

Association of Pediatric Program Directors 2007

*How are we addressing
Reflective Practice
as it relates to
Professionalism
in Residency Education?*

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By the end of this workshop the learners will be able to:

- Link reflection to:
 - ◆ learning from experience;
 - ◆ the development of critical thinking;
 - ◆ the development of lifelong learners;
- Develop strategies for facilitating reflective practice in residency training
- Develop strategies for assessing reflective practice in residency training

The Case of Janie



Dealing with Professionalism
through
Reflection

What is Professionalism?



How do you define
Professionalism?

Professionalism Defined

- Board of Internal Medicine

Reflection

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How do you define
Reflection?

Reflection

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What is Reflection?

Experience as the Basis for Learning

John Dewey

Experience is the raw material for learning.

Experience is not enough!

It is *what you do with your experiences*
that allows you to learn from them

Deeper learning begins with the *reflective process*

Reflection: A critical component of the learning process

- Recent theorists believe that the reflective component of the learning process is the link to transforming experience into education and learning that lasts

- ◆ Donald Schön
- ◆ Jack Mezirow



The Process of Reflection

Awareness of feelings and thoughts (positive or negative)

(i.e. trigger event)



Critical analysis of feelings, thoughts, and knowledge

(e.g. association, validation, integration, appropriation)



New Perspective

Atkins and Murphy (1993)

Major Theorists in Reflection

Donald Schön

Time-Dependent

Reflection-in-Action

Reflection-on-Action

Reflection-for-Action

Jack Mezirow

Focus of Reflection

Content

Process

Premise Reflection

Reflection



Why is it Important?

Reflection Enhances Learning

- Reflection helps learners:
 - ◆ pause
 - ◆ begin to analyze and
 - ◆ think more deeply about their experiences

Reflection Facilitates Self-Evaluation

- Reflection helps learners recognize:
 - ◆ gaps in their own knowledge,
 - ◆ makes their learning explicit,
 - ◆ helps them recognize the process by which they learn

Reflection Facilitates Lifelong Learning

- Reflection helps learners:
 - ◆ learn from past and present experiences to continually improve future practice

Reflection Facilitates the Development of a Professional Identity

- Reflection helps trainees move beyond technical knowledge and skill to more abstract constructs such as critical thinking, and professional values, attitudes, and beliefs

Reflection Facilitates the Development of the ACGME Competencies

- Patient Care
- Medical Knowledge
- Practice Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice

Reflection



How do you currently incorporate reflection in training?

OR

If you don't, how might you?

Facilitating the Process: Step 1

- Teach the Theory
 - ◆ Reflection-in-action
 - ◆ Reflection-on-action
 - ◆ Reflection-for-action
 - ◆ Content Reflection
 - ◆ Process Reflection
 - ◆ Premise Reflection

So Why is it Important to Know the Theory or Elements of Reflection?

- If they know the elements of reflection ...
 - ◆ then they will more effectively use different types of reflection and different levels of reflection.
- If they know the different levels of thinking...
 - ◆ then they can strive to achieve higher levels of reflective thought and critical thinking.

Facilitating the Process: Step II

- Develop skillful questioners

Why Questions?

- Questions encourage the learner to:
 - ◆ Consider different perspectives
 - ◆ Consider different contributing factors
 - ◆ Consider different solutions
 - ◆ Consider different strategies
 - ◆ Consider personal assumptions

Self evaluate!!!

Good questions

- **Good Questions** encourage critical thinking by promoting:
 - ◆ **Breadth and Depth of Reflection**
 - reflection-on-action, reflection-in-action, and reflection-for-action using **Schön's** framework
 - content, process, and premise reflection using **Mezirow's** framework
 - ◆ **Higher Order Processing**
 - higher order cognitive processing using **Bloom's** Taxonomy

The "Reflective Skeptic" as an effective questioner

- If trainees develop the skill and habit of asking reflective questions of themselves and others, they will more fully analyze and learn from each situation
- Questions help learners diverge and examine rather than come to conclusions too quickly

Facilitating the Process: Step III

- Posing Reflective Questions
 - ◆ On the spot
 - ◆ In writing
- After-Action-Reviews
- Action learning Sets
- Journals
- Critical Incidents
- Morning Report

Reflection



How do you currently evaluate
reflection in training?

OR

If you don't, how might you?

Evaluating Competency

- Quantitatively *(process not content)*
 - ◆ Coding schemas using Schon, Mezirow, Boud, and Bloom
- Qualitatively *(content not process)*
 - ◆ Content themes
 - ◆ Outcome themes

One Example



Incorporating Reflection and Higher
Order Thinking into a Pediatric
Clerkship Using Virtual Action
Learning Sets

Your Turn: The Case of Janie Revisited



Facilitating the Development
of Professionalism through
Action Learning Sets

Take a moment to reflect....

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What might you do differently
when you return home?

Take Home Messages

- Reflection and Higher Order Thinking are Critical to the development of:
 - ◆ the ACGME competencies
 - ◆ Quality Professionals

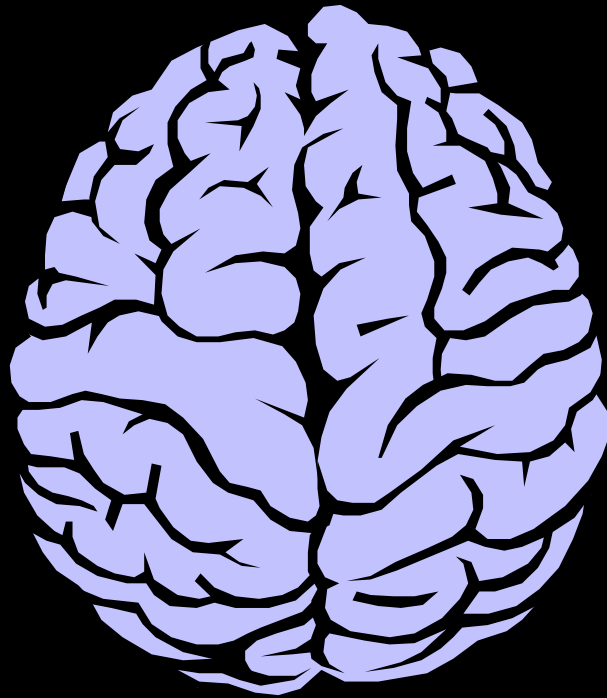
Take Home Messages

- Reflection and Higher Order Thinking can be facilitated:
 - ◆ verbally or in writing,
 - ◆ on the spot, as well as, before-action or after-action
- Reflective questions are the key to effective facilitation

Take Home Messages

- Facilitation of the Process may be *ineffective without a method of assessment.*
- *Quantitative* as well as *qualitative* methods have been effective in assessing reflection and higher order thinking.

Your Thoughts?



Questions?

Comments?

Concerns?



THANK YOU!

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