

# Getting at the core of clinical practice: Reflective learning implementation

Douglas P. Larsen, M.D., M.Ed.  
Assistant Professor of Neurology & Pediatrics  
Department of Neurology  
Washington University School of Medicine

# Questions to get us started . .

•

- In which ways does our system train individuals to be medical students versus training them to be physicians?
- When does a student become a physician?
- What makes a student a physician?
- What barriers exist in our system to students acting like physicians?
- What parts of your training are most memorable?



# What do you think of when you think about medical education?

## Knowledge Acquisition

- Didactic lectures
- Journal articles
- Textbooks
- Experience

## Experience

- Rounds
- Clinics
- Everything in between

How do we evaluate/direct the learning in these two domains?

- Tests
- Patient presentations

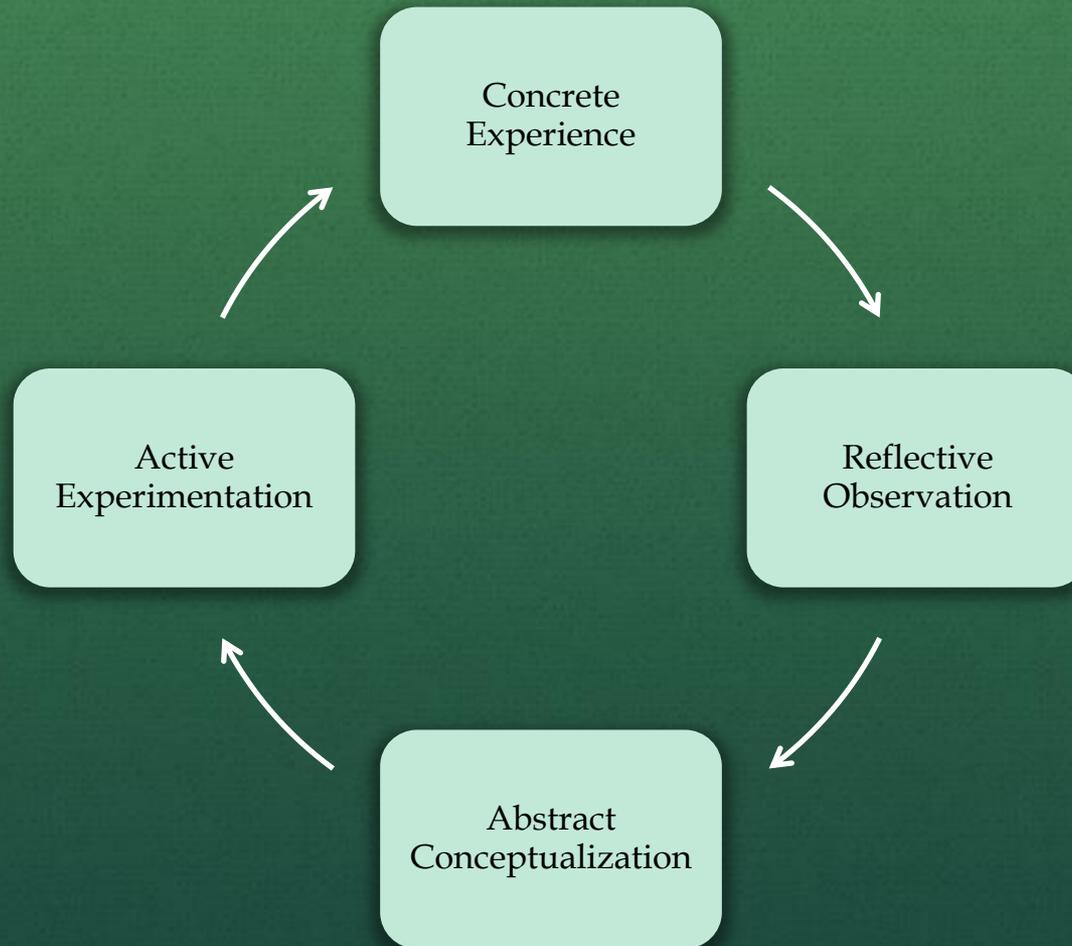
Are either of these doctoring?

# What tools as educators do we have to get at the actual thought processes and actions of doctoring?

- Reflective learning
  - Creating artifacts that focus on the process of being a physician
  - A space for dialogue on the practice of medicine
  - A tool for influencing participation



# Theoretical considerations: Experiential learning theory



# Reflection-on-action vs reflection-in-action



# Situated learning



# How do you actually put it into practice?

- Framing
- Weekly performance goals
- Weekly performance analysis
- Final summative analysis
- Feedback



# Framing



- Orientation
- Follow-up session
- Focus on the purpose
- Provide examples

# What makes a good goal?

- Pre-reflection
- Specific
- Strategy-oriented
- Trackable
- Not too many



What feedback would you give these students on their goals?



What are building blocks for a good reflective assignment?



# Performance Analysis

- Don't use the word reflection!
  - We mean analysis so use it!
- Structure
- Clear instructions and expectations
- Rubric for assessment

# Final Analysis



# Feedback

- Dialogue
- Value
- Critical for effort



# Outcomes



# Key lessons

- Goals
- Framing
- Structure
- Example
- Plan/follow-up loop
- Feedback
- Frequency



# Your thoughts . . .

- How could reflective learning fit into your context?
- What barriers do you see to reflective learning?
- What alternatives do you see to reflective learning?
- Are you interested in collaborating?

