“By three methods may we learn wisdom: first, by reflection, which is the noblest; second, by imitation, which is the easiest; and third, by experience, which is the most bitter.”

Confucius

Objectives:

1. Participants will be able to define and provide examples of critical reflection in medical practice and its relevance to medical education.
2. Participants will be able to list the evidenced-based benefits of critical reflection in medical education
3. Participants will be able to identify the components of the LSI curriculum that are teaching and promoting critical reflection in our medical students.
Workshop Agenda

- Workshop Objectives
- Introductions
- Reflective Practice: definition and benefits
- Practice Critical Reflection
- Barriers to Reflective Practice
- Promotion of Reflection in LSI
- Your Next step

Critical Reflection

The process of analyzing, questioning and reframing a personal experience to enhance learning and inform future behavior.
- A skill developed over time with practice and feedback.
- Used by health professionals to promote lifelong learning and improve outcomes.

Louise Aronson, MD

Reflective Practice

- **Reflection-in-action**
  - in the moment
  - helps us complete a task
  - thinking on our feet

- **Reflection-on-action = Critical Reflection**
  - looking back
  - exploring how and why decisions were made
  - underlying values, assumptions, roles, biases
  - Informing future behaviors/decisions
Definition of Reflective Practice

1. **Experience**: (a trigger event)
   - an awareness of some strong feeling or reaction that may be positive or negative
   - something that surprised you or caught you off guard
   - some uncertainty or puzzling circumstances

2. **Critical Analysis** of these feelings/thoughts and the experience itself

3. **Reflective Outcome**: Development of new perspectives as a result, which informs future behavior

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**The iceberg of professional practice [Fish & Cole 1998]**

- Doing
- Experience
- Knowledge
- Feelings
- Assumptions
- Attributes
- Beliefs
- Val. Core
StARS adapted

1. Describe the experience
2. Identify essential elements and describe related thoughts and emotions
3. Pose searching questions to understand underlying causes or issues
4. Answer searching questions and be aware of the relevant frames of reference
5. Draw conclusions / Take home message
6. Describe concrete learning goals and plans for future action

Video Example

- Video Clip from ER
- Review the experience
- Critical Analysis
- Reflective Outcome

Reflective Practice: Benefits

1. Enables learning from experience
2. Develops critical thinking skills
3. Improves diagnostic reasoning
4. Enhances professionalism
5. Improves communication skills

The ultimate goal is the creation of a mindful practitioner.
Reflective Practice: Challenges

1. High level of resistance in learners
2. Data shows faculty have mixed attitudes as well.
3. Not necessarily intuitive, may need education
4. Overly critical of oneself
5. Perceived importance of reflection will determine the time and effort a person is willing to invest in it

6. Best to have input from others
7. Guided feedback by mentors is best
8. Need the chosen experience to be relevant to learner.
9. Novice reflectors usually just describe their experience or draw conclusions with no input from other people or sources. Seen as a "waste of time."

Reflective Practice: Suggestions

1. Teach learners about reflection before asking them to do it
2. Use relevant experiences, real clinical cases.
3. Provide feedback and follow up
4. Faculty development
   ▪ Effective questioning skills
   ▪ Standardize assessment (don’t assess content)
5. Discuss reflections in small groups
6. Encourage preceptors to model reflective practice
Part One

- E-Portfolio
- Longitudinal Group
- Health Coaching
- Career Exploration
E-Portfolio

- Reflective entries
- Relationship with coach

Longitudinal Group

- Small group discussions:
  - LGBT patients and the healthcare system
  - Professionalism and social media
  - Bias and the role unconscious bias plays in medical practice
- Personal reflection upon their own needs in acquiring skills of communication and physical examination.

Health Coaching

- After completing their last of four coaching meetings with their patient, the student will write a written reflective summary about:
  - Something new they learned about health coaching
  - The patient's perspective on their chronic disease
  - Or the longitudinal relationship with their patient.
Career Exploration

- Specialty Indecision Scale
- Specialty Choice Probabilities
- Physician Values in Practice
- Personality Type
- Personal Wellness Plan
- Careers Reflection

Part Two - The Three Rings

- Understanding Patients with Reproductive and Surgical Needs
- Understanding Patients within Populations
- Understanding Patients with Special Medical Needs

Patients with Reproduction and Surgical Needs

A reflection essay that addresses any legal, ethical, psychosocial or challenging issues in ob/gyn or surgery.
Patients Within Populations
A reflective writing after a workshop done with the Nisonger faculty and trained SP’s with autism. This will be a work in progress in the new curriculum.
Students also do a reflection during the current Pediatric rotation which will continue in some form within LSI.

Understanding Patients with Special Medical Needs
- provision of cost-conscious care
- utilization of system resources to assist patients with accessing care
- discussion of unintended consequences within healthcare
- and reflecting on interactions that promote professionalism.

Part Three
Two goals:
1) To use reflection to make sense of personally challenging situations and cases
2) To use reflection to help develop self-directed learning goals
Choose one to write down…

- One benefit of critical reflection
- One example of how you have used critical reflection in your life, practice, or teaching, or how you might do this in the future
- One teaching opportunity where you might be able to promote critical reflection in your learner

Workshop In Review . . .

- Defined and illustrated the process of reflective practice
- Practiced the process of critical reflection
- Discussed barriers to promotion of critical reflection
- Reviewed role of reflection in LSI curriculum
- Developed a plan for personal application

References


• Ross, S, et al. Student attitudes towards the introduction of a Personal and Professional Development portfolio: potential barriers and facilitators. BMC Medical Education 2009; 9:69

• Koole, S, et al. Does reflection have an effect upon case-solving abilities of undergraduate medical students? BMC Medical Education 2012, 12:75