WELCOME!!!

Disclosures:

Suzanne Cashman – no financial disclosures

Barbara Gottlieb – no financial disclosures

Optimizing Reflection as a Teaching and Learning Tool in Community-University Partnerships

Suzanne Cashman
University of Massachusetts Medical School

Barbara Gottlieb
Brookside Community Health Center
Harvard Medical School and School of Public Health

Today's Agenda

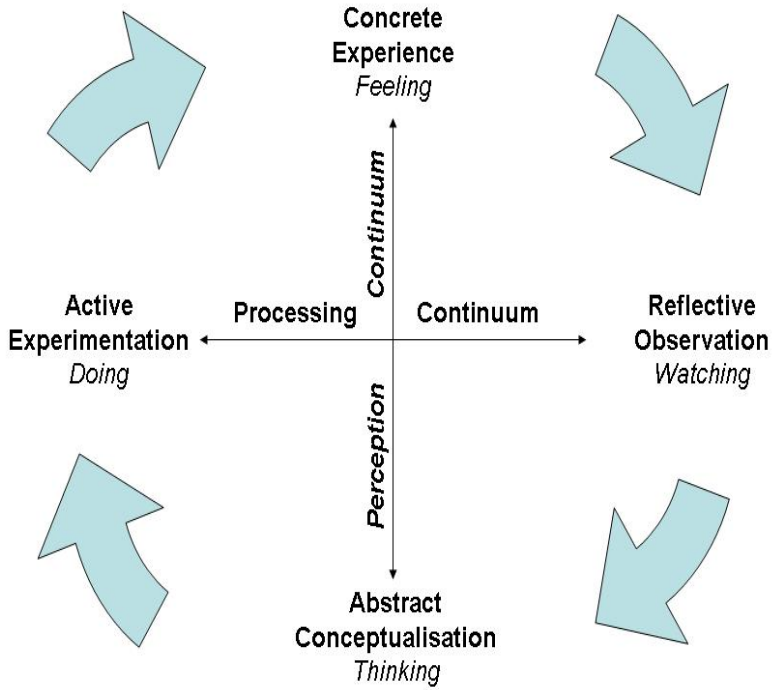
10:00-10:25	Introductions and plan for the day
10:25-11:00	Background
11:00-11:45	Reflection activities and debrief
11:45-12:20	Engaging with the reflector
12:20- 1:00	LUNCH
1:00-1:30	Getting real
1:30-2:00	Wrap-up, final reflection and feedback

“Example is not the main thing in influencing others, it’s the only thing.”

Albert Schweitzer

Background

Kolb's learning cycle



- Inventory of dominant learning styles
- Cycle of learning (for all learners)
- Cycle of teaching (for educators)

Challenges in higher education

- Do our teaching methods …
  - promote and develop the thinking skills that our students will need to work compassionately, safely and effectively?
  - provide the skills and encourage a commitment to life-long learning?
  - promote the exploration of values that are consistent with social justice and equity?
  - promote altruism and help students learn that they can do well by doing good?
  - promote teamwork, collaboration, communication skills?

How do learners learn best?

- Experiential
- Deliberate ecology of learners
  - Mentoring
  - Reciprocal learning
- Embedded learning
  - Grounded
  - Values-based
- Developmentally appropriate
- Guided reflection supports all of these areas

Creating cultures of thinking

- Creating cultures of thinking (Ritchhart and Perkins)
  - Support group learning practices
  - Support a different culture of learning
  - Teach students to be metacognitive
- Enculturation model of teaching (Tishman)
  - Cultural exemplars
  - Cultural interactions
  - Direct experience and instruction

Critical self-awareness

(Borrell-Carrio and Epstein, 2004)

- Emotional self-awareness and self-regulation of attention
  - Develop insight and self-awareness to detect thought processes
  - Promote curiosity
  - Attentive to factors that limit capacity to tolerate uncertainty and ambiguity

Reflection as a strategy to address educational challenges

- Learn from experience
  - Update, question assumptions
  - Critical to maintain competence in a changing environment
- Function in a complex environment
  - Frame and solve complex questions
  - Recognize personal beliefs, attitudes, values
- Build integrated knowledge base
  - Link old – new, knowledge-theory-practice
- Self-monitoring, self-awareness, self-regulation
  - Foundation of professional behavior

Definitions



Reflection

Slow consideration, serious thought



It is one thing to absorb a fact, to situate it alongside other facts in a configuration, and quite another to contemplate that fact at leisure, allowing it to declare its connectivity with other facts, its thematic destiny, its resonance…..

Sven Birkerts, The Guttenberg Elegies

Reflection

- Dewey, 1933: ‘‘active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends”

- Bond, 1985: ‘‘a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation”

- Moon, 1999: ‘‘a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution

Reflection definitions - themes

- Critical analysis of experience
- Search for deeper meaning
- Active construction of lessons and meanings
- Guide for future action
- Affective processing
- 2 dimensions (Mann, *et al*)
  - Iterative – new understanding leads to new action or changed response in future practice
  - Vertical – deepening of understanding and analysis

Evidence base for reflection

- Commentary/essays
- Testimonies
- Descriptive studies
- Studies with measured outcomes
- Comparisons of 2 or more approaches to reflection
- Comparisons of reflection vs no reflection

Outcomes related to reflection

- Benefits to learners
  - form associations, integrate information, ?deeper learning, more positive learning experience (Sobral,2000)
- Impact on teacher
  - More interaction and collaboration among colleagues (Beecher *et al*, 1997)
  - active, continuous improvement of teaching methods, teaching environment dynamic, responsive to needs (Pinsky *et al*, 1998)
- ? Benefits to society
  - Self-perceived thoughtful practice, awareness of complexity improvement of clinical practice (Glaze, 2001)

The value of reflection

- Making thinking visible
  - What is going on here?
  - What do you see that makes you say so? (Perkins)
- Encourages exploration of multiple viewpoints (Perkins)
- Encourages exploration of connections (Perkins)
- Internalization
  - Silent repertoire of cognitive processes played out through interaction (Vygotsky, 1978)

Reflection promotes moral development

- Links concrete experience to abstract conceptualization
- Combines affective and cognitive dimension
- 5 phases of development of moral decision-making (Gilligan, 1981, 1982; Kohlberg, 1976)
  - Exploration
  - Clarification
  - Realization
  - Activation
  - internalization
- Active engagement with experience

Any genuine teaching will result, if successful, in someone's knowing how to bring about a better condition of things than existed earlier.

John Dewey

Reflection promotes thinking

Complex cognition – more likely to develop through "cognitive apprenticeship in the context of rich social and physical support than through instruction that attempts to teach abstract schemas. (Collins, Brown, Newman, 1989)

Complex knowledge is not just mastery of a domain, but broad patterns of processing, such as engaging anomalies seriously, examining other perspectives, questioning assumptions (Ritchhart and Perkins)

Reflection and mindfulness

Mindfulness – an open and creative state in which individuals actively create new categories, draw meaningful distinctions, consider multiple perspectives and are open to new information

(Perkins, 2000)

Promotes self-assessment skills

What am I learning? What am I doing? Why?

Encourages self-directed learning

What are my strengths and weaknesses?

(Bailey, 2002, Norsavage, 2002, Batchelder and Root, 1994)

Reflection vs traditional learning

Traditional

Fact-oriented

My-side bias

Algorithmic

Group think

Stay in comfort zone

Ability to focus may obscure the big picture

Existing knowledge may compete with acquisition of new knowledge

(Ritchhart, Perkins)

Reflection

Process-oriented

Diverse perspectives

Diverse strands of information

Take risks

Heightened awareness of experience

Big-picture orientation

Openness, self-awarness, critical thinking

Reflection creates “ecology of learning”

Experienced-based; mentoring and reflection

- Reciprocal learning
- Complex web of learning
- Support through mentoring
- Affective engagement – inspiration and empathy

Reflection – good for students

Student

- Learner-centered learning
- Experience-based
- Communication skills
- Assimilate complex lessons
- Self-knowledge/self-assessment
- Opportunity for individualized feedback

Reflection – good for teachers

Teacher

- On-going, individualized communication and feedback
- Monitor progress, assist with problem solving
- Early intervention/remediation
- Lessons brought back to community & classroom
- "Data" for continuous improvement of service-learning course
- Deepen teaching experience
- Opportunity to interact, mutually explore
  - Values
  - Ethical issues
  - Deeper lessons

Reflection – good for community

Community site

- Feedback
- Monitor progress
- Assist with problem solving
- Early intervention/remediation
- Lessons brought back to community
- “Data” for continuous improvement of students’ ability to provide service
- Opportunity to harness additional resources for community
- Opportunity to interact, mutually explore
  - Values
  - Ethical issues
  - Deeper lessons

What do we know?

- Students engage in reflection (some more than others)
- Capacity to reflect can be enhanced
- Reflection is stimulated more by complex and/or surprising situations
- Timing of reflection matters
- Supervision, connection to teacher and learning objectives matters
- Ideally, teachers must model reflection

Are there any negatives?

Maybe…

- If not connected to “real work”
- If no mentoring or supervision

What is needed?

- Rigorous evaluation of reflection and its relationship to educational outcomes
  - Does reflection enhance learners'
    - Self-assessment and self-understanding
    - Critical thinking and deeper understanding
- Rigorous evaluation of reflection to societal outcomes
  - Does practice change?
  - Do practice outcomes improve?
- Experimental/quasi-experimental design
- Long-term studies
  - To measure durability
  - To document process/steps in evolution of learning
- Larger studies

Reflection activities

Reflection

- How do you like to reflect?
- What modalities have you used in your lives?
- What modalities have you used in your teaching?
- Do you prefer some over others? Why?

Mapping S-L Reflection

	Before	During	After
Alone			
With Classmates			
With Community Partners			
With academic community			

(From: Eyler, Creating your Reflection Map)

Mapping S-L Reflection

	Before	**During**	**After**
Alone	What are my concerns? What challenges do I anticipate? Why do I want this experience?	Double-entry journal (personal thoughts re experience/ class discussion responses)	Advocacy letter, letter to editor, personal reflections on how I've changed and grown
With Classmates			
With Community Partners			
With academic community			

(From: Eyler, Creating your Reflection Map)

Mapping S-L Reflection

	Before	During	After
Alone			
With Classmates			
With Community Partners			
With academic community			

(From: Eyler, Creating your Reflection Map)

Mapping S-L Reflection

	Before	**During**	**After**
Alone	Letter to self	Structured journals	Summary reflective essay Advocacy letter
With Classmates	Hopes and fears discussion	Theatre Role play Mixed team discussion	Team presentation Collage, mural, video, photo essay
With Community Partners	Asset mapping Planning w/ community	Lessons learned, debriefing	Presentation to community group, to school administrators/ leaders
With academic community	Review of theory and anticipated practice	Ways in which actual practice does/does not reflect theory	Where theory might be amended Recommendations

(From: Eyler, Creating your Reflection Map)

Engaging with the reflector

Reflection - How to get started

- Create a culture for reflection
- Establish clear expectations
- Reflection activities
- System for responding
- System for sharing with other learners
- System for sharing with community

Establishing a culture for reflection

- Explain learning objectives
- Inspiration

"I celebrate such writing and the impulse to write, the impulse to share some transformative incident that I am privileged to have witnessed. In my own writing, I often feel that I write in order to understand what I am thinking. Mysteriously, insight comes (when it does come) in the very act of writing, as if only by sitting with pen and pad can we snatch it out of the ether." Abraham Verghese, forward in Narrative Matters (2006)

- Modeling
- Feedback/gratification/reward

Evaluation of reflection - issues

- Standardization
- Safety
- Who will see (and respond?) to written reflections?
  - Instructors?
  - Peers?
  - Community preceptors?
  - Others? Who?

Principles of assessment

- Linked to goals and objectives
  - Project/activity
  - Learning objectives of the course
  - Individual learning objectives of the student
- Clear and transparent
  - Purpose
    - Feedback
    - Track progress toward goals
- Learner-center
  - Appropriately timed
  - Provides basis for change/growth

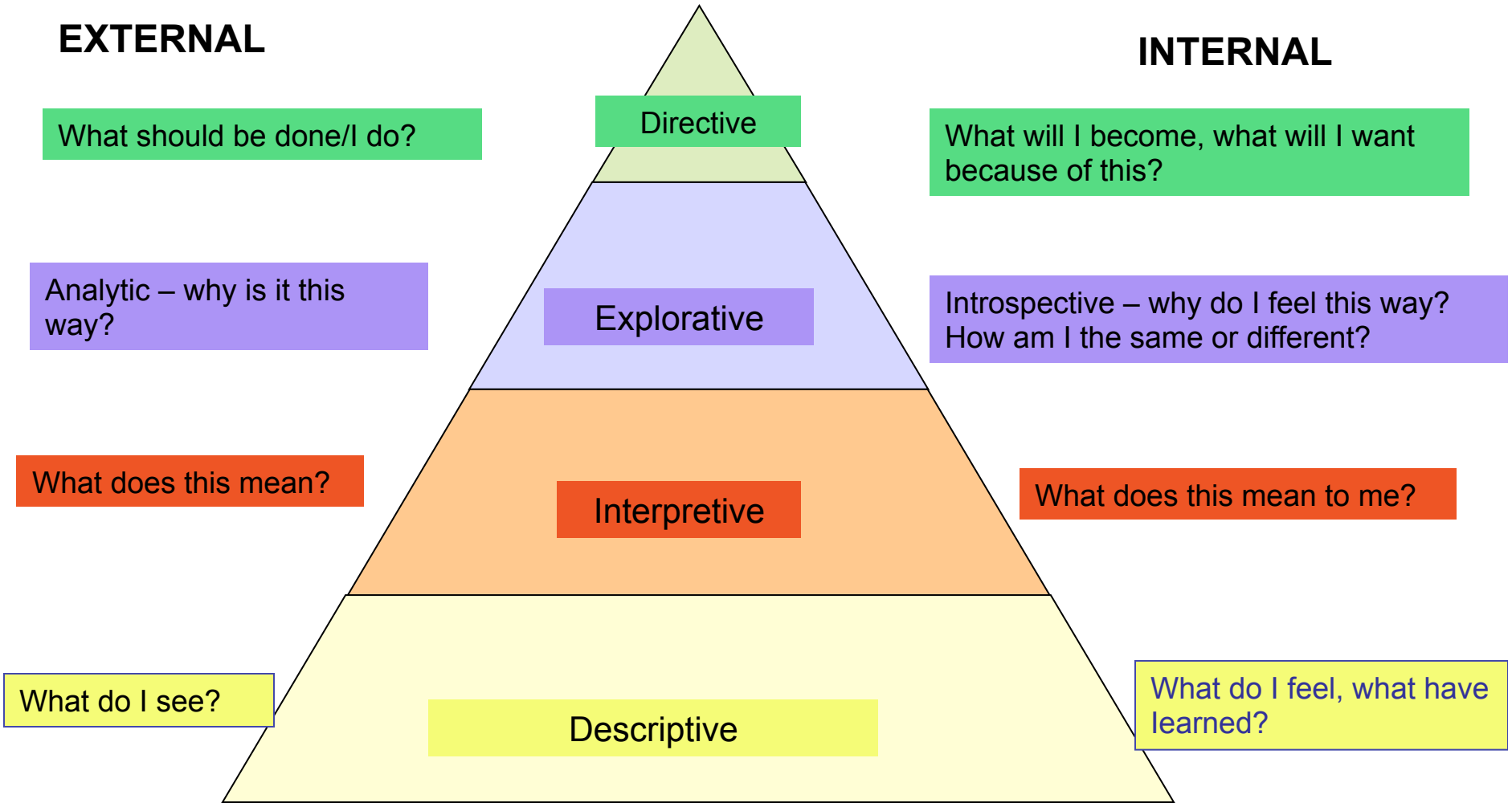
Domains of assessment

- Content
  - Breadth and depth
- Diversity and creativity
  - Depends on structure/non-structure of reflection activities
- Domains of learning
  - Descriptive
  - Analytic
  - Affective
  - Self-exploration, developmental

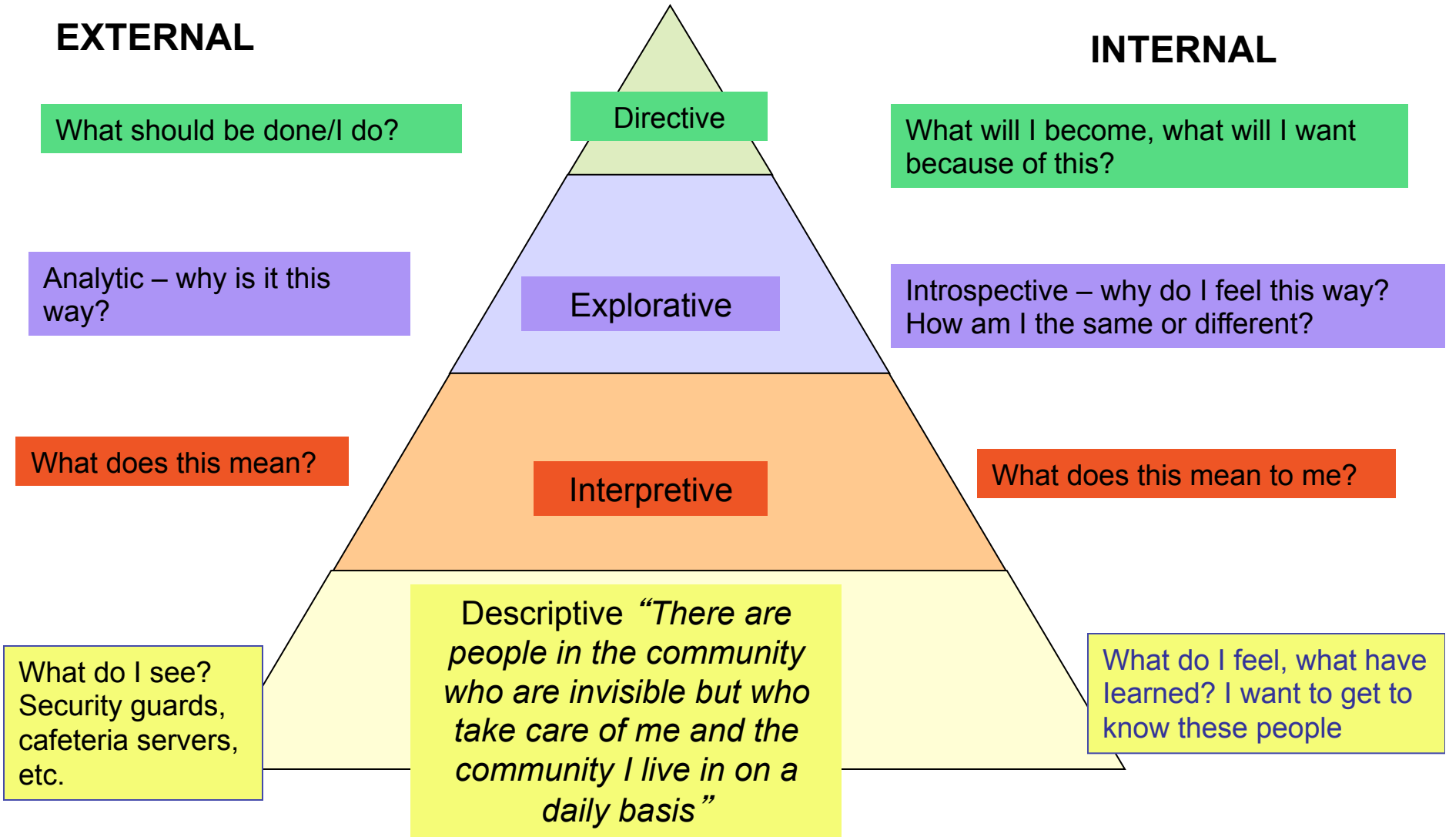
Assessment planning

- Establish clear goals
- Establish clear learning objectives for the course
- Allow students to set individual learning objectives
- Ask – how can reflection enhance the goals and objectives above?
- Design reflection activities
  - When? (before, during, after)
  - What?
- Schedule for reflection activities and feedback/response
- Communicate to students
- Communicate to community partners

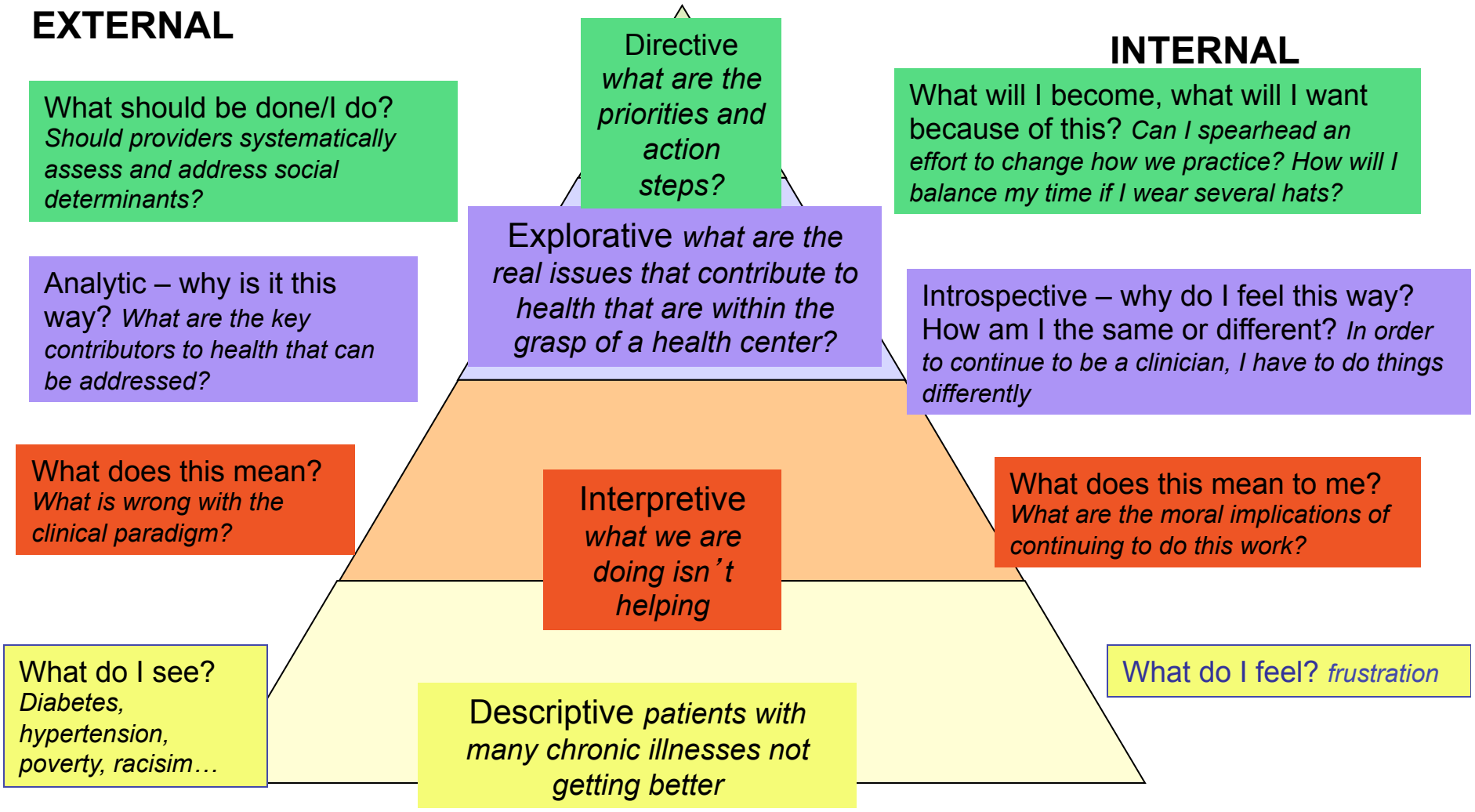
Taxonomy of reflection



Taxonomy of reflection



Taxonomy of reflection



Questions

- What do you think will be the challenges you'll face taking care of members of this population?
- How do you think you'll cope with the possibility that the type of unique clinician/ patient relationship you value won't materialize or live up to expectations?

Questions

- How do you think your actions and demeanor may have changed given that you were aware that your every move was “being evaluated”?
- How will you try to build trust with these kids?

Explorative

Why is it this way? What are the possible outcomes?
Why do I feel this way? What am I learning about myself?

- It is unbelievably difficult to figure out what medications a child has been on in the past if there is no adult to refer to. My heart broke for these children. While it felt great to be able to get through to some of the teenagers, I knew that there was so much else going on in their lives that I would be unable to do anything about. “Sooner or later you realize that you just can’t save the world,” Dr. XXX reminded me. Yet, day after day, we try to do every little bit to make it better for at least one person.

Questions

- Why is no adult present? What societal structures have made it difficult for an adult to be present in this child's life?
- How does it feel to realize that you can't be as effective as you had imagined? … that you may not be able to get through to some of these children?

Questions

- What are the implications for the importance you attach to having been treated with respect for how you currently and will in the future treat patients? Staff?

Where does this fit on the taxonomy?
How might you respond?

Conclusions

- Reflection serves diverse educational purposes
- Students enjoy these assignments
  - Reflection activities appeal to a variety of learning styles and strengths
- Responding to reflections is rewarding

Getting real

Engaging others in reflection

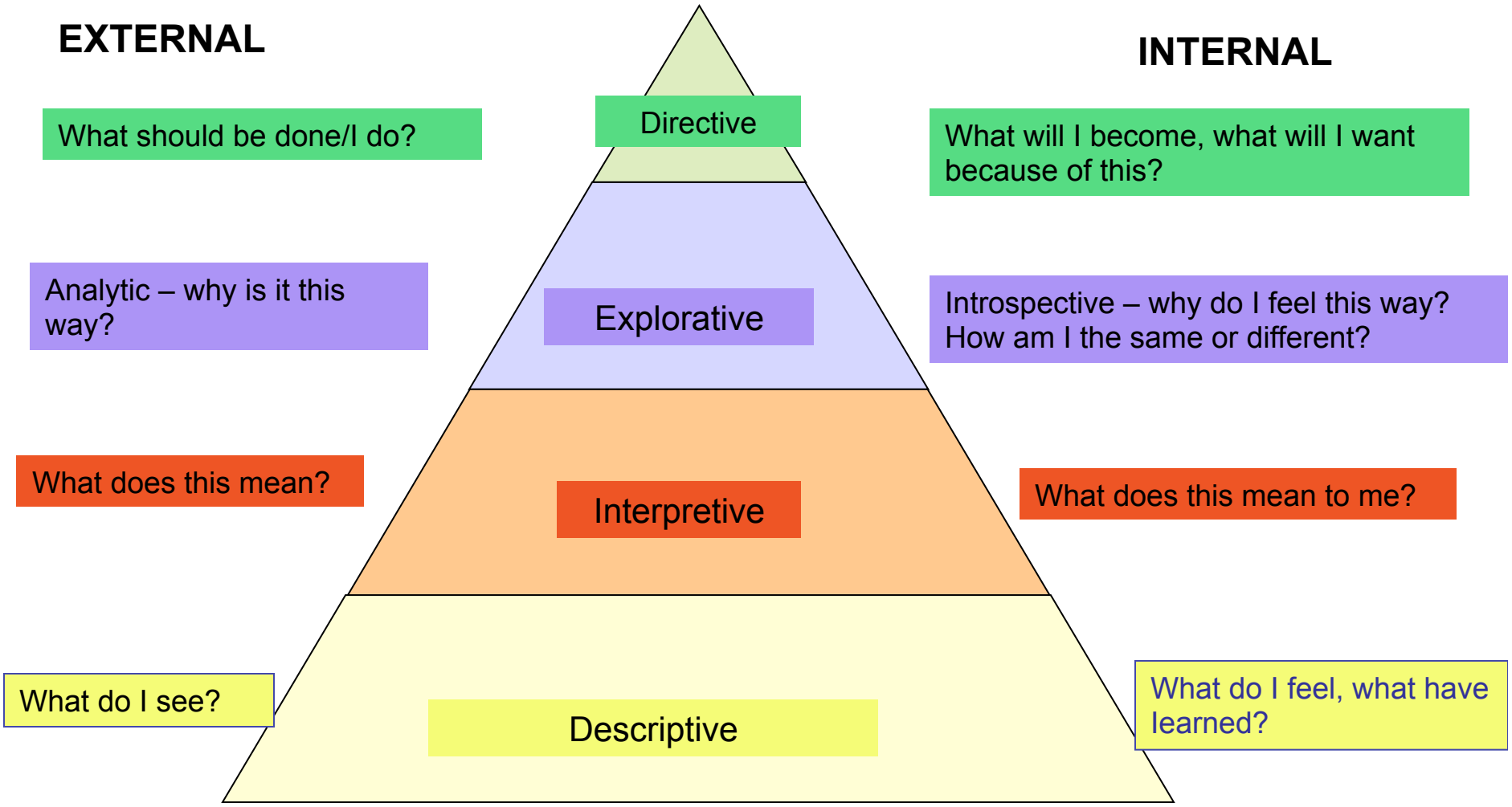
- Questions to consider:
  - Why
  - Challenges
  - Strategies
  - How to maximize time and resources
  - Who?
    - Community Partners
    - Faculty
    - Students

Making time for reflection

- Challenges
- Strategies

Final Reflection Activity

Reflect on one or several aspects of today's workshop. Write your reflections on a piece of paper. When you are through, see if they fit into any of the boxes in the reflection pyramid. We will ask if any of you would like to share your reflection(s) with the group.





As we acquire more knowledge, things do not become more comprehensible, but more mysterious.
Will Durant

Selected References

- Smith CS, Irby DM. The roles of experience and reflection in ambulatory care education. Acad Med (1997); 72: 32-35.
- Mann K, Gordon J, MacLeod A. Reflection and reflective practice in health professions education: a systematic review. Adv in Health Sci Educ (2009) 14:595–621.
- Boenink, A, Oderwald A, de Jonge P, van Tilburg W, Smal J. (2004). Assessing student reflection inmedical practice. The development of an observer-rated instrument: Reliability, validity and initial experiences. Medical Education (2004); 38:368-377.

References *continued*

- Glaze J. Reflection as a transforming process: students advanced nurse practitioners' experiences of developing reflective skills as part of an MSc programme. J of Adv Nursing (2001); 34(5): 639-647.
- Leung D, Kember D. The relationship between approaches to learning and reflection upon practice. Educational Psychology (2003); 23: 61–71.
- Williams R, Sundelin O, Foster-Seargeant E, Norman G. (2000). Assessing the reliability of grading reflective journal writing. J of Physical Therapy Education (2000); 14: 23–26.