



Facilitator Guide: Reflexivity in Health Communication

Students can undertake this module *after* they have completed the Introduction to Health Communication module which provides a foundation for key health communication concepts.

Reflexivity is a process of active and critical reflection. This module dives deep into the health communicator's reflective practice that support effective and safe health communication. Learners are also provided with strategies to reflexively approach health communication as a student, practitioner, academic, or advocate in health contexts.

This module is available to you as a facilitator to support learning objectives and activities in tutorials, and other class activities. It can also be useful to scaffold assessment in your course.

Learning Objectives for Reflexivity in Health Communication module:

1. Understand the difference between self-reflection and critical reflexivity in health communication practice.
2. Understand the importance of reflexivity in health communication.
3. Understand that reflexivity is a process that becomes a practice.

Estimated learner time for Reflexivity in Health Communication module: 30 minutes

Ideas for extending on the module content with students:

We suggest that students engage with this module on their own prior to class and that elements can be imported to tutorials or other classroom setting for further discussion. Example discussion questions for exploring the content in more depth are provided below. Additionally, the videos from the module can be shown in class or tutorials as a prompt for further discussion:

- The [first animation video](#) unpacks the framework we use to teach reflexivity in health communication: Self-reflection and Critical Reflexivity as visualised within the Iceberg metaphor.
- In their later video, [our panelists](#) provide examples of reflexivity in action. If exploring this video in class, you could consider asking students to map the examples provided against the reflexivity framework (iceberg metaphor), also encouraging them to note anything they thought was particularly important or new for them.

Example discussion questions:

- Do you think reflexivity is important to health communication?
- In your own words, what is the key difference between self-reflection and critical reflexivity? What is the relationship between these two concepts?
- What do you think is the goal of reflexivity in health communication?
- Share some examples when reflexivity was active in your experience of health communication?

Example learning activity:

Think/Pair/Share: Ask students to consider some of the ways they critically reflect as a student, as a health practitioner (perhaps during placement), or in their research. Has this changed their practice, and if so, how?

You can then ask students to extend on this discussion by asking them to consider *if* and *where* health communication sits within these examples. Did reflexivity lead to a more positive outcome?



Additional resources that support the teaching content

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3. Chaffey L, de Leeuw EJ, Finnigan G. Facilitating Students' Reflective Practice in a Medical Course: Literature Review. Educ Health [Internet]. 2012 [cited 2022 Mar 4];25(3):198. Available from: <http://www.educationforhealth.net/text.asp?2012/25/3/198/109787>
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5. Hatfield JM, Allen-Scott LK, McIntyre L. A. A scoping review of unintended harm associated with public health interventions: towards a typology and an understanding of underlying factors. International journal of public health. 2014;59(1):3–14.
6. Issitt M. Reflecting on reflective practice for professional education and development in health promotion. Health Education Journal [Internet]. 2003 Jun 1 [cited 2022 Mar 4];62(2):173–88. Available from: <https://doi.org/10.1177/001789690306200210>
7. Krusz, E, Davies, T., Wigginton, B, Hall, N. What contributions, if any, can non Indigenous researchers offer toward decolonising research. Qualitative Health Research. 2020;30(2):205–16.
8. Mezirow - A Guide to Transformative and Emancipatory Learning.pdf [Internet]. [cited 2022 Mar 4]. Available from: https://participativelearning.org/pluginfile.php/561/mod_resource/content/4/How_Critical_Reflection_triggers_Transformative_Learning_-_Mezirow.pdf
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10. Teekman B. Exploring reflective thinking in nursing practice. Journal of Advanced Nursing [Internet]. 2000 [cited 2022 Mar 4];31(5):1125–35. Available from: <http://onlinelibrary.wiley.com/doi/abs/10.1046/j.1365-2648.2000.01424.x>
11. Tremblay M-C, Richard L, Brousselle A, Beaudet N. Learning reflexively from a health promotion professional development program in Canada. Health Promotion International [Internet]. 2014 Sep 1 [cited 2022 Mar 4];29(3):538–48. Available from: <https://doi.org/10.1093/heapro/dat062>
12. Tretheway R, Taylor J, O'Hara L, Percival N. A missing ethical competency? A review of critical reflection in health promotion. Health Promotion Journal of Australia [Internet]. 2015 [cited 2022 Mar 4];26(3):216–21. Available from: <http://onlinelibrary.wiley.com/doi/abs/10.1071/HE15047>
13. Wigginton B, Fjeldsoe B, Mutch A, Lawler S. Creating Reflexive Health Promotion Practitioners: Our Process of Integrating Reflexivity in the Development of a Health Promotion Course. Pedagogy in Health Promotion [Internet]. 2019 Mar 1 [cited 2022 Mar 4];5(1):75–8. Available from: <https://doi.org/10.1177/2373379918766379>