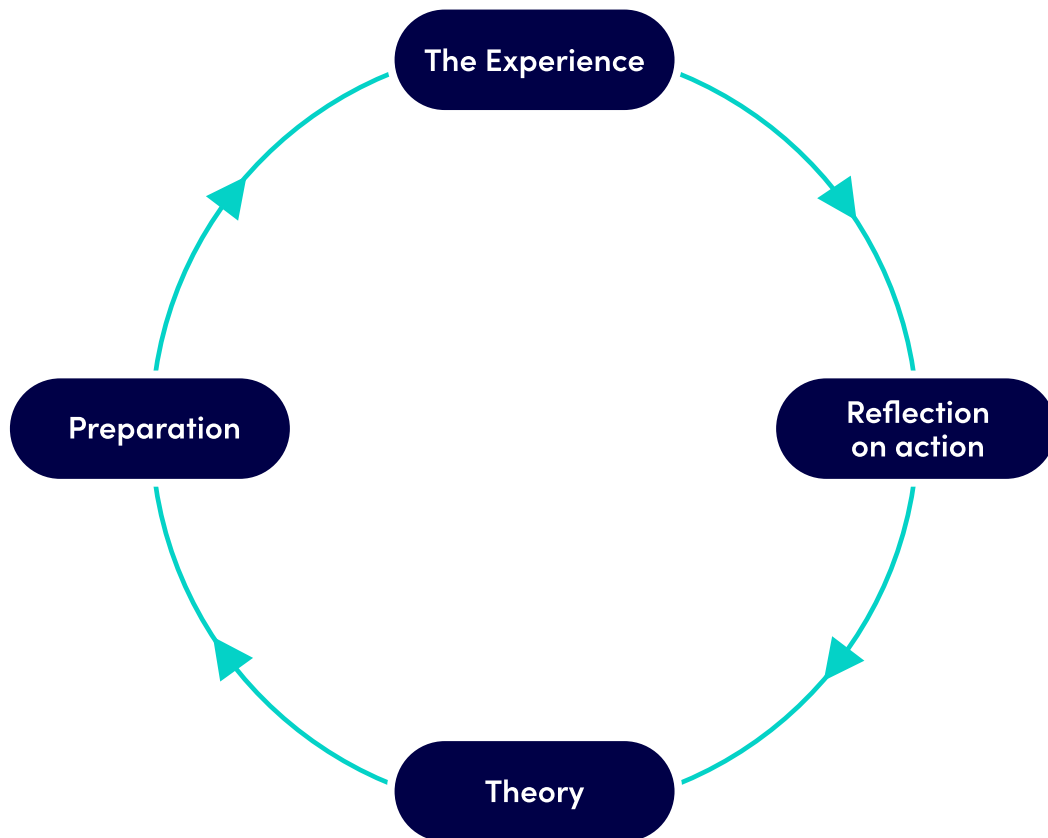
One of the simplest reflective frameworks, Driscoll's What? So what? What now? model<sup>[17]</sup> moves you through three reflective stages, encouraging you to think about an experience, the implications of this experience, and what those implications may mean for the future. Such a simple three-question framework allows this model to be adopted with ease by those new to Reflective Practice, however this simplicity may also serve to limit the depth of reflection engaged in.



Driscoll's What? So what? What now? - Diagram

## Integrated Reflective Cycle

The Integrated Reflective Cycle<sup>[18]</sup> guides exploration and learning through four stages of Experience, Reflection on Action, Theory and Preparation. It encourages the learner to both reflect on the experience in question, including their intentions, any assumptions made and consequences for themselves and others, as well as integrating this reflection with their existing theoretical or professional knowledge to help develop strategies for future reflection.



Integrated Reflective Cycle - Diagram

# Measuring the impact of Reflective Practice



Should you decide to go ahead and implement Reflective Practice groups for your staff, we would encourage you to evaluate the impact that these have on those who attend, and ideally on your service delivery or patient/client experience too where possible. Previous research has identified a number of beneficial outcomes of Reflective Practice groups. We noted some of these in the earlier *Why are Reflective Practice groups important?* section of this toolkit, and these may serve as inspiration when considering what factors you want to measure.

There is currently a predominance of qualitative evidence for the benefits of Reflective Practice and while we value the findings drawn from these and the depth of understanding they provide in relation to the experiences of those attending Reflective Practice groups, we would encourage the collection of additional quantitative evidence to further bolster our understanding of the impact of these groups.

In this section we list some self-report questionnaire measures which may be of use in exploring the impact of your Reflective Practice group(s). These should not be considered the only options available to you, it is important to consider the issues that you are seeking to address through Reflective Practice groups and identifying measures which align to these.

## Measures

- Warwick-Edinburgh Mental Wellbeing Scale
- Professional Quality of Life - ProQOL
- Psychological Safety Scale
- General Self-Efficacy Scale
- Erlangen Team Cohesion at Work Scale
- The Reflective Practice Questionnaire

# Measuring the impact of Reflective Practice



## Warwick-Edinburgh Mental Wellbeing Scale

The Warwick-Edinburgh Mental Wellbeing Scale<sup>[19]</sup> is a 14-item self-report questionnaire which explores mental wellbeing, covering both feeling and functioning aspects.

You can find more information on the scale by [following this link](#).

## Professional Quality of Life - ProQOL

The Professional Quality of Life<sup>[20]</sup> is a 30-item self-report questionnaire intended to be used by those working in “helping” roles such as health and social care professionals. It explores the impact of the role through compassion satisfaction (the pleasure derived from performing the role), burnout and secondary traumatic stress.

You can find more information on the scale by [following this link](#).

## Psychological Safety Scale

The Psychological Safety Scale<sup>[21]</sup> is a seven-item self-report questionnaire which explores individual’s feelings of psychological safety in relation to the team they work within.

You can find information on the scale by [following this link](#).

## General Self-Efficacy Scale

The General Self-Efficacy Scale<sup>[22]</sup> is an 8-item self-report questionnaire exploring perceived self-efficacy – the extent to which an individual believes they have the capacity to perform the necessary behaviours to achieve a given goal.

You can find more information on the scale by [following this link](#).

## Erlangen Team Cohesion at Work Scale

The Erlangen Team Cohesion at Work Scale<sup>[23]</sup> is a 13-item self-report questionnaire exploring team cohesion – the strength and extend of interpersonal connections among team members.

You can find more information on the scale by [following this link](#).

## The Reflective Practice Questionnaire

The Reflective Practice Questionnaire<sup>[24]</sup> is a 40-item questionnaire exploring self-rated reflective capacity, with reflective capacity referring to the ability, desire and tendency to engage in reflective thought. The RPQ includes 7 subscales within it covering different aspects of reflective capacity, such as self-appraisal, desire for improvement, confidence in communication, and being reflective with others.

You can find more information on the scale by [following this link](#).

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