Looking Within: A Clinician’s Toolkit for Reflective Practice in Clinical Education

Objectives

- Describe at least four ways to incorporate reflective practice techniques with students during clinical placements
- Examine methods of evaluating student reflections in clinical settings
- Apply learned principles and techniques to your clinical practice

Background

- Reflective practice concepts often integrated into students’ academic learning (Mann et al, 2009)
- How do clinical educators provide opportunities for reflection?

What is reflective practice and why should we care?


What do we know about reflective practice in medical education?

- Increased ability to think critically
- Deepens understanding
- Improved self-assessment
- Increased professionalism
- Most effective when shared (Aronson, 2010, Mann et al, 2009, Sanders, 2009)

“Only the one who does not question is safe from making a mistake.”

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Reflection in action

“...thinking about something whilst engaged in doing it, having a feeling … and practicing according to that feeling” (Schön, 1983, page number unknown)

“Critical reflection is about challenging and testing out what you do as a teacher and being prepared to act on the results.” (Crawley 2005: p. 167)

“Reflective action...involves a willingness to engage in constant self appraisal and development…it implies flexibility, rigorous analysis and social awareness” (Pollard 2005: p. 13)

How else can we define reflective practice?

• Reflection: not intuitive, not spontaneous
• Connects theory to practice (Wald, et al. 2009)
• “The reflective process encourages learners to examine their attitudes, values, beliefs, and goals as they attempt to make sense of their own experiences” (Plack, et al. 2008, p.34)
• “Reflection facilitates critical thinking and deeper learning” (Dunfee, et al. 2008, p.61)

Four Ways to Incorporate Reflective Practice

1) Create a positive and supportive learning environment that values and promotes reflection (Aronson, 2010)
   • Model reflection yourself
   • Demonstrate ways in which you are a reflective practitioner

2) Prioritize opportunities for reflective practice

   • Peer group, paired learning, reflecting in small groups
   • Oral reflections: reflection-in-action (reflecting in the moment, as the experience is unfolding)
   • Journaling: reflection-on-action (occurs after the event)
   • Use of electronic feedback: digital, audio/blogs

2) Prioritize opportunities for reflective practice (continued)

   • Toronto Rehab’s counselling project → skill enhancement
   • All SLP students at our placements completed these written reflections

Counselling Reflections

Skill Enhancement – Counselling

• Was counselling part of this session?
  • If yes – describe the situation (What happened? What did you do? How did the patient react?)
  • If no – describe the situation (Did you miss a chance for counselling? Did you do something other than counselling – Advice giving? Coaching?)

• What can you take from this session that you may be able to apply to future sessions with this client (or other clients)? Think about what went well and what you may have done differently.
3) Provide ongoing feedback and guidance

- Balanced: don't just point out negatives
- Explain what you would have done differently
- Specific
- Timely

4) Evaluate Reflections for Ongoing Learning

(Wald et al, 2009, Aronson, 2010)

References


References (continued)


