

## Poster/Workshop Submission 1009

### HOW ARE WE ADDRESSING REFLECTIVE PRACTICE AS IT RELATES TO PROFESSIONALISM IN RESIDENCY EDUCATION?

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#### REFLECTIVE PRACTICE AS IT RELATES TO PROFESSIONALISM IN RESIDENCY EDUCATION

Being a professional means that one is reflective. Donald Schon's seminal book on this topic, *The Reflective Practitioner: How Professionals Think in Action*, was published in 1983 but physicians as a profession have been slow to incorporate Schon's principles into residency curricula. In fact, reflection has been a widely accepted tool for learning in higher education. It allows for the interconnections between observations, past experiences, judgment and professionalism around patient care and teacher/learner interactions. It gives meaning to experience and promotes a deeper approach to learning because it challenges trainees to question assumptions and shibboleths, reframe problems and examine situations from multiple perspectives. Reflection, a conscious effort within the context of critical incidents, helps trainees to self-assess and to be competent life-long learners. As a process, it should assist trainees in assessing their strengths and weaknesses as they address the ACGME competencies. In this workshop, we will first seek information from RTPDs re: what their programs are doing to teach reflective practice and how they are evaluating their teaching. Then we will present a brief summary of what reflective practice is and a literature review of how it is being taught and evaluated. We will then explore ways to incorporate reflective practice based on the 80-hour work week and other limitations inherent in pediatric residency programs. It is anticipated that attendees will have a better sense of what reflective practice is, and how to teach and evaluate it at the conclusion of the workshop.