

Hofstra North Shore –LIJ School of Medicine Reflection Debrief Session Guidelines

SOM Value: We are committed to embedding in all of our learning experiences the time and skills necessary to consciously examine, interpret and understand the thoughts and feelings that emanate from intense patient encounters. Through this process of mentored self-reflection and assessment, we ensure the development of a true learning and professional community capable of nurturing the transformation from student to physician.

Reflection

To look back and consider something; this is a thoughtful action but does not necessarily always lead to analysis, questioning or reframing.

Critical Reflection

The process of analyzing, questioning and reframing an experience in order to make an assessment of it for the purpose of learning and/or improve practice. Develops over time.

Objectives of the session:

- 1) Share reflective learning experiences that occurred during the structure “observation” session
- 2) Begin to develop and experience reflective learning and take one step towards reflective practice, a life long learning skill of all professionals.

Reflection on action vs Reflection in Action

- Reflection-in-Action: helps us as we complete a task. It is that process that allows us to reshape what we are working on, *while* we are working on it.
- “Reflection-on-Action” : Pause and look back on concrete actions and record information about one’s learning, providing insight lessons learned and future learning needs.

To succeed reflective exercises requires the establishment of positive learning climate through authentic context and a safe and supportive environment.

Need time to share reflections to achieve the following:

- Reflective supportive engagement of others during group discussions
- Recognize bias and judgment (if they are expressed)
- Confidential, feedback, formative (not summative)
- Recognize emotions that are evident during sharing

Possible Questions to Generate Discussion:

1. What made you come to these observations? Concerns?
2. What assumptions have you made?
3. Emotions brought out in the reflection?
4. Past experiences connected to the experience in lab?
5. Clarification of reasoning, omissions and conclusions

Closure: As a facilitator consider the reflectors’ thoughts, emotions, values, and assumptions AND input from others; collate differences in the reflections shared and articulate your observations of what was learned through this first experience of close observation.