

Using Critical Reflection in Medical Student Education

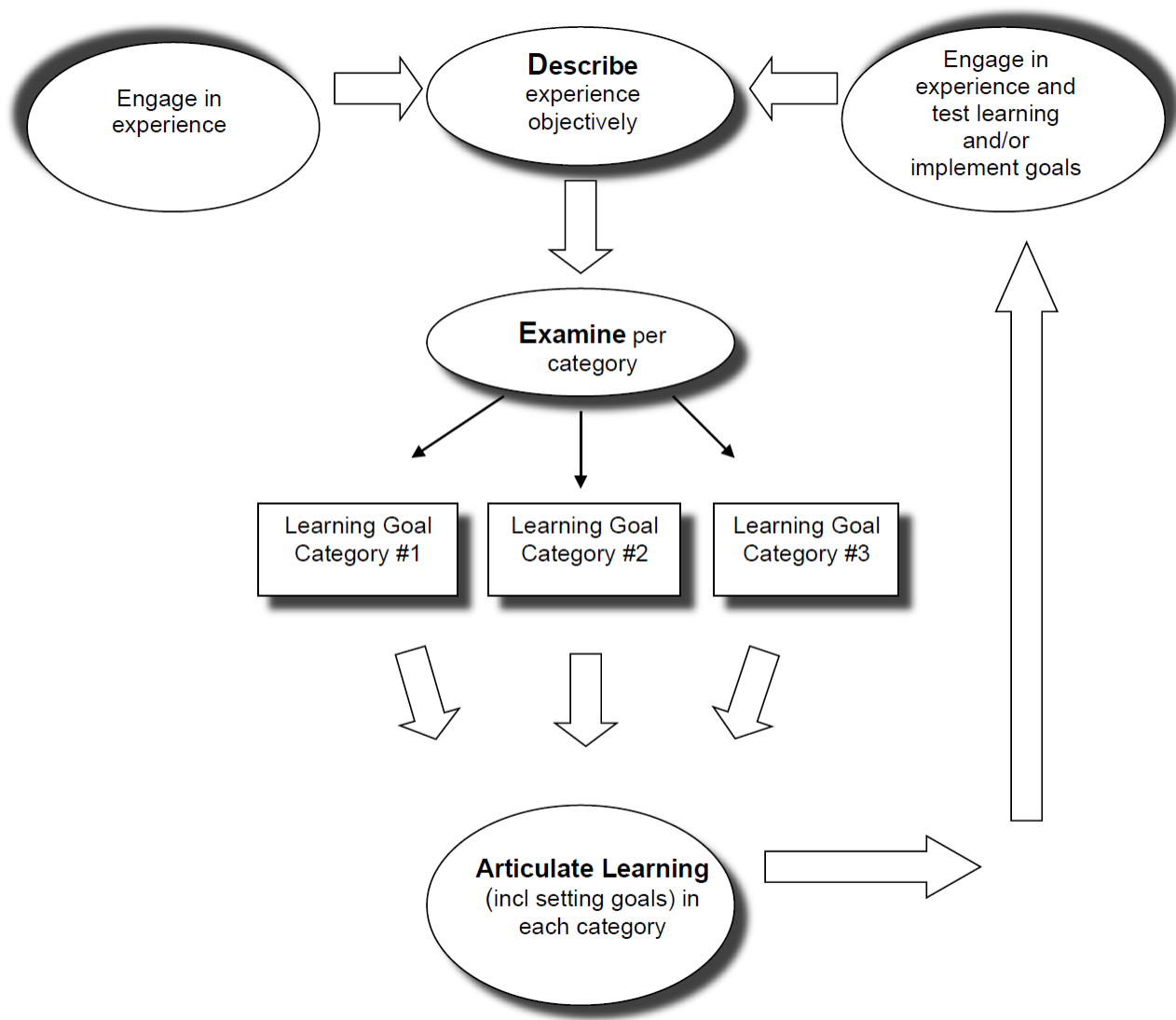
2018 STFM Conference on Medical Student Education: Roundtable Discussion

"We had the experience, but missed the meaning." T.S. Eliot (1943), The Four Quartets

What is Critical Reflection?

- "... active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the groups that support it, and further conclusions to which it tends" (Dewey, 1910)
- "... a continual interweaving of thinking and doing" (Schon, 1983)
- "...to integrate the understanding gained into one's experience in order to enable better choices or actions in the future as well as enhance one's overall effectiveness" (Rogers, 2001)

DEAL Model for Critical Reflection



Source: Ash & Clayton (2009)

DEAL-Based Critical Reflection - Assignment Example

Describe the experience (objectively and in some detail)

- When did this experience take place? Where did it take place?
- Who else was there? Who wasn't there?
- What did I do? What did others do? What actions did I/we take? What did I/we communicate?
- Who didn't speak or act? Did I / others laugh, cry, make a face, etc.?

Examine the experience

Articulate Learning

"I learned that" ...

- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.
- Explain your enhanced understanding of the concept(s), as a result of reflection on the experience
- Be expressed in general terms, not just in the context of the experience (so that the learning can be applied more broadly to other experiences)

"I learned this when"

- Connect the learning to specific activities that gave rise to it, making clear what happened in the context of that experience so that someone who wasn't there could understand it.

"This learning matters because" ...

- Consider how the learning has value, both in terms of this situation and in broader terms, such as other organizations, communities, activities, issues, professional goals, courses, etc.

"In light of this learning" ...

- Set specific and assessable goals; consider the benefits and challenges involved in fulfilling them
- Tie back clearly to the original learning statement.

Assessing Critical Reflection – Assignment & Rubric Example

Foundations of Clinical Practice – Year One: Clinical & Critical Reflection Assignment

Assignment Instructions: Upon completing your first clinical visit, please submit a critical reflective response focused on these intended learning outcomes using the following prompts as suggestions. There are two components to the assignment: (1) Complete a critical reflective response related to your clinical visit; and (2) Complete a critical reflective response related to the human dimension topics discussed in class.

Part I: Clinical Visit #1

Describe your experience:

- What happened?
- What was the structure of your day?
- Who did you work with?
- What was your first impression?

Evaluate and analyze your experience:

- What were you thinking and feeling?
- What was good and bad about the experience?
- What examples of effective communication and active listening did you observe?
- How would you describe the physician's communication style and ability to build rapport with others?

- Who were some of the members of the healthcare team that you met? What was their role and relationship with your preceptor?
- If you were given the opportunity to practice taking a history or vitals, how would you assess your skill set?

Think about your next clinical experience:

- Did this first visit clinical as an IUSM medical student change or impact your thoughts about your medical education?
- What, if anything, will you do in order to prepare for your next clinical visit?
- What are you looking forward to in future visits?

Part 2: Human Dimensions in Medicine

Question Prompts:

- In the 'Grey's Anatomy' clip (Professionalism & Ethical Behavior in the Clinical Environment session), the protagonist demonstrates integrity and altruism in her emergency care for an overtly racist patient. In grappling with the situation, the protagonist says that she is 'rising above'. As you think about your own future as a practicing physician, in the face of what sort(s) of challenges do you anticipate needing to 'rise above' in order to remain professional and ethical in behavior.
- In your life so far, what has helped you to navigate and 'rise above' emotionally charged and morally complex situations?
- In answering this question, you may describe a specific scenario and/or discuss in general how you determine what the 'right' course of action is and the strengths and supports you draw on in carrying out the 'right' course of action in a context where doing so is challenging.

Foundations of Clinical Practice – Year One: Clinical & Critical Reflection Assignments – Grading Rubric

	Excellent 4 points	Good 3 points	Needs Improvement 2 points	Below Expectations 1 point
Integration & Analysis	Provides thorough and very clear connection(s) between the clinical visit/experience and the learning.	Provides adequate and reasonably clear connection between the clinical visit/experience and the learning.	Provides minimal and/or unclear connection between the clinical visit/experience and the learning	Provides no clear connection between the clinical visit/experience and the learning
Relevance to FCP Course Material	Discusses learning that is relevant to the category of learning goal and keeps the discussion well-focused on the learning.	Discusses learning that is relevant to the category of learning goal and keeps the discussion reasonably well focused on the learning	Discusses learning that is relevant to the category of learning goal, but much of the discussion is not related to the learning.	Misclassifies the learning and/or inappropriately shifts from one category of learning goal to another; fails to keep the discussion specific to the learning
Clarity of Ideas	Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in other ways.	Usually but not always provides examples, illustrates points, defines terms, and/or expresses ideas in other ways	Only occasionally provides examples, illustrates points, defines terms, and/or expresses ideas in other ways.	Consistently fails to provide examples, to illustrate points, to define terms, and/or to express ideas in other ways.
Precision	Consistently provides specific information, descriptions, or other evidence.	Usually but not always provides specific information, descriptions, or other evidence.	Only occasionally provides specific information, descriptions, or other evidence.	Consistently fails to provide specific information, descriptions, or other evidence.
Writing	Makes very few typographical, spelling, and/or grammatical errors.	Makes few typographical, spelling, and/or grammatical errors.	Makes several typographical, spelling, and/or grammatical errors.	Consistently makes typographical, spelling, and/or grammatical errors

Taking Ideas Home

Where could you implement critical reflection into your curriculum?

Develop a critical reflection prompt that you could use in your curriculum.

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