

Table 2*Intervention Overview*

Phase (Duration)	Activity	Purpose	Support
All Phases	Reflective Diary	The purpose of the reflective diary was to encourage participants to engage with reflective practice following their applied consultations. Participants completed a diary entry for every consulting experience they had during the week, which involved noting the nature of the experience, the key points arising from the experience, and why the experience may have been worthy of further formal reflection. At the end of the week, participants selected once experience (e.g., critical incident) that made them question aspects of their beliefs, values, attitude and/or behaviors, and which had a significant impact on their professional practice. The reflective diary provided a structured approach to reflection that promoted the qualities (e.g., open mindedness) and skills required for reflection (e.g., self-awareness, critical analysis, problem-solving) as well as the motivation for engaging in a formal reflective process.	Cropley et al. (2020); Tan et al. (2016)
1 (2 weeks)	Educational Workshops	<p>The workshops aimed to introduce participants to the concept, benefits and models of RP, as well as methods and guidance for structuring personal reflections. In total, 4 x 1 hour workshops were carried out over a 2-week period. The structure of the workshops are summarised below:</p> <p><i>Workshop 1: Introduction to Reflective Practice – Part 1 (What is reflective practice?)</i></p> <p>The focus of this workshop was to define what reflective practice is and is not and to introduce participants to key concepts associated with reflective practice (e.g., knowledge-in-action)</p> <p><i>Workshop 2: Introduction to Reflective Practice – Part 2 (Why reflect on practice?)</i></p> <p>The focus of this workshop was to present the benefits of reflective practice to participants and highlight examples of where it has been applied successfully. The session also allowed for discussions about the expectations for participants to develop competency as reflective practitioners as part of their professional development requirements.</p>	Cropley, Hanton, et al. (2020)

Workshop 3: Putting Reflective Practice into Action – Part 1 (How to reflect)

The focus of this workshop was to introduce participants to models of reflection and reflective practice, as well as to introduce a structured approach for guiding their reflective practices as part of their involvement in the study.

Workshop 4: Putting Reflective Practice into Action – Part 2 (What to reflect on)

The focus of this workshop was to provide guidance to participants regarding what to reflect on and when and where to reflect. The use of critical incidents for initiating reflections were also discussed.

2 (4 weeks)	Individual tutorials and personal mentoring	The individual tutorials were conducted by the author. Each participant attended 6 x 30 minute individual tutorials over a 4-week period. The purpose of these sessions were to develop participants' reflective skills and facilitate their critical thinking when doing reflective practice. Participants were required to send a formal reflection prior to the tutorial. To structure the sessions a set of questions were devised to instigate conversation with the participants. During these sessions the researcher (mentor) and participants would discuss issues relating to the process of reflection rather than issues relating to their professional practice.	Cropley, Hanton, et al. (2020); Jayatilleke and Mackie (2013); Mann et al. (2009)
3 (4 weeks)	Mentoring and Action Learning Groups	While the mentoring of individual participants continued into phase 3 (1 session every 2 weeks), an <i>Action Learning Group</i> was also established. This action learning group (ALG) approach intended to provide participants with valuable access to peer support, allowing them to share their experiences of incidents that arose during practice and, together, engage in shared reflection. The structure of the ALGs included a facilitator (first author), who provided a safe environment that promoted confidence and trust to share fears and anxieties, allowing individuals to engage in processes more indicative of critical reflection (e.g., questioning habitual action). Group sessions took place once a week for 4 weeks and on average lasted 90 minutes. Due to the staggered nature of the intervention phase and control phase, 10 participants were present at each session. All participants were required to bring a formal written reflection with them to the session. A selection of reflections were used to initiate discussions with the other participants. The discussions did not explicitly focus on the practice scenario, but rather the process of reflection that was used.	Heidari and Galvin (2003)
