

## Family medicine reflective writing assignment – Class of 2021

### Instructions

“Reflection is the process of engaging the self in attentive, critical, exploratory and iterative interactions with one's thoughts and actions, and their underlying conceptual frame, with a view to changing them and a view on the change itself.” (1). Evidence shows that the ability to critically reflect increases learning, exam performance, and clinical performance (2-6). Reflection is an essential skill for competent healthcare professionals working with increasingly complex patients in complex healthcare systems, and evidence of reflective practice is becoming part of licensing and revalidation process. The goal of this assignment is to guide you through this reflective process in the context of a patient encounter.

This assignment is different from many of your other assignments in medical school. There is no correct answer to this assignment. A pass for this assignment will require that you articulate your ideas clearly in response to the questions in each of the 4 sections below.

### Section 1

Utilizing the next patient encounter that is not a health maintenance or well child exam, describe the problem addressed in the visit and the general assessment and plan. Your response should be between 250-500 words.

### Section 2.A

In thinking about this patient, identify biomedical science disciplines from the list below that apply to the care of this patient. Then, write 3-5 learning objectives for one, some, or all of the biomedical science disciplines. The learning objectives should address foundational biomedical science knowledge that underlies the patient complaint described in section 1. Begin each learning objective with a verb selected from the table below.

### Biomedical sciences

Anatomy  
 Biochemistry  
 Cell biology  
 Genetics  
 Histology  
 Immunology  
 Microbiology  
 Molecular biology  
 Neuroscience  
 Pathology  
 Pharmacology  
 Physiology

Verbs for creating learning objectives

Lower order	→ Higher order				
Remember	Understand	Apply	Analyze	Evaluate	Create
List	Summarize	Respond	Select	Check	Generate
Recognize	Classify	Provide	Differentiate	Determine	Assemble
Recall	Interpret	Carry out	Integrate	Judge	Design
Identify	Predict	Use	Deconstruct	Reflect	Create
	Illustrate	Execute	Distinguish	Monitor	Hypothesize
	Categorize	Implement	Discriminate	Test	Plan
	Compare		Organize	Critique	Construct
	Contrast		Outline		Produce
	Map				
	Match				
	Explain				

Adapted from Anderson and Krathwohl, 2001, pp. 67-68

### Section 2.B

What did you learn by addressing the learning objectives? Your response should be between 250-500 words.

### Section 3

Comment on how engaging in this reflective process influenced your care of this patient and how it might influence the care of other patients in the future. Your response should be between 250-500 words.

#### **Section 4**

Identify and explain a situation in which your attending used this process in patient management. Use your attending as a resource if you have difficulty understanding the step-by-step reasoning they used to move from the chief complaint to a management plan quickly and easily. Your response should be between 250-500 words.

#### **References**

1. Nguyen QD, Fernandez N, Karsenti T, Charlin B. What is reflection? A conceptual analysis of major definitions and a proposal of a five-component model. *Med Educ* 2014;48:1176-89.
2. Sobral DT. Medical students' reflection in learning in relation to approaches to study and academic achievement. *Medical Teacher*, 2001; 23; 5: 508-513.
3. Blatt B, Plack M, Maring J, Mintz M, Simmens SJ. Acting on Reflection: The Effect of Reflection on Students' Clinical Performance on a Standardized Patient Examination. *JGIM* 2007; 22; 1: 49-5.
4. Mamede S, Schmidt HG, Penaforte JC. Effects of reflective practice on the accuracy of medical diagnoses. *Med Ed* 2008; 42;5: 468-475.
5. Toy EC, Harms KP, Morris RK, Simmons JR, Kaplan AL, Ownby AR. The Effect of Monthly Resident Reflection on Achieving Rotation Goals. *Teaching and Learning* 2009; 21;1: 15-19.
6. Mann K, Gordon J, MacLeod A. Reflection and reflective practice in health professions education: a systematic review. *Advances in health sciences education: Theory and practice*. 2009;14(4):595-621.