

Implementing Reflective Practice



Watch the FacDev in 5 Video featuring Dr. Gail Armstrong, Professor, Faculty Development Coordinator



5 KEY TAKEAWAYS

1

Differentiate Reflection from Reflective Practice

- Reflection is a common activity, but Reflective Practice involves deeper, structured thinking.
- Reflective Practice promotes self-awareness, intentional learning, and behavior change in learners.

2

Use Double Loop Learning

- Encourage learners to go beyond solving immediate problems.
- Help them reflect on the underlying assumptions, values, and beliefs that guide their actions.

3

Create Space for Reflection

- Allocate dedicated time for learners to reflect on their experiences.
- Use structured activities such as written reflections or case-based simulations to encourage deeper insights.

4

Model Reflective Practice

- Share your own reflective experiences with learners.
- Demonstrate how critical reflection has led to insights or behavior changes in your professional practice.

5

Cultivate Self-Awareness

- Use reflective practice to help learners become more self-aware.
- Encourage a reduction in defensiveness when receiving feedback.
- Foster a growth mindset through ongoing self-reflection.

Dive Deeper

Reflection as a Learning Tool in Graduate Medical Education: A Systematic Review (J Grad Med Educ 2017)

A systematic scoping review of reflective writing in medical education (BMC Med Educ 2023)

A Sense of Story, or Why Teach Reflective Writing? (Acad Med 2012)

Twelve tips for teaching reflection at all levels of medical education (Med Teach 2011)

