Reflective practice: Developing lifelong learners

A. Miller Juve, E. Lahti, T. Bumsted; P. Carney; P. Chung, N. Deiorio; P. Gorman, W. Hersh; K. Irish, T. Ito; L. Kahl, A. Shuford, G. Mejicano

Oregon Health & Science University School of Medicine

Oregon Health & Science University (OHSU) has developed and implemented a curriculum designed to develop students’ abilities and propensity to engage in self-directed lifelong learning activities. The curriculum is woven throughout students’ foundational, clinical, and co-curricular experiences to allow for practice and refinement of skills needed for reflective practice.

Pre-matriculation: Self-assessment and learning

- Online introduction to reflective practice (RP)
- Review sample reflections from previous cohorts
- Submit one reflection through learning management system
- Peer to peer feedback

Foundations of Medicine: Preceptorship & Narrative Medicine

- Transition to Medical School: 1 time, upon matriculation
- Convey importance of RP and answer questions
- Panel: multi-generational, focus on how they use RP in their practice
- Field Notes (RP writing): 2 times per term
- Paired readers (1:1 reader to student ratio)
- Rubric defines standards for RP writing
- Formative feedback: resubmission if does not meet standard
- Field Note Peer Experience: 4 times over 18 months
- Facilitated small group opportunity to reflect with peers
- Most facilitators are readers
- Groups consist of 2 coaching cohorts
- Final session—introduction and setting group guidelines

Clinical Continuity

- Transition to Residency – 1 session to review principles of reflective practice and narrative medicine
- Intersections – 4 times over 18 months
- Field Note Peer Experience—related to the intersection topics
- Narrative Medicine Experience – medical humanities (short stories, poems, graphic medicine, visual art)

Portfolio Coach

- Coaches encourage students to use their reflection essays as a tool to create academic goals – essays are shared at the student’s discretion

Resources Needed and Potential Barriers

- Resources needed:
  - Faculty/Staff time: field note readers and peer reflection facilitators
  - Administrative support: coordinate faculty/staff training, facilitator scheduling, field note submissions
  - Learning management system to administer pre-matriculation content
  - Secure file sharing and storage system to house field notes and feedback
  - Curricular time for introduction and orientation to the importance of reflective practice

- Potential Barriers:
  - Identifying curricular time for peer reflection experience
  - Student perception of reflective practice
  - Maintaining confidentiality

The science and practice of medicine evolves rapidly. Thus, training future physicians to be self-directed lifelong learners is crucial. Learners need to stay current on best practices and medical knowledge and be able to identify and mitigate gaps in knowledge and skills. Reflective practice has been proposed as one way to meet this need (Cutrer et al., 2017).

OHSUs reflective practice experiences is guided by Gibbs’ reflective cycle (Gibbs, 1988), which can be used to spark reflection for any learner group at any career stage.

To adapt to learners outside of undergraduate medical education (UME), attention should be given to field note prompts to ensure they are germane to the learner group.

Timeline Proposed

- Activity
  - Curriculum development (including pre-matriculation)
  - Institutional approval
  - Identify leadership team – regular meetings
  - Faculty development for Field Note readers and peer facilitators
  - Introduce students to concepts, evidence, curriculum
  - Reflective Practice
  - Students write/submit Field Notes
  - Readers provide formative feedback
  - Peer to peer facilitated small groups
  - Coordinate with coaching program and UME leadership to integrate RP throughout curriculum
  - Remediate as needed

- Time needed
  - 60-80 hours (initial)
  - 20 hours/term
  - 3 hours
  - 5 hours/term
  - 1-3 hours/term
  - 1.5 hours/student
  - ~20 minutes/student
  - ~10 minutes/student
  - 2 hours/group
  - 10 hours
  - 1-3 hours/student

Stakeholder Input

- Preliminary data indicate students are highly satisfied with both the experience of reflective practice and with course materials and resources (5.34 on a 1-6 scale). Future assessments may include:
  - The development of reflective practice skills over time
  - The ability of the learner to use RP to identify and mitigate gaps in skills/knowledge

Qualitative responses on course evaluations:

- “Very enlightening. I really enjoyed the style of this session with us responding to a prompt.... I look forward to future sessions! Also, these sessions feel significantly more helpful now that I am on rotations. I think they were still useful before, but now I am looking forward to them.”

- “I really enjoyed this session, as always. It was especially nice after going to the site visits to reflect on our experiences there. Great atmosphere in the group due to a great facilitator.”

- “This was a session I was looking forward to with the cancer intermission as we got to explore a very meaningful side of cancer and dying. I thought this session was well done and I request that we always have some narrative medicine in each intercession instead of just having the basic biology lectures.”

Institutional Contact/References

- Elizabeth Lahti, MD: lahtie@ohsu.edu
- Amy Miller Juve, EdD, MEd: juicea@ohsu.edu

Reference:
