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# Development programme for reflective discussion leaders

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## 1. What is a reflective discussion leader?

A reflective discussion leader is a member of staff who has been trained to lead informal sessions of structured reflection in the workplace to help other colleagues address issues arising from work activity and deepen their understanding of care work.

## 2. Background to Project ArbetSam

ArbetSam started on 1 February 2011 and ran to 31 December 2013. The project was financed by the European social fund and led the Stockholm County municipality of Lidingö, in cooperation with the Stockholm Gerontology Research Center. Some 75 different local authority and private care provider workplaces participated in ArbetSam.

ArbetSam aimed to help staff in elderly care and care for people with disabilities develop their skills to strengthen their position in the labour market. The project set out to develop methods of workplace learning and language development. ArbetSam drew on the work and results of several previous projects, in particular SpråkSam (2009-11)<sup>1</sup>, which focused on approaches to create workplaces that promote language development, and APU (2006-8)<sup>2</sup>, which tested different ways to promote workplace learning and reflection in elderly care. In ArbetSam, care teachers and language teachers worked together as a team to plan and deliver workplace learning.

ArbetSam's main target group was staff with low or no vocational qualifications<sup>3</sup> and their managers. Altogether about 650 staff participated in ArbetSam's workplace learning programme, the content of which was based partly on the needs of the various workplaces and their participating staff and partly on the national qualifications in health and social care and in Swedish as an additional language. Tailoring of specific objectives for individual workplaces and staff was achieved through consultation between project teachers, care managers and participating staff.

In addition to formal learning for participating staff, ArbetSam offered participating workplaces training for designated employees in two supplementary roles: workplace language advocate (to champion language development at work) and workplace reflective discussion leader. Support for care managers at the 75 workplaces included networking opportunities and consultancy.

## 3. Programme aims

The development programme for reflective discussion leaders aims to

- Give participants the knowledge and skills to lead reflective discussions about care work with colleagues and students

## 4. Programme objectives

The objectives of the development programme for reflective discussion leaders are to

- enable participants to apply with understanding the different stages of the reflection process
- enable participants to plan, implement and evaluate reflective discussions

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<sup>1</sup> Translator's note: For more on SpråkSam, see <http://www.aldrecentrum.se/Utbildning1/SprakSam/SprakSam-in-English/>

<sup>2</sup> Translator's note: APU stands for *Arbete, platsen för utveckling*, in English: 'Work, the place for development'.

<sup>3</sup> Translator's note: The project targeted staff with fewer than 900 credits for the national health and social care programme.

- help participants understand the importance of effective communication in care work
- help participants develop the personal competences and attitudes required to lead reflective discussion

## 5. Programme content

- The reflection process
- The role of reflection in learning
- Leading reflective discussions: the role of reflective discussion leader
- Self-awareness
- Enabling effective group work
- Importance of effective communication between care recipients, relatives and staff
- Discussion skills
- Knowledge and competence in care work
- Promoting values in elderly care
- Quality initiatives to develop and maintain core values
- Coaching: how to coach colleagues and/or students in care work

## 6. Programme structure

### Study days and work-based learning

The programme builds on participants' prior knowledge and experience in their service area. Study days intersperse expert input with small group discussion, reflective discussions and training in how to lead discussions.

### Assignments

Assignment tasks will be given out on study days. Completed assignments should be emailed to the relevant course tutor.

### Accreditation

To obtain academic credit for this development programme, the participant must:

- Maintain an attendance record of at least 80 percent
- Complete and hand in on time all written assignments
- Lead reflective discussions at their work place.

See Appendix 1. Teaching and learning in health and social care

## 7. Reading list

Bergman S., Blomqvist, C (2004) *Uppskattande samtalskonst – om att skapa möjligheter i samtalets värld*. [The celebrated art of discussion – opportunities in the world of discussion]. Stockholm: Mareld.

Jansson, G (2011) *Att sätta ord på vårdarbetarens yrkeskompetens* [Putting the care worker's occupational skills into words]. Report/Foundation, Stockholm Gerontology Research Center. 2011:7 ISSN 1401-5129.

Various other articles will be distributed during the programme.

## **Appendix 1. Teaching and learning in health and social care<sup>4</sup>**

The subject of *Teaching and learning in health and social care* has its scientific roots in learning theory, health sciences, psychology, and sociology. The subject includes topics such as socio-educational and instructional issues in health and social care. It also includes the relationship between patients, care recipients and health and social care workers.

### **Subject aims**

Courses in the subject *Teaching and learning in health and social care* should aim to develop students' teaching and learning skills and their communication skills. Students should also be given the opportunity to develop the ability to determine what kind of guidance is necessary in various health and social care situations.

Courses should help students to develop knowledge about how people interact with their environment. They should also help students develop an interest in how others think and how different living conditions affect the potential for development and active participation in society.

In addition, courses should help students develop knowledge about human interaction and socialization and the importance of guidance and support.

Courses should provide students opportunity to participate and use their skills in different situations. Through participation in various activities, students should be given opportunity to gain insight into and experience of different social and educational contexts. Courses should also give students opportunity to reflect and discuss their own and others' behaviour and attitudes. Through their course, students should also be given opportunity to develop the ability to adopt a critical approach to searching for and retrieving information, and to managing, evaluating and using it.

Courses must also prepare students to use Information Technology for information, documentation and communication within the service.

### **The subject *Teaching and learning in health and social care* should provide opportunity for students to develop:**

1. Knowledge of causes and consequences of social exclusion
2. Knowledge of socio-educational approaches, practices and methods
3. Knowledge of what influences relationships between patients, care recipients and staff
4. Knowledge of coaching and how it helps to develop knowledge in health and social care
5. Knowledge of relevant concepts and theories
6. Skills to plan and carry out tasks in the service environment

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<sup>4</sup> Translator's note: In the original Swedish version, this appendix reproduced verbatim the Swedish National Agency for Education's topic summary for this area of study. The English version offered here has no official standing. For the official Swedish text, see <http://www.skolverket.se/laroplaner-amnen-och-kurser/gymnasiutbildning/gymnasieskola/sok-amnen-kurser-och-program/subject.htm?lang=sv&subjectCode=pea&tos=gy>  
For information on the national agency (Skolverket), see <http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english>

7. Ability to communicate with others, taking into account their circumstances, and to recognise and interpret the needs of patients and care recipients, relatives and staff
8. Ability to evaluate and document their work and its outcomes
9. Knowledge of the importance of maintaining quality standards in health and social care

## Courses

Social pedagogy, 100 academic points

Teaching and learning in health and social care and coaching, 100 academic points

## Teaching and learning in health and social care and coaching

The course *Teaching and learning in health and social care and coaching* contains points 3–9 from the previous page.

### Central content

#### Courses will cover the following core content

- How patients, care recipients, staff and the environment shape interactions
- Knowledge and competence in health and social care
- Phases of the coaching process: taking stock, planning, doing and evaluating.
- The role of educator and coach
- The meaning of various concepts and theories in the fields of education, communication, coaching and ways of interacting; different types of coaching
- Instructional approaches in coaching
- Coaching tasks, for example assistance with motivational work
- Learning and assessment interviews
- The importance of communication in interactions between patients, care recipients and staff
- The role of quality assurance in care and how to assure quality in health and social care

### Knowledge requirements

#### Grade E

The student can **briefly** discuss how communication is affected by patients, care recipients, staff and the environment. Furthermore the student can **briefly** describe the importance for staff of teaching and learning in health and social care work and how it can be developed. The student can also **briefly** describe the various phases of the coaching process, the role of educator and coach and the importance of coaching conversations in various health and social care situations. In their description the student can use **with some confidence** concepts relevant in this context and present an **overview** of the underpinning educational theories. Additionally, the student can provide **some** examples of educational practice.

The student can plan and implement, **in consultation** with their tutor tasks based on course aims and objectives. At work, the student can with **some confidence** interact with others appropriately based on individual circumstances and needs and the purpose of the task. In addition, the student can, **in consultation** with their tutor, create opportunities for people to participate in different kinds of

situations. When a learning activity is completed, the student can carry out a **simple** evaluation of the learning activity with reference to the given aims and objectives. The student can document their work in a **straightforward** way.

The student can **briefly** describe the importance of quality assurance for the staff, patients and care recipients.

In discussion with the tutor the student can **with some confidence** show their ability to assess and meet the requirements of a situation.

### **Grade (level) D**

To obtain grade D, the requirements for grade E must be fully fulfilled and those for C mostly fulfilled.

### **Grade C**

The student can discuss **in detail** how communication is affected by patients, care recipients, staff and the environment. Furthermore the student can describe **in detail** the importance for staff of teaching and learning in health and social care work and how it can be developed. The student can also describe **in detail** the various phases of the coaching process, the role of educator and coach and the importance of coaching conversations in various health and social care situations. In their description the student can use **with some confidence** concepts relevant in this context and present **detailed account** of the underpinning educational theories. Additionally, the student can provide **some** examples of educational practice.

The student can plan and implement, **after consultation** with their tutor, coaching tasks based on course aims and objectives. At work, the student can with **some confidence** interact with others appropriately based on individual circumstances and needs and the purpose of the task. In addition, the student can, **after consultation** with their tutor, create opportunities for people to participate in different kinds of situations. When a learning activity is completed the student can carry out a **nuanced** evaluation of the learning activity with reference to the given aims and objectives. The student can document their work in a **thorough** way.

The student can describe **in detail** the importance of quality assurance for staff, patients and care recipients.

In discussion with their tutor the student can **with some confidence** show their ability to assess and meet the requirements of a situation.

### **Grade B**

To obtain grade B, the requirements for grade C must be fully fulfilled and those for A mostly fulfilled.

### **Grade A**

The student can discuss **in detail and in a nuanced way** how communication is affected by patients, care recipients, staff and the environment. Furthermore the student can describe **in detail and in a nuanced way** the importance for staff of teaching and learning in health and social care work and how it can be developed. The student can also describe **in detail and in a nuanced way** the various

phases of the coaching process, the role of educator and coach and the importance of coaching conversations in various health and social care situations. In their description the student can use **with confidence** concepts relevant in this context and present a **detailed and nuanced** account of the underpinning educational theories. Additionally, the student can provide **many** examples of educational practice.

The student can plan and implement, **after consultation** with their tutor, coaching tasks based on course aims and objectives and **adapt the task as necessary according to changing circumstances**. At work, the student can with **confidence** interact with others appropriately, based on individual circumstances and needs and the purpose of the task. In addition, the student can, **after consultation** with their tutor, create opportunities for people to participate in different kinds of situations. When a learning activity is completed the student can carry out a **nuanced** evaluation of the learning activity with reference to the given aims and objectives and give suggestions on how to improve their work. The student can document their work in a **thorough and detailed** way.

The student can describe **in a detailed and nuanced way** the importance of quality assurance for staff, patients and care recipients.

In discussion with their tutor the student can **with confidence** show their ability to assess and meet the requirements of a situation.



## Appendix 2. Programme schedule

### Day 1: Introductions – to the programme, to project ArbetSam and to reflection

Time	Subject	Method
09.00–10.00	Welcome  Information about the day Getting to know each other	Activity
10.00–10.20	Break	
10.20–12.00	Information about the programme and the project Reflection and the reflective process	Presentation Reflective activities
12.00–13.00	Lunch	
13.00–14.30	Role of the reflective discussion leader How to plan, carry out and evaluate a reflective discussion	Presentation
14.30–15.45	The importance of reflection in the learning process Teaching and learning, reflection, coaching	Presentation Small group discussion
15.45–16.00	Review and close	

### Day 2: Self-awareness

Time	Subject	Method
9.00–9.10	Information about the day	
9.10–10.00	Mirroring (Almost like a reflective discussion but not as thorough)	Mirror activity
10.00–10.20	Break	
10.20–11.30	Self-awareness	Presentation, DISC-profiles Test, results and combinations
11.30–12.00	Self-awareness	Activity, recognition of profiles Group activity
12.00–13.00	Lunch	
13.00–14.00	Discussion model Documentation	Reflective activity
14.00–14.45	Self-awareness	Johari window
14.45–15.05	Break	
15.05–15.45	Self-awareness	Reflective discussion, group activity
15.45–16.00	Review and close	Short mirroring of the day

### **Day 3: Competence and communication in care work**

<b>Time</b>	<b>Subject</b>	<b>Method</b>
9.00–9.15	Feedback from Day 2 Information about Day 3	Reflective discussion
9.15–10.00	Knowledge and competence in care work, Learning at work	Presentation with questions to discuss Work in groups of five
10.00–10.20	Break	
10.20–11.00	The importance of effective communication in interactions between care recipients and staff	Presentation, reflective activities Work in groups of three
11.10–12.30	Communication with care recipients and relatives	Presentation, reflective activities
12.30–13.30	Lunch	
13.30–14.30	Discussion skills How to lead group discussions	reflective activities
14.30–14.50	Break	
14.50–15.45	Discussion skills How to lead group discussions	reflective activities
14.50–16.00	Homework assignment, close of day 3	

### **Day 4: Enabling effective group work**

<b>Time</b>	<b>Subject</b>	<b>Method</b>
9.00–9.10	Feedback from day 3	
9.10–9.50	Enabling effective group work	Presentation FIRO
9.50–10.15	A case study – focus on facts	Plenary/small group work
10.15–10.35	Break	
10.35–11.45	Enabling effective group work	Reflective discussion (one of the participants leads the group)
11.45–12.45	Lunch	
13.00–13.45	Enabling effective group work	Group activity
14.00–14.30	Enabling effective group work	Activity review
14.30–14.45	Break	
14.45–15.45	Enabling effective group work	Reflective discussion (one of the participants leads the group)
15.45–16.00	Review and close	

## Day 5

### Ethics in care work and quality work

Time	Subject	Method
9.00–9.20	Information about the day Attendance report	
9.20–10.00	Leading systems for quality work	Presentation
10.00–10.20	Break	
10.20–11.00	Ethics in elderly care	Presentation
11.15–12.30	Reflection	Reflective discussions
12.30–13.30	Lunch	
13.30–13.50	KASAM	Presentation
13.50–14.30	KASAM – To create a sensation of coherence for the participants in the reflective group	teamwork
14.30–14.50	Break	
14.50–15.45	Reflection	Reflective discussion
15.45–16.00	Review and close of day 5	

## Day 6: The role of the reflective discussion leader and taking an ethical approach

Time	Subject	Method
9.00–9.15	Information about the day Feedback and attendance report	
9.15–10.00	The role of the reflective discussion leader Taking an ethical approach towards the group	Presentation
10.00–10.20	Break	
10.20–11.00	Legislation in the area of care work	Presentation
11.10–12.15	Reflection	Reflective discussion
12.15–13.15	Lunch	
13.15–14.30	Discussion techniques	Presentation, Group activity
14.30–14.50	Break	
14.50–15.45	Reflection	Reflective discussion
15.45–16.00	Review and close of day 6	

## **Day 7: The role of the reflective discussion leader and taking an ethical approach**

<b>Time</b>	<b>Subject</b>	<b>Method</b>
9.00–9.15	Feedback from day 6 Information about the day	Reflective discussion about day 6
9.15–10.00	The role of educator and coach Educational methods in coaching How to support colleagues and/or students with activities, for example help with motivation	
10.00–10.20	Break	
10.20–10.50	The role of educator and coach Educational methods in coaching How to support colleagues and/or students with activities, for example help with motivation	Presentation Group discussion
11.00–12.00	Reflection	Reflective discussion
12.00–13.00	Lunch	
13.00–14.30	Reflection	Reflective discussion
14.30–14.50	Break	
14.50–16.00	Review and close of programme	