Fostering Life Long Learners
Part 1: Encouraging Reflective Practice

Learning Objectives
- Define reflective practice
- Identify ways to engage in reflective practice
- Model reflective practice
- Develop strategies for guiding students to be reflective practitioners

Reflective Practice

Do you engage in reflective practice regularly?
How often?
What does this look like?
Please pause video to consider answers

Reflective Practice – Why?

“Insanity is doing the same thing over and over again and expecting different results.”

Albert Einstein

Reflective Practice

... the ability of a clinician to think critically on professional activities in order to improve performance


Reflective Practice – Why?

Evidence suggests the lack of reflective ability is positively associated with a lack of professionalism.

Slide 1

RD1  Russ, Deborah, 11/19/2020

Slide 4

MB1  Objectives?
  Moore, Bridget, 11/11/2020

MB2  Do you want to define reflective practice?
  Moore, Bridget, 11/11/2020
Reflective Practice – Why?

High achieving students tend to underestimate their abilities.

Low achieving students tend to overestimate their abilities.


Master Adaptive Learner

“The concept of a Master Adaptive Learner describes a metacognitive approach to learning based on self-regulation that can foster the development and use of adaptive expertise in practice.”


Modeling Reflective Practice

- Willingness to admit knowledge is not complete
- Always seeking new information
- Verbalize thought processes and procedures
  - Sources of information
  - Critical analyses
  - Application to problem

Master Adaptive Learner

Routine expertise
  - Knowledge and skills learned over time
  - Highly efficient and accurate

Adaptive expertise
  - Innovation in response to new challenges
  - Involves effortful learning and problem solving

Modeling Reflective Practice through Feedback

Guided practice in self assessment through feedback helps students reach their maximum potential.

What is a master adaptive learner?
Moore, Bridget, 11/11/2020
Importance of feedback

- Feedback can positively affect student achievement when:
  - Feedback indicates needed change
  - Students are open to change and believe change is feasible
  - Students set goals and take action to make changes

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Student Reflective Practice Feedback

- Verbal
  - Demonstrating thought processes
  - Orally reporting research
  - Justifying positions

  - When?
    - During case presentations
    - Grand rounds

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Assessing Student Reflective Practice

- Written
  - Assigned written reflections

  - What?
  - So What?
  - Now What?

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Write a Reflection

- What:
  - Briefly describe the scenario

- So What:
  - Describe any concerns or questions you may have had.

- Now What:
  - How could this change your approach in the future?

Pause video for 5 minutes to reflect on a recent clinical scenario.

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Reflective Practice

- Verbal reflections
  - Relevant to current situation
  - Can be less thoughtful
  - Feedback immediate

- Written reflections
  - Requires more effort, but more thoughtful
  - Creates a product for tracking
  - Feedback requires time

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Accreditation

- Commission on Osteopathic College Accreditation (COCA)
  - Standard 6 – Curriculum
    - 6.7 – Self Directed Learning
      - “A college of osteopathic medicine must ensure that the curriculum includes self-directed learning experiences and time for independent study to allow students to develop skills for lifelong learning. Self directed learning includes students’ self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; and appraisal of credibility of sources of information.”
• How will you incorporate reflective practice in your teaching?

**CME Credit Opportunities**

**DO Physicians:** The West Virginia School of Osteopathic Medicine is accredited by the American Osteopathic Association to sponsor continuing medical education for physicians. WVSOM designates this program for a maximum of .5 AOA Category 1-B credits and will report CME and specialty credits commensurate with the extent of the physician’s participation in this activity pending approval from the AOA CCME.

**MD Physicians:** WVSOM designates this learning module for a maximum of .5 AMA PRA Category 1 Credits. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**CME Credit**

Please return to the OAED home page with the link to the module. Click on the link to complete the post-test/survey in order to receive CME credit.

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