

Reflection

	Types of learning	Resources	UK General Dental Council learning outcome(s)*	Session learning outcome(s)
Session 1	Reflective	Chapter 2	10.6	Demonstrate the reflective process within a clinical setting
			6.5	List the differing levels of reflection
	Discussion	Examples of reflective reports	7.3	Appraise examples of reflective reports and logs observed within a clinical setting
				Appreciate the need for reflection as part of a transition to clinical working
Session 2	Reflective	Chapter 2	9.4	Begin to construct a personal development plan and discuss the importance of lifelong learning
			9.6	Appreciate the need for recognising personal strengths and weaknesses and how this relates to patient care
	Discussion			Discuss the use of electronic resources to capture, index and recall significant events

Teaching notes for Session 1

KEY POINTS:

- ✓ Reflection informs and underpins the lifelong learning process
- ✓ Reflective practise involved critical reflection, accounting for frames of reference and identifying suitable learning outcomes
- For most students the concept of reflecting is not new – in fact some students will be positively dismissive about having to formally develop skills in reflective writing.
- It is important to highlight that the levels of reflection required at a professional level are necessarily more comprehensive and more formally structured.
Several rubrics exist for both teaching and assessing reflective writing – one example can be found [here](#)
- It is particularly important to differentiate the levels of reflection (description, descriptive reflection, dialogic and critical reflection).
- Students should also be encouraged to explore different frames of reference – how was the encounter or event viewed from those around them (standing in other peoples' shoes)
- Students should consider differing levels of exploration – the factors (personal and external) that shaped what happened. Were there any other choices, and what might the consequences have been?
- Finally the students should identify a number of explicit learning points from the encounter.
- I find that the best way to introduce the differing levels of reflection, and to engage the students, is to ask them to appraise a series of reflective reports. Some may be purely descriptive, others more reflective. The link within the summary table provides an excellent resource.
- Towards the end of the session, discuss the value of reflection within the clinical environment and the importance as a component of clinical governance.

Teaching notes for Session 2

KEY POINTS:

- ✓ Professional development review and planning often requires individuals to draw on a series of encounters, experiences or incidents.
- ✓ Maintaining a portfolio can facilitate this process
 - Remind the students about the usefulness of reflecting critically
 - Explain the value of a personal development plan, and show how reflective encounters feed into the process as indicators of strengths and potential areas for improvement
 - Highlight that recorded reflections should be confidential, but can be stored in a way that allows them to be retrieved easily, especially if they are tagged or linked to specific domains (such as strengths, weaknesses, opportunities or threats).
 - We tend to remember events that have happened most recently. It is of considerable value to be able to draw easily on reflections from weeks or months gone by.
 - Students can be asked to write a PDP for themselves based on a bank of reflections that they build up during the course