A manual on "How to work in reflective teams" based on Danish experiences. *)

What is a reflecting team?
A reflective team consists of 7-10 professionals with practical experiences within the topic. The set-up is to make these practitioners reflect over their knowledge and experiences.

The environmental setting?
A reassuring, comfortable environment is essential. Without a secure setting the intentions will not be met in this kind of training.

What are the roles?
The participants of the team are given a role each. The roles shift from session to session

The roles are:
- a case-holder
- an interviewer
- a reflecting group of three persons
- a timekeeper
- one or more process observer.

If only 6 persons are present the timer keeper will also function as process observer.

What is the focus of the team?
The focus of a reflecting team is the "case-holder" and the "interviewer".
They are assisted by a reflecting group of three persons.

How does the session run?
The session is led by the "time-keeper" who observes the process.
The point of departure in the case is a so-called "critical incident": A positive or negative event which made an impression on the case-holder.
Before the session the case-holder has found such an experience and written it down.
In the session he tells the interviewer about his experience. The interviewer can pose a few questions to stimulate the reflection of the case-holder.

The reflective group listens and comments on the interview, when the time-keeper allows the group. But it shall not be an intervention. The reflecting group does not address the two in focus, but they discuss their thoughts generated during the interview they just heard.
The interviewer and the case-holder listen to this discussion in the reflecting group and get ideas for the further interview.
There is a structured time table but the time keeper is allowed to extend or shorten down the interval if suitable.

What is a critical incidence?

The so called "critical incident" is a case or situation, which surprised you in a positive or negative way. A situation different from the routine cases, that in some way made you think or even change perception. Beginning a discussion with such an event opens for the possibility to uncover your own and your colleagues' practical knowledge and non-verbalised strategies in order to strengthen them.

In these sessions we will look at events, related to tutoring. It is not mandatory to bring your own cases but it is advisable, because it gives you the chance to discuss difficult matters with competent colleagues.

It is important to remember, that the sessions are NOT supervision or therapeutic set-ups. The interviewer is not expected to go into in-depth analysis of the case-holder's story, but has instead to stimulate the reflection of the case-holder. In order to make him understand and realise the "problem(s)" in the case, or put in another way, help clarifying "what this is a case about".

During a session it is very common, that the problem is redefined several times, indicating a developed deeper understanding by the case-holder.

Time table of a session

- The case holder presents his case **5-10 minutes.**
- The interviewer asks questions/conducts a dialog in order to stimulate reflection and define "what is this a case of?" **5-10 minutes**.
- The reflecting group discusses, what they have heard, and what thoughts and considerations it has generated. **5 - 10 minutes**.
- The case-holder and the interviewer continue their discussion/dialog, using ideas gained from listening to the reflection group. **5 - 10 minutes.**
- Such a process with shifts between the caseholder/interviewer discussion and the reflective teams discussions continues a number of times until the timekeeper finds the topics have been thoroughly debated. **15-20 minutes**
- The case-holder and the interviewer end their dialog. **3 minutes**
- The interviewer gives his ending remarks. **1 minute**
- The case-holder gives his conclusions and impressions from the session.

- The time keeper / process observer comment(s) on the process but NOT on the content, which is finished by the case-holder's ending remarks. The rest of the team is allowed to comment but again ONLY on the process. If relevant the trainer can add feedback concerning the session process

- The case-holder is asked if he has anything to add. (He ends the session)

- Everybody rise and change position/change chairs or walk to another room. It is necessary with some physical activity to underline, that the sessions is over.

*) This manual is a translation of the manual used by the Danish supervision group XL, the document as in a similar form been used at several workshops and as an appendix in a master thesis Kjaer NK, Tulinus C, Learning in General Practice, the MHPE programme. 2003 Maastricht University.