Disclosure

Educator
Clinician
Mentor
Role Model
Toronto Rehab-UHN

- A University of Toronto teaching hospital
- Integration with UHN
- Brain & Spinal Cord Program

  Neuro: Inpatient, outpatient, C.I.O.R. (fee for service program)
Objectives

- Describe at least four ways to incorporate reflective practice techniques with students during clinical placements
- Examine methods of evaluating student reflections in clinical settings
- Apply learned principles and techniques to your clinical practice
“Only the one who does not question is safe from making a mistake.”

Image: http://www.biography.com/people/albert-einstein-9285408
Background

- Reflective practice concepts often integrated into students’ academic learning (Mann, et al, 2009)
- How do clinical educators provide opportunities for reflection?
What do the students think?

'I expect you all to be independent, innovative, critical thinkers who will do exactly as I say.'
What is Reflective Practice?

http://www.helpingpsychology.com/psychology-class-note-taking-tips
What is reflective practice and why should we care?


- Fewer studies of reflective practice in the SLP literature (Geller and Foley, 2009; Hill et al, 2012, Chabon, 2006)
What do we know about reflective practice in medical education?

- Increased ability to think critically
- Increased professionalism
- More effective clinicians
- Enhanced patient care

Reflection

“Critical reflection is about challenging and testing out what you do as a teacher and being prepared to act on the results.”

(Crawley 2005: p. 167)
Reflective Action

“...involves a willingness to engage in constant self appraisal and development...”

“...it implies flexibility, rigorous analysis and social awareness”

(Pollard 2005: p. 13)
Reflection in action

“…thinking about something whilst engaged in doing it, having a feeling … and practicing according to that feeling”

(Schön, 1983, page number unknown)
How else can we define reflective practice?

- Reflection: not intuitive, not spontaneous

- Connects theory to practice (Wald, et al. 2009)

- “The reflective process encourages learners to examine their attitudes, values, beliefs, and goals as they attempt to make sense of their own experiences” (Plack, et al. 2008, p.34)

- “Reflection facilitates critical thinking and deeper learning” (Dunfee, et al. 2008, p.61)
Questions to consider

• Can we role model reflective practice to enhance learning?
• How do we instruct these skills and ensure enhanced growth over time?
• How do we evaluate these skills for future clinicians?
Four ideas for incorporating reflective practice into your clinical education experiences
1) Create a positive and supportive learning environment (Aronson, 2010)

- Model reflection yourself
- Demonstrate ways in which you are a reflective practitioner
2) Prioritize opportunities for reflective practice

- Peer group, paired learning, reflecting in small groups
- Oral reflections: reflection-in-action (reflecting in the moment, as the experience is unfolding)
- Journaling: reflection-on-action (occurs after the event)
- Use of electronic feedback: digital, audio/blogs
2) Prioritize opportunities for reflective practice (continued)

• Toronto Rehab’s SLP counselling project → skill enhancement

http://www.communitycounsellingcentre.ca
Counselling Reflections

Skill Enhancement – Counselling

- **Was counselling part of this session?**
- If yes – describe the situation (What happened? What did you do? How did the patient react?)

- If no – describe the situation (Did you miss a chance for counselling? Did you do something other than counselling – Advice giving? Coaching?)

- What can you take from this session that you may be able to apply to future sessions with this client (or other clients)? Think about what went well and what you may have done differently.
3) Provide ongoing feedback and guidance
How to Give Feedback Effectively

- Balanced: don’t just point out negatives
- Explain what you would have done differently
- Specific
- Timely

http://www.wikihow.com/Be-Specific
http://strongerufitness.com/smart-goals-are-timely/
4) Evaluate Reflections for Ongoing Learning


Image: http://questgarden.com/107/02/2/100905192007/evaluation.htm
Evaluation of Reflections

- Consider different methods of evaluation
- Avoid judgemental statements or critiques
- Provide overview of tone, mood of reflection
- Use structured formats or tools for providing evaluation (Wald et al, 2010b, Wald et al, 2012)
Evaluation methods

**BEGAN** (Wald et al, 2010b)

1. Read text through fully
2. Note initial impressions
3. Reread & analyze text
4. Review feedback
5. Prepare feedback with key themes

(Wald et al, 2010b)

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**UHN**

Toronto General
Toronto Western
Princess Margaret
Toronto Rehab

**COURAGE LIVES HERE**
Evaluation methods

REFLECT (Wald, et al, 2012)

• Level of reflection
• Emotional connection to experience
• Sense of involvement in the experience
• Transformation to critical thinking
Evaluation of Reflections

“They (patient/family member) looked at me expectantly and I felt put on the spot as it was the first time I heard this question. I dodged the most loaded part of the question by replying that he will improve as he heals naturally and as a result of his hard work in rehab”… “I put on a brave face. I felt it would have been more honest to say that I didn’t know whether he would ever return to the way he was before or not. I was afraid the latter answer would reduce their hope.”
“In future I would formulate a response to this question ahead of time (and other difficult questions) in order to find a way to answer the question in complete honesty yet not take away their hope.”
Evaluation of Reflections

…I asked whether he ever gets frustrated if he cannot remember a word. He said that he does, and spoke at length about what that experience is like for him. I felt the most helpful thing I could do is listen and nod emphatically; though I could have made practical suggestions, these would have taken the floor from the patient and he would not have felt heard, which is what he needed to set goals, etc., for therapy.
“Lesson learned: It is important to have inklings about how the disability can affect the client emotionally, so you know what to say to validate the emotions and experiences.”

“This counselling moment made me realize that counselling need not be emotional or psychological, but it can be on practical issues, as well. The client in this situation was looking for viable options that provided him with the most benefit...”
I feel that the most valuable lesson from this episode is recognizing and validating the client's emotions (in this case frustration). I identified that the client was upset and frustrated with his device and knew that he needed to know that what he was feeling was a normal reaction for someone learning to use an AAC device who is not technically minded and who has a language difficulty.
Key Messages

1. Model reflection yourself

2. Prioritize opportunities for reflective practice

3. Evaluate your students’ reflections for ongoing learning
Do ONE thing differently!

http://www.c3coachingandconsulting.com/2013/03/07/want-different-results-do-something-different-2/
References


References (continued)


References (continued)


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