Exploration of reflection and how it improves interactions with patients, peers and professionals on placement
Learning Outcomes

- To understand the importance of reflection and how it improves interactions between patients, peers and professionals
- Be able to use tools (for example Gibbs’ Reflective Cycle) to structure reflection
- Awareness of the recommendations in the GMC’s documents: Achieving good medical practice: guidance for medical students and The reflective practitioner: guidance for doctors and medical students
Activity 1

Write a short review, roughly about five sentences, about a visit to a café, restaurant or place of interest?

Figure 1: Keyboard (Homelet, accessed 6 September 2018)
Reflection

What has been done?
What was done well?
What could have been done differently?
Reflection

- ‘turn back’ or ‘bend’ which illustrates that active recall of an experience can lead to deeper comprehension which, in turn, determines how future experiences are dealt with.

- Reflection is seen to be an “essential characteristic for professional competence.” (Mann et al., 2007)
Achieving Good Medical Practice:

- Students must “respond constructively to verbal and written feedback from patients, lecturers, clinicians and members of the multidisciplinary team by critically reflecting on the feedback and making an action plan to improve where necessary.”

- “reflect on what you have learnt and look at ways to improve your own performance.”

(Achieving good medical practice: guidance for medical students – GMC, 2016, pp.9-10)
Specific Reflection

- **Students** - portfolio, responding to feedback and making a plan for improvement from an essay, examination or clinical procedure.
- **Healthcare professionals** - Appraisals, revalidation, incident reports

Reflection should be used daily for personal development
Figure 2: Gibbs' Reflective Cycle, Adapted from (Gibbs, 1988)
Activity 2

Using the Gibbs’ Reflective Cycle, in pairs, discuss a time when you carried out a procedure or saw a significant event on placement in the clinical environment.

Figure 2: Gibbs’ Reflective Cycle. Adapted from (Gibbs, 1988)
“the reflective practitioner”

“toolkit to support reflection”

What? explores your thoughts during the event you are reflecting upon.

So what? explores the importance of the event and how you feel about it.

Now what? directs how you are going to learn from this and how this will shape future events.

Figure 3: Toolkit (GMC, 2018, p.5)

(The reflective practitioner: guidance for medical students – GMC, 2018)
“At its core, reflection is thinking about what you’ve done, what you did well and what you could do better next time. To do this, you need to think about what effect your actions have on yourself and on others, including patients and colleagues, across all aspects of your education and training.”

(Achieving good medical practice: guidance for medical students – GMC, 2016, p10)
How does reflection improve interactions with:

- Patients?
- Peers?
- Professionals?
Learning outcomes

1. To understand the importance of reflection and how it improves interactions between patients, peers and professionals

2. Be able to use tools (for example Gibbs’ Reflective Cycle) to structure reflection

3. Awareness of the recommendations in the GMC’s documents: Achieving good medical practice: guidance for medical students and The reflective practitioner: guidance for doctors and medical students
Remember to...

- Reflect
- Learn
- Act
References


List of Figures

Figure 1: Keyboard. Homelet, Google images. [ Accessed 6 September 2018]. Available at: https://homelet.co.uk/letting-agents/news/article/the-pros-and-cons-of-letting-agent-review-sites


Resources

Recommended reading
