

REFLECTIVE WRITING AND STUDENT DEVELOPMENT

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OBJECTIVES

- Describe the components of reflective writing and differentiate it from other types of writing
- Introduce Gibbs Model of Reflection as an example of theoretical framework underlying reflective practice
- Describe aspects of reflective writing at Chicago Medical School and suggest its influence on student development



REFLECTIVE WRITING

- Purpose - To assess one's growth as a learner or practitioner
- Personal
- Can take variable forms – narrative essay, poem, letter, statement, etc.
- Qualitative



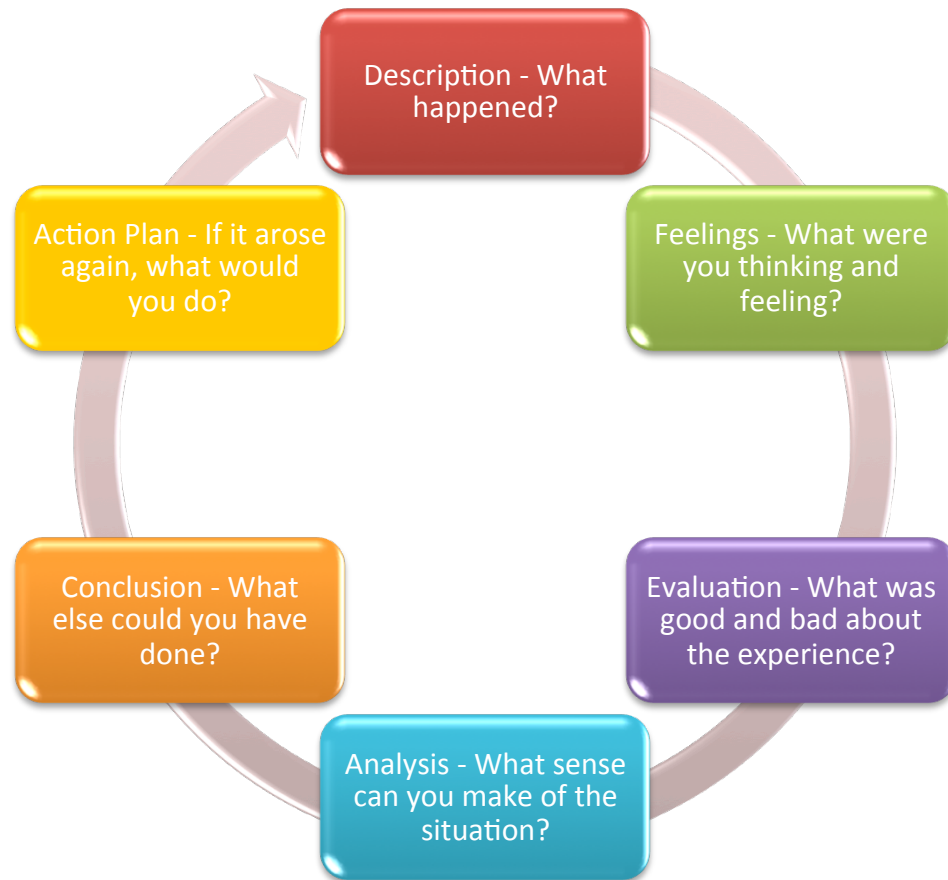
REFLECTION

“It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations that allow new situations to be tackled effectively.”

Gibbs, Graham (1988). *Learning by doing: a guide to teaching and learning methods*. London: Further Education Unit. ISBN 1853380717. OCLC 19809667. Retrieved 10 November 2011.



GIBB's MODEL OF REFLECTION



REFLECTIVE WRITING AT CHICAGO MEDICAL SCHOOL

- Introduced in 2011
- Required academic activity for all students
- Implemented via Clinical Reflections, I, II, III & IV
 - Course designed to promote student acculturation in medicine, connection and mutual support
- Discussion of submitted reflections Occurs in 16 Chicago Medical School learning communities (LC), 4 LCs per class
- Audience includes Course faculty - physician mentors, self, peers, course director, academic administrators
- Using prompts, reflective essays may be based on real or simulated experiences learning experiences



REFLECTIVE WRITING AT CHICAGO MEDICAL SCHOOL: WRITING GUIDANCE

- Reflective essay is in depth/detailed
- Reflective essay has proper grammar /punctuation/writing style
- Reflective essay identifies and describes a pertinent issue/experience
- Reflective essay includes application of topic/ issue to personal values
- Reflective essay includes new insights/meanings/realizations



REFLECTIVE WRITING AT CHICAGO MEDICAL SCHOOL: EXAMPLE OF A WRITING PROMPT

- Essentials of Clinical Reasoning I Project 6 is to write a reflection following these discussions. Your reflection should be approximately one page long (double-spaced), and should demonstrate thoughtful reflection on how living with cancer or chronic/serious illness impacts patients' lives and/or the relationship between a patient and his/her health care provider. Your assignment may be a consideration of our guests who present their own stories in the panel discussion, or it may be adapted to your own personal (or family) experience with cancer or chronic/serious illness, genetic testing, or patient-doctor relationships.



REFLECTIVE WRITING AT CHICAGO MEDICAL SCHOOL: STUDENT PERCEPTIONS

- Personal, Academic and Professional Development

“I appreciate how it is a specific blocked off time when we can reflect on issues we will encounter in our medical practice and discuss them with our mentor and other students. I have learned a lot from my peers and my mentor on various situations and issues encountered in medicine”

“It is some of the more relevant info that is skipped in other classes.”

“...it allows us to communicate with a practicing physician.”

“It is actually related to what I will be doing as professional.”



REFLECTIVE WRITING AT CHICAGO MEDICAL SCHOOL: STUDENT PERCEPTIONS

- **Personal, Academic and Professional Development**

“It is a nice opportunity to write and talk about our experiences and learn from each other’

“Very helpful to open dialogue about certain things that may be in the back of your mind.”

“It is an excellent opportunity for us to take a step back and put everything we are learning in perspective”

“Give us a moment to step back and talk seriously about the issues surrounding medicine that we will have to deal with”

“...There is time for self-reflection. I also like spending time with my learning community peers.”



Summary

- Described the components of reflective writing and differentiate it from other types of writing
- Introduced Gibbs Model of Reflection as an example of theoretical framework underlying reflective practice
- Addressed aspects of reflective writing at Chicago Medical School and suggest its influence on student development



REFLECTIVE WRITING AT CHICAGO MEDICAL SCHOOL: EXAMPLE OF A WRITING PROMPT

- Please post on D2L a written response to one of the following prompts. Your response should be approximately 250-500 words, and we encourage creativity. A straightforward description is acceptable, but consider using stronger imagery, a voice other than your own (as for the second prompt), or poetry.
- Describe on sensory, cognitive, and emotional levels the first incision into your cadaver. Or
- Write an autobiographical sketch of your cadaver's life (in the cadaver's imagined words). Base your details on physical evidence.

