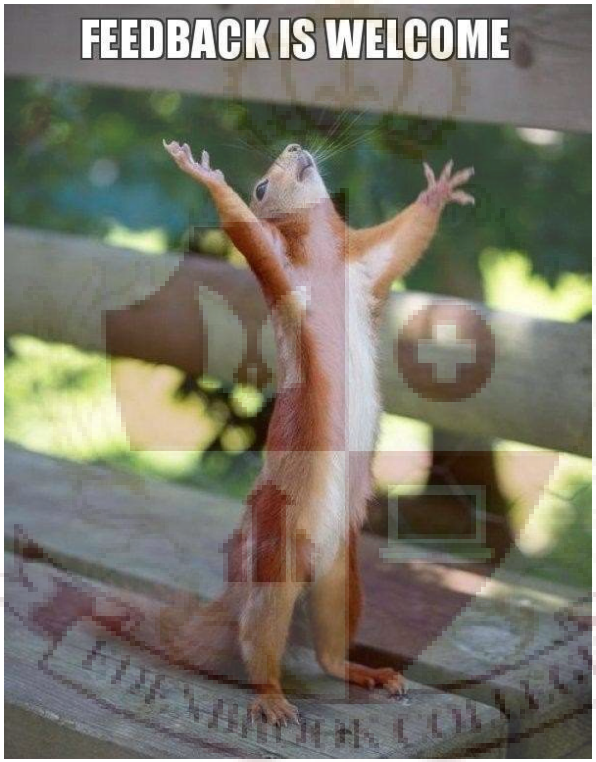
MRAD 209: Professional Practice 1

Self-Reflection


FEEDBACK IS WELCOME

Taking feedback into reflection

- Listen. Too often the first impulse is to interrupt in a defensive attempt to negate the feedback message. Allowing the giver to provide feedback is important. Defensive responses will likely diminish the amount and quality of the information received.

Taking feedback into reflection

- Express gratitude. Giving feedback can be difficult and uncomfortable. That someone has surmounted feedback barriers to deliver a message shows that they care about you, your growth/development and about patient care.

Taking feedback into reflection

- Use self-reflection to explore the feedback further. Internal feedback skills translate to improvements in clinical performance. The ability to reflect on feedback and how to integrate it into one's learning/action plan is crucial to realizing the full benefit of feedback.

Reflective Practice

- Reflection-in-action: the real time process of thinking about practice as it occurs and altering your actions as a result.

- Reflection-on-action: process of looking back at what happened and analyzing the event to determine what led to one's actions.

Schon (1983)

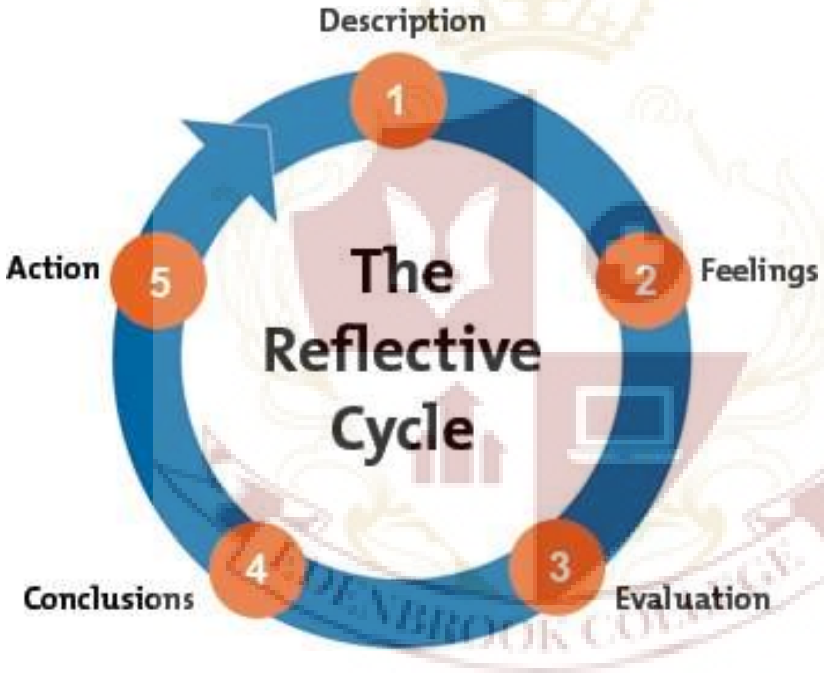
Benefits of self-reflection

- Develops your critical thinking and problem-solving skills
- Increases awareness of your own knowledge and perspective
- Highlights knowledge in your current practice
- Helps provide clarity to what you want, believe, fear, and value
- Brings attention to areas for continuing education

Challenges faced in reflective practice

- Time
- Support
- Privacy concerns with documentation
- Motivation

Gibbs Reflective Cycle



From "Learning by Doing" by Graham Gibbs.(1988)

Driscoll's Reflective Model (2000)

- What.....
- So What.....
- Now What.....

Action/Learning Plans

- What are they?
  - A document which sets learning goals, experiences and support required
  - Provides direction and insight
  - Evaluates your situation

- Benefits of making a learning plan
  - Gives you focus, helps keep you accountable
  - Sets expectations for yourself and others
  - Gives you something to reference

Completing a learning plan

- Identify a learning goal
  - Knowledge, skill or attitude identified through self-reflection/assessment
  - Relevant and applicable to your practice
- Identify the learning activity
  - Formal such as course or conference
  - Reading journals or articles
  - Researching specific topics
- Identify the support required
  - In practicum: Site liaisons, preceptors, Anderson instructors, students, mentors
  - Employee: manager/supervisor

SMART Goals

- S: Specific
- M: Measurable
- A: Achievable
- R: Relevant
- T: Time-Bound

- Should contain a verb
- Can be knowledge, skill or professional based
- Used for both short-term and long-term goals

Final Paper - MRAD 209 (30%)

- What have you learned about yourself and about the profession during this course?
- Where did you show the least progress or knowledge growth in this course? What do you think was the stumbling block?
- Which areas did you show the most progress? What factors influenced your progress?
- What type of learning suited your needs during this course?