



A Global Collaboration: Implementing Reflective Practice with Thai Educators

Gwen Sherwood, PhD, RN, FAAN, ANEF
University of North Carolina at Chapel Hill, Chapel Hill, NC, USA

Benjaporn Tippayaphalapholgul, RN, MSC
Thai Education Technical Officer Senior Professional Level

Piriyalux Sirisupluxana, RN, MSN, PhD
Boromarajonani College of Nursing Bangkok

HOW we teach is as important as WHAT we teach.

- Changes in practice are changing ways that we teach for more interactive approaches to engage learners
- Reflective practice is professional development tool as well as an evidence based pedagogy that engages learners in active learning; they sift through what they know (evidence) within the context of a given situation, therefore, learning becomes contextual.



Project coordinated by the Thai Ministry of Public Health

- 7 year global collaboration with nursing schools across Thailand
- Each year selected cohort of educators traveled to Chapel Hill, NC
- 3 week experiential education offering on reflective practice
 - goals for integrating reflective practice into Thai nursing



Design

- Based on basic to applied principles and concepts of reflective practice
- Guided by experiential learning activities
 - frameworks and models as foundation to reflective practice
 - using aesthetics to develop emotional intelligence for improving awareness of self, others and context
 - testing interactive pedagogies such as creating case studies and applying to clinical problems based on quality and safety competency development
 - committing to personal action plan for implementation in Thailand.



Methods

Portfolio: Reflective strategies used in the course and including case studies faculty developed and presented so each faculty had five case studies for their take home portfolio.

Content analysis of participants' Action Plans

What/ So What/Now What?

- **What** has this three week experience meant to me?
- **So What** is the impact of reflective practice in my work?
- **Now What** do I do when I return home?

What So What Now What: Commitment to the Future

A reflective framework: Acting purposefully to achieve change





| Commitment to Action | My Plan for Achieving Change |
|--|-------------------------------------|
| What is something I want to change in my daily work? How can I think differently about the work I do? | |
| Who will be impacted by the change I make? | |
| What do I need to make the change? Do I have the tools? | |
| What are the driving forces to achieve change and how will they help? What challenges will I encounter and how will I manage? | |
| How will I measure success? | |

Results

157 faculty in 7 cohorts (ranging 14-26 per cohort)

Portfolio of teaching strategies and resources for implementation

4 themes of Action Plans:

- Implement narrative pedagogy to transform their teaching,
- Integrate quality and safety competencies,
- Reframe learner assessment strategies, and
- Design faculty development as train the trainer to further develop reflective educators.

Conclusion and recommendations

- Reflective practice is a universal strategy to further develop quality safe care, and adds to satisfaction in nursing.
- Global partnerships further develop nursing education through bidirectional learning
 - Course instructors gained experience working with English second language learners and expanded cultural understanding.

