Promoting

In Your Students

Win May, MD, PhD
Faculty Fellow,
Center for Excellence in Teaching
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Objectives

- By the end of the session, participants will be able to:
  - Define reflection and reflective practice.
  - Describe why reflection is important in health professions education.
  - Describe methods to facilitate reflective practice.
  - Be aware of some of the tools used to assess reflection.

Reflect on “Reflection”

- What comes to mind when you hear the word “Reflection”?
- Write it on the index card provided to you.
- Turn to the participant on your right and share your understanding of “Reflection”.

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Reflect on “Reflection”
Reflection

Purposeful form of thought provoked by **unease** in the learners when they realize that their understanding is incomplete.

John Dewey (1933)

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Reflection

- Metacognitive activity
- Provides a means for practitioners to consider reasons for success or lack of it
- Allows tacit knowledge to become explicit

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Reflection in Medicine

Purposeful thinking about medical practice

Experiences (Action) + Thought (Reflection) = New Knowledge
Kolb’s Cycle of Reflection

Gibb’s model for reflection

Reflective
I think about my own work, I know when I’ve done well, and when I could have done better.
Why Reflect?
- Adapt professional functioning to patient's needs or new circumstances
- Transform into new knowledge and practice
- Lifelong personal and professional learning

Why reflect?
- The unexamined life is not worth living
  
  Socrates
- Reflection - the Fourth R of education
  
  D Siegel, MD

Why Reflect?

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Aukes et al. (2007)
Why Reflect?

- Develop deeper and more integrated style of learning
- Connects new to prior learning
- Promotes critical thinking
- Exposes pattern of reasoning
- Provides insight into attitudes

Types of Reflection

- Reflection in action
- Reflection on action
- Reflection for action

Reflective practitioner

3 cognitive-emotional levels

- Clinical reasoning (reflection-in-action)
- Scientific reflection (reflection-on-action)
- Personal reflection (reflection-on-experience)

Aukes et al. (2007)
Facilitating Reflection

- Questioning
- Written Reflection
- Verbal Reflection

Some Learning & teaching strategies to promote reflection

Reflective dialogue
(Brockbank & McGill (2007))

- Tutor disclosure of significant incidents
  (Clouder, 2002)

Peer tutoring:
advantages of active engagement, reflection
and the learning process.

L & T

Reflective journals

Blogs
Davis, Taylor & Casida, 2010

Peer reflection – 2:1 model in practice settings

Reflective Dialogue

- The event or action
- Any reflection-in-action, which may have occurred
- Description of event
- Reflection on the description + r-i-a – this is reflection-on-action
- Reflection on r-o-a
Groningen Reflection Ability Scale (GRAS)

Measures 3 factors:
- Self-reflection
- Empathetic reflection
- Reflective communication

Aukes et al. (2007)

Levels of reflection
- Descriptive
- Comparative
- Critical

Jay J. (2002)

Reflective Ability Scoring

1. Describes without reflecting
2. Does not justify lessons learned
3. Provides limited justification of lessons learned
4. Includes evidence of lessons learned
5. Analyzes factors from experience
6. Integrates previous experience with current events and data to inform further action

O’Sullivan et al., 2010
Activity

In pairs, determine the level of reflection of the learners, based on their written self-reflections.

Summary

- Reflection deepens learning
- Reflective practice
  - improves diagnostic accuracy
  - minimizes error
- “Slow down when you should”

Thank you for your attention!