Reflection: A remediation strategy for supporting knowledge and skill acquisition

Dorian Lee-Wilkerson, Nichelle Porter, Katrina Brown & Shelly S. Chabon

Abstract

We describe a model of remediation based on reflective thinking that supports students in making learning experiences significant for them. We illustrate how reflection was used as a remediation process and present a sample of a reflective journal in which a student summarized and evaluated her remediation experiences.

Learner outcomes

(1) Demonstrate awareness of key components of reflection

(2) Apply principles reflective thinking as a remediation approach.

Rubric for Reflective Journal

This rubric represents a tool that allows the course instructor to capture data related to students’ documentation of the knowledge and skills acquired through self-observation and reflection. As the student is exposed to course content, practicum experience, supervision and mentoring, it is anticipated that a change in dimensions and levels of reflection about clinical activities will take place. It is also expected that the student will demonstrate advancing abilities to document, write about, and reflect on their acquisition of skill and knowledge in clinical practice.

<table>
<thead>
<tr>
<th>Dimensions of Reflection</th>
<th>Degree/Level of Expression of Cult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive</td>
<td>Emerging Level: Relies on unsupported beliefs or one aspect of the situation</td>
</tr>
<tr>
<td></td>
<td>• Clearly identifies important events occurring in the clinical event and uses concepts relevant to clinical practice</td>
</tr>
<tr>
<td>Empathic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Openly expresses recognition of beliefs, values, and</td>
</tr>
</tbody>
</table>

Emerging Level: Relies on unsupported beliefs or one aspect of the situation

Developing Level: Provides insights, perceives difference in viewpoints
attitudes of self and those of others related to successful and unsuccessful clinical events

- Thoroughly elaborates on clinical events and uses professional concepts to comment on personal reactions, making references, and sharing agreements/disagreements

**Analytic**

- Appropriately considers and uses course content to appraise, compare and contrast and/or contemplate new or alternative actions

**Meta-Cognitive**

- Explicitly acknowledges an awareness of a change in behavior as a result of exposure to course content

Adapted from Fink (2003)

**References**


