J·E·D·I
Reflection Points™

Facilitator Guide

for group discussion of JEDI Reflection Points

Contents

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Welcome to JEDI

The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) has developed JEDI Reflection Points®, a self-directed series of six learning modules and a keynote address that focuses on justice, equity, diversity, and inclusion (JEDI). The tool is designed as an optional, public, accessible resource where there is no scoring, and no information is tracked.

The modules include the following key features:
- A story or vignette to observe a life-like situation
- Opportunities for self-reflection
- An educational component with prompts for personal development
- Open-source resources for additional learning and growth

We have received positive feedback about JEDI Reflection Points since its launch. We also won an industry award for developing this innovative tool (2022 Institute of Credentialing Excellence Innovator Award) that fosters reflection, values individual perspectives, and provides opportunities for personal growth. Although the tool was originally designed for individual use, we have responded to requests to produce a guide that expands the tool as a resource for groups in varied work, educational, or other community settings. This guide is not a prescriptive document; rather, it provides suggestions on how facilitators may choose to use this tool with groups.

Key Facilitation Points

As the facilitator for JEDI Reflection Points, you can plan and lead a workshop-style discussion group. Here are some important items to consider:

- Prior to inviting group members, it is useful to identify the purpose of the discussion group. At a minimum, the tool can create a nonjudgmental discussion space for examining the concepts of justice, equity, diversity, and inclusion in the workplace, school, and the wider community through varied lenses and perspectives. Group members, teams, or organizations can explore opportunities for change and action.

- The tool's six modules and keynote address can either stand alone or be viewed consecutively. There is no prescribed order for learning, but a suggested sequence is provided (modules 1 through 6 followed by the keynote address).

- Each module includes a specific concept and offers a story or vignette that creates the stage to view situations through a different lens. Stories or vignettes provide individuals with the opportunity to witness situations, consider alternative approaches, and work through difficult or complex issues in a risk-free way.

- The entire series is set at the fictional State Health Partners Conference. The conference focuses on JEDI and has the theme "Be the change: It starts with you."

- JEDI Reflection Points was initially designed to be completed individually and independently. However, offering the tool for discussion groups creates a space to bring forth multiple perspectives, values, and assumptions that influence how individual differences can be viewed.

- Your responsibility as the facilitator is to create a safe environment for each group member where individual differences are heard, recognized, and respected. If a group member needs additional support or reassurance, you can identify available assistance and resources, including the resources offered at the end of each module.

- Organize groups so that there is a safe and inviting space for both individual reflection and group discussion. Some details to consider include whether to have closed or open group sessions, the group size (see next bullet point), and a physical or virtual meeting space that is private.

- Discussion groups may include a variety of group members, including, but not limited to, students, faculty, clinicians and practitioners, and administrative staff. The number of members may vary by setting and group, but a suggested guide is eight to 12 members to maximize discussion opportunities.

- At the start of each session, all group members should agree that everyone's opinions should be respected in a nonjudgmental manner. There should also be rules regarding confidentiality.

- There are reflection questions and prompts interspersed throughout each module. As the group views each module, members can individually reflect on the questions, apply the situation to their own experiences and perspectives, and consider potential action steps. This may be followed by group sharing and discussion based on the comfort level of group members. No member should be required to share or comment except on a voluntary basis.

- During discussions, it is important to be alert for any emotional distress shared verbally or nonverbally by a group member(s). It is essential to intervene and reaffirm that the opinions of all are valued. On a select basis, one-on-one personal discussions may be helpful for reassurance, clarification, and support.

Outlining Group Members' Expectations

- Discussion sessions should operate with the ground rule of respect for each group member and their contributions, including the sharing of personal views.

- Sessions should be in an environment that fosters reflection and group sharing and discussion. Interactions among all group members should be as nonintrusive and accepting as possible.

- All personal reflections shared by group members are considered confidential and should not be shared outside the discussion group without explicit permission from the group member.

- There should be time provided for personal reflection, completing notes on the self-reflection template, and group sharing and discussion.

- Discussion time should be sufficient to allow give-and-take with no one individual monopolizing the group time.

- An example of a reflection template is shown below. The template includes potential thoughts, ideas, and prompts that group members may choose to share with the group.
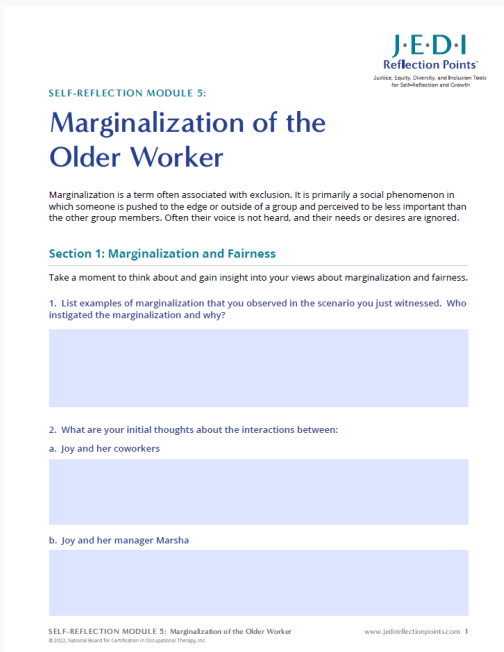
- Sessions may elicit feelings of tension with a group member's own experiences or beliefs. The expectation is that the application of JEDI concepts may lead to a recognition of other perspectives, which may then lead to positive action and change. Group discussion and the use of additional resources (identified at the end of each module) can contribute to one's growth and development. An example of a sharing resource is shown below.
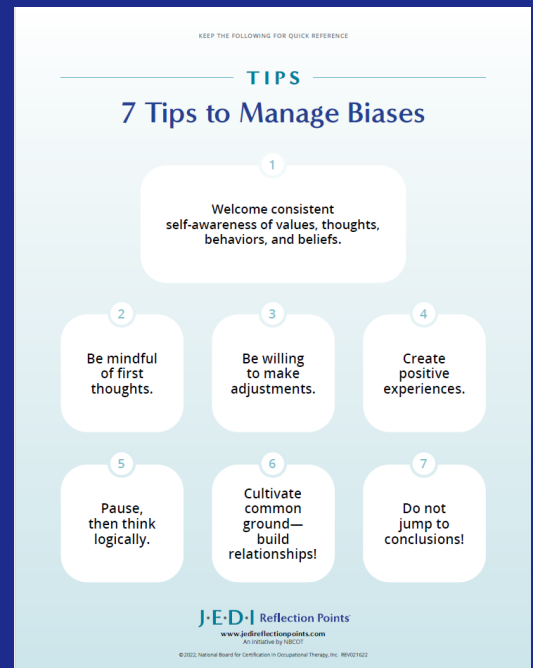

- Growth and development regarding JEDI and its applications begin on an individual basis with the aspiration of impacting the wider team, organization, and community.

- All group members are valued participants, and the facilitator should seek to engage all members with a supportive, nonbiased, and caring leadership approach.

Module Highlights

MODULE 1 - INTRODUCTION TO BIAS

A scenario depicting a family seeking health services for their child presents the unspoken biases that can occur. Erroneous judgments and hasty impressions about group members can influence our reactions and decisions about others. Often our initial impressions about an individual or situation can occur in a few seconds. As we learn more about a person, we may change our impressions. Obtaining a clearer understanding of others and their intentions may result in more positive and fair results and outcomes for everyone. As the learning module states, "the change begins with you." The module urges us to avoid jumping to premature and possibly false conclusions.
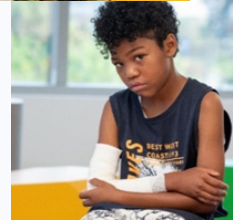
MODULE 2 - HOW BIASES DEVELOP

A vignette opens with a description of how biases may be ingrained early in one's development. In this module, a child is shunned from play activities by several students because the child has two same-sex parents. Biases often begin from early experiences and interactions with family, school, religious organizations, and myriad others. Expanding our interactions allows us to gain a better understanding of ourselves and our assumptions about others. Identifying common interests with others may create an increased awareness and appreciation of different perspectives, beliefs, and diversity.

Module Highlights

MODULE 3 - INCLUSION AND EXCLUSION

This module opens with a simulated group reflection exercise; it asks you to identify situations where you or someone you observed may have experienced feelings of being devalued or excluded. The session focuses on inclusion and exclusion and their relationship to justice, equity, diversity, and inclusion. Examples of inclusion and exclusion are explored, such as bullying, isolation, depression, and loneliness. Strategies for building inclusive and safe environments in personal situations and work teams are discussed. The module suggests that when we fully participate in our communities, we all benefit from a more effective, diverse relationship and increased individual and group success.

MODULE 4 - DIVERSITY IN THE WORKPLACE

This session presents a simulated scenario on diversity in the workplace. A key point emphasizes a work environment where everyone is treated fairly, respected, and valued as members of the team. Having a diverse workplace increases employee satisfaction, creativity, and productivity. Most importantly, a diverse workplace communicates and actively demonstrates high regard and compassion for humanity. Our own biases may be unconscious, but they can impact the diversity of our workplace. It is essential that we have honest, meaningful dialogue about creating a diverse workplace that is representative of our community.

Module Highlights

MODULE 5 - MARGINALIZATION

This module, which depicts an older worker who feels unvalued and excluded from the work group, illustrates the concept of marginalization. When individuals are not an active part of the work team, they may believe they have no role, voice, or contributions to the wider organization. Recognizing our strengths and differences can lead to a more inclusive work setting and affirm the importance of everyone. There is great value in including the voices, views, and experiences of different generations when seeking to meet the challenges in our world. We are called to take actions that support the involvement and genuine inclusion of everyone in the workplace, team, class, or any other setting.

MODULE 6 - EQUALITY VS. EQUITY

This module describes the essential differences between equality and equity. Equality suggests that all people have access to the same opportunities with equal resources; equity is a process of promoting fairness and opportunity for all people to achieve what is of value for them. This module expands our understanding of equity and the examination of attitudes and processes that fairly meet the needs of all.

Module Highlights

KEYNOTE ADDRESS: EFFECTING POSITIVE CHANGE

The keynote address offers a concise summary of the key concepts presented in the six modules. It can be used as either the series launch or its conclusion. The presenter urges each of us to effect positive change and action regarding JEDI concepts in our personal and professional lives. We are challenged to champion a lifelong commitment valuing the uniqueness and importance of all people.

SELECTION OF MODULES

- Choosing the modules for group study is flexible. There is no required order in which the modules should be presented. Each module stands independently. The facilitator and group members decide what modules to complete and the order of completion.

- Modules 1 through 6 are arranged so that concepts are provided in a logical developmental approach. These concepts are succinctly summarized in the keynote address.

- Here are two suggested options for completing the modules in a group format. Whether you choose one of these options or another method, it is important to foster and ensure a safe, nonjudgmental, and respectful environment.

  ○ Option 1 – Have group members complete a module independently, including the reflection questions. Then, the group can come together for an expanded discussion and to establish potential plans for group or personal action. This option may allow for more diverse perspectives to emerge during the larger

  ○ Option 2 – A module is presented to the entire group at the same time, followed by group discussion. This option requires the thoughtful management of group dialogue and discussion of the reflection questions included in each module.

- When conducting group discussion and addressing the reflection questions and possible actions, it is important to allow sufficient time for group members to consider possible implications, assumptions, and differing beliefs. The facilitator may choose to only use select modules based on the time available or the interests of the group or organization.

- Regardless of the format for discussion or the number of selected modules, it is useful to allow some time to lapse between group meetings for individual processing of prior discussions.

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