Teaching Tips

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Teaching Reflective Practice

The Class of 2016 arrived at Einstein this week. In addition to writing their own Oath, students participate in a reflective writing exercise during orientation. Further reflection is encouraged in Introduction to Clinical Medicine, but the practice seems to fizzle out by the time they reach the clinical clerkships. How can we encourage reflection in a busy, clinical setting?

What is Reflection?

Reflection is a core component of the experiential learning cycle. It is defined as a form of mental processing applied to relatively *complicated, real-life situations* (sound familiar) with no obvious solution and is based on making connections between previous learning and emotions.

Applying the Experiential Learning Model in Clinical Practice

This section offers examples of learning activities at each step of the cycle.

Concrete Experience

Student: Interviews patient, takes a history, performs the physical, or gives an oral presentation

"By three methods

we may learn
wisdom: First, by
reflection, which is
noblest; Second, by
imitation, which is
easiest; and third by
experience, which is
the bitterest.

~Confucius

Active Experimentation

Student: Plans how to use new information in a new patient encounter Preceptor: Sets a specific learning challenge to test in next cycle

Reflective Observation

Preceptor: Asks probing questions "Tell me what was challenging." "Why might that have happened?" "How do you feel?"

Student: Describes thoughts verbally or in writing

References / Resources:

Kolb, D.A.(1984)
Experiential learning:
Experience as the
source of learning and
development. New
Jersey: Prentice-Hall

Schön, D. (1983) *The Reflective Practitioner:*New York: Basic Books

Abstract Conceptualization

Preceptor: Delivers teaching point based on students' reflection

Student: Researches information to explain what was observed



<u>Teaching Tips</u> is a monthly e-newsletter for Faculty, Residents, and Community Preceptors sponsored by the DFSM Faculty Development Fellowship at Montefiore Medical Center. Teaching Tips will include practical teaching techniques for busy physicians who want to enhance teaching and learning at their clinical practices. If you have questions, comments, or suggestions, please contact Ellen Tattelman at etattelm@montefiore.org or Jennifer Purcell at jennifer.purcell@einstein.yu.edu. Teaching Tips ARCHIVES are available at http://doc.nl/YjNCm.