

1 of 1



MONTHLY WORKSHOP

ON

BASIC IN CLINICAL EDUCATION (BICE) 2022

BICE IV:

REFLECTIVE LEARNING
AND FEEDBACK



PROF. DATUK DR.
HARLINA HALIZAH SIRAJ

organized by

MEDICAL EDUCATION UNIT

in collaboration with

OFFICE OF DEPUTY DEAN
(ACADEMIC AND INTERNATIONALISATION)

KULLIYAH OF MEDICINE
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

13th
MAY
2022

3 PM - 5 PM

Zoom Platform



Reflective Learning & Feedback

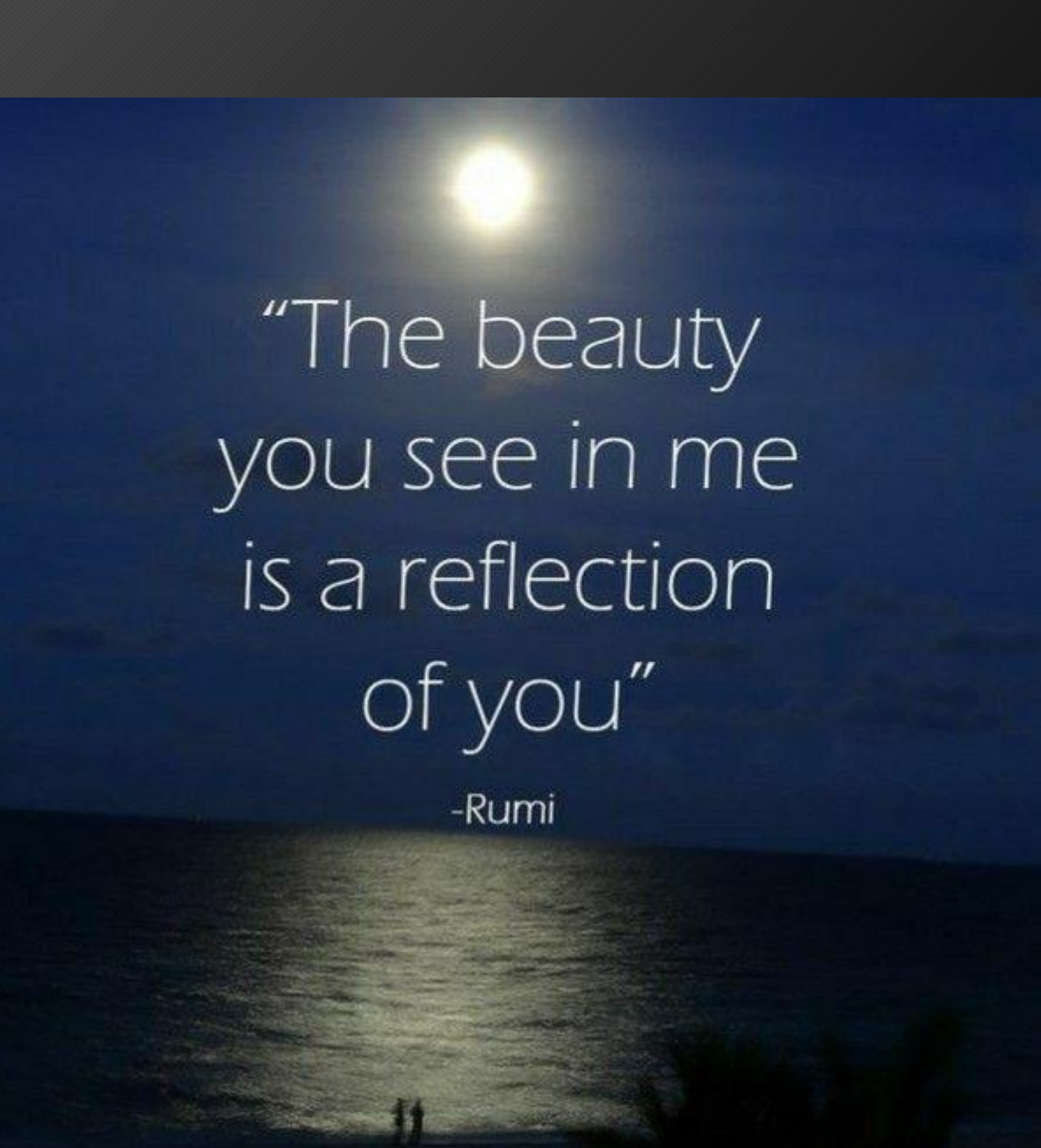
Harlina Halizah Siraj
Faculty of Medicine UKM



Contents



- Definition -
Reflection, Reflective learning & Reflective practice
- Reflection in clinical education- Why, How & What
 - Providing & Receiving Feedback



"The beauty
you see in me
is a reflection
of you"

-Rumi

Points to ponder.....

Learning without
reflection is a
waste. Reflection
without learning is
dangerous.

Confucius

meetville.com

REFLECTION : (Latin) Reflectere *‘to bend’ or ‘to turn back’*



- A process in which thoughts are ‘turned back’ so that they can be interpreted or analysed.
- Trigger : Event or Situation
- Outcomes : Insights, increased understanding or awareness



SYNONYMS for REFLECTION



MUHASABAH

CONTEMPLATION

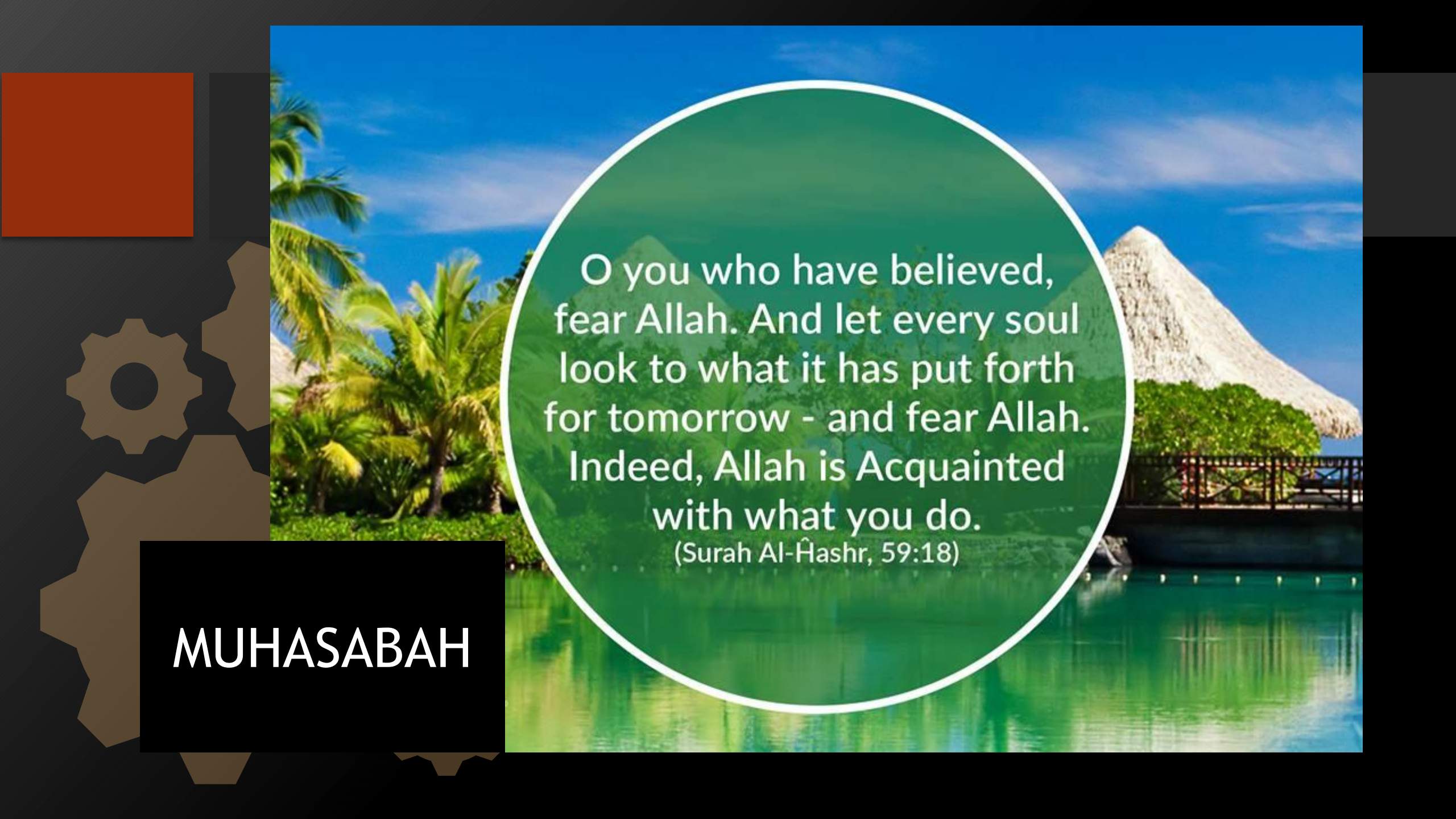
CONSIDERATION

INTROSPECTION

MEDITATION

DELIBERATION

RUMINATION



O you who have believed,
fear Allah. And let every soul
look to what it has put forth
for tomorrow - and fear Allah.
Indeed, Allah is Acquainted
with what you do.

(Surah Al-Hashr, 59:18)



MUHASABAH



REFLECTION : Definition



METACOGNITION:

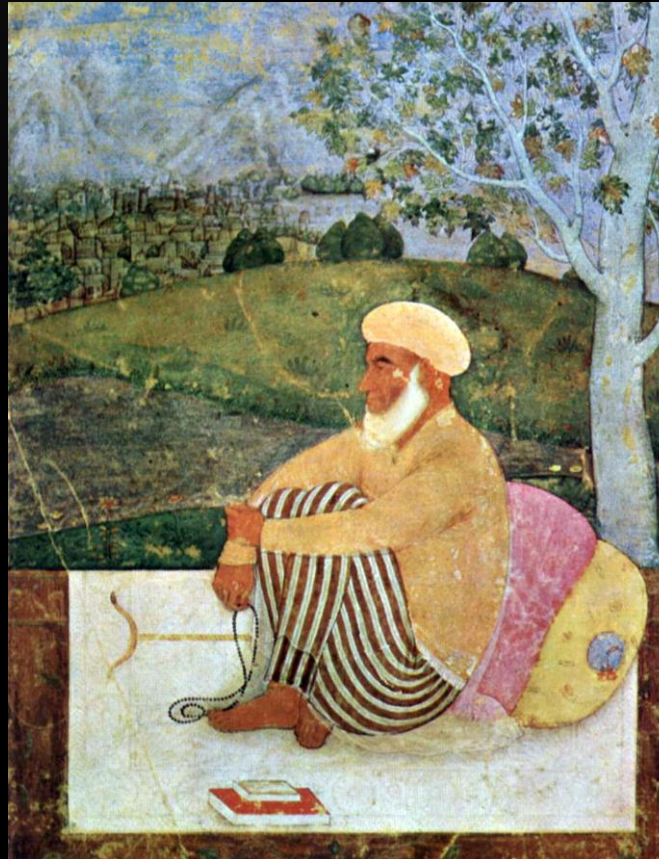
A self-regulatory process that selects, monitors and evaluates a cognitive process
(*Flavell 1979*)

A metacognitive process that occurs before, during and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters
(John Sandars, 2009)

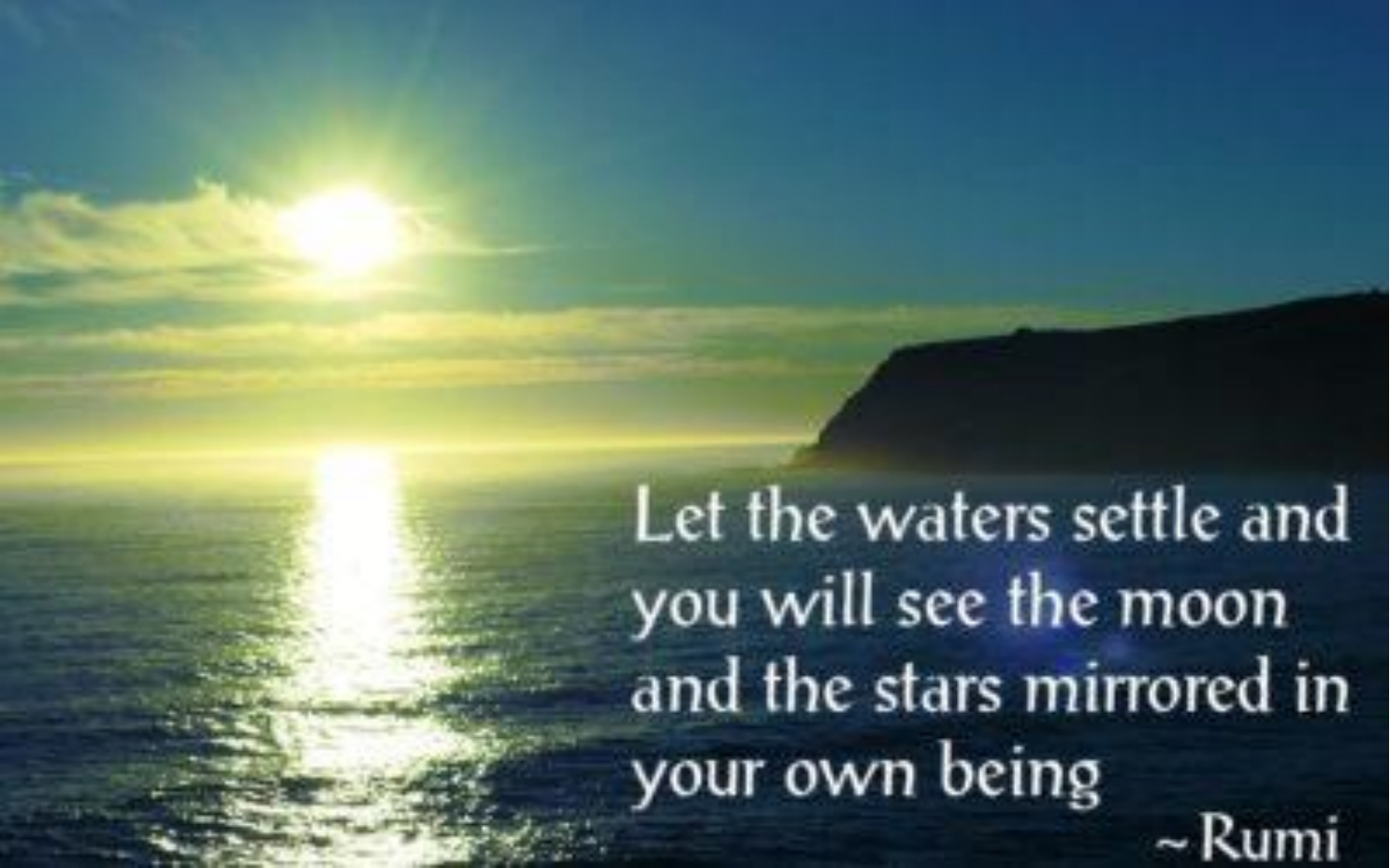


REFLECTION : Historical context

- Meditation to increase MINDFULNESS

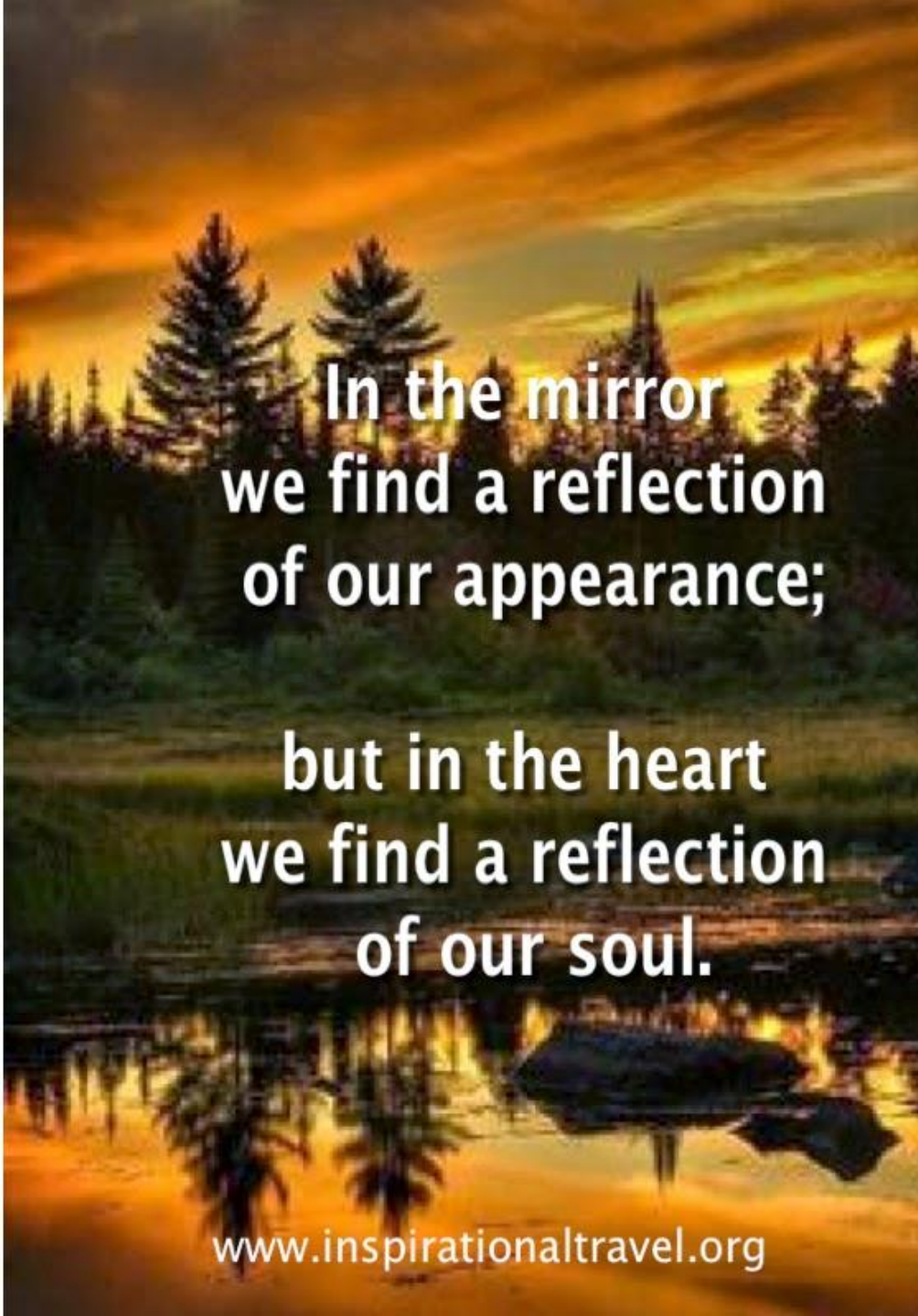


REFLECTION



Let the waters settle and
you will see the moon
and the stars mirrored in
your own being

~ Rumi



In the mirror
we find a reflection
of our appearance;

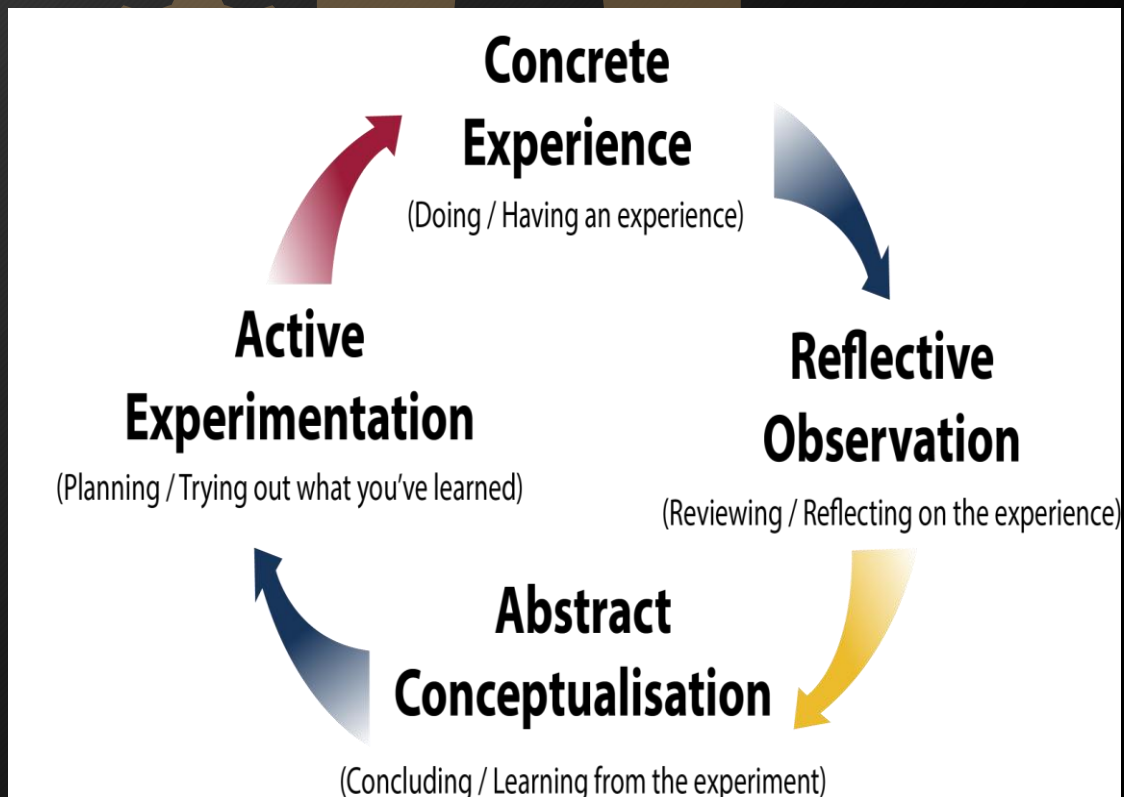
but in the heart
we find a reflection
of our soul.

www.inspirationaltravel.org



CRITICAL REFLECTION : Definition

David Kolb's Experiential Learning Cycle, 1984



The process of analyzing, questioning, and reframing an experience in order to make an assessment of it for the purposes of learning (reflective learning) and/or to improve practice (reflective practice).

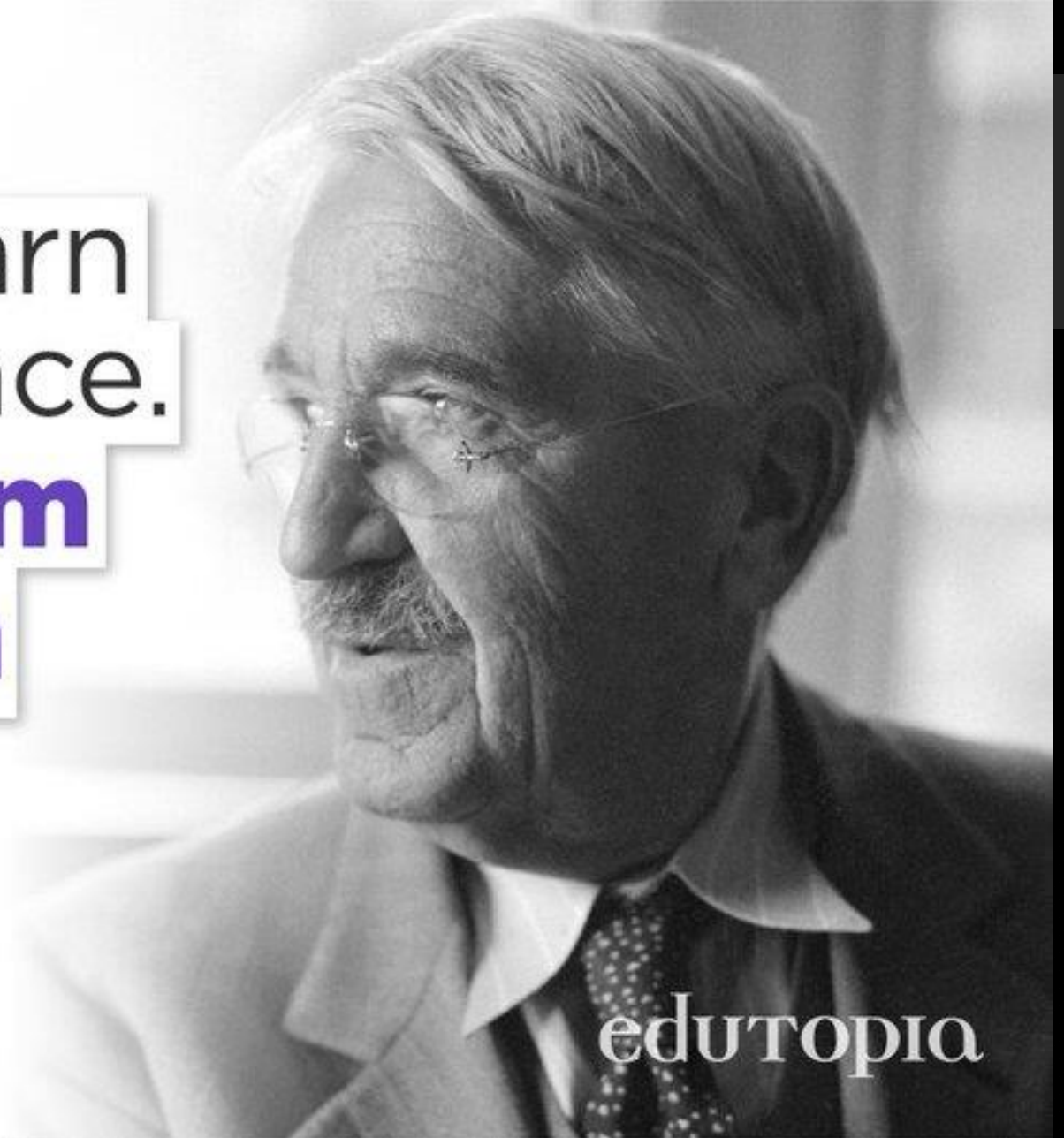
“

We do not learn
from experience.

**We learn from
reflecting on
experience.**

JOHN DEWEY

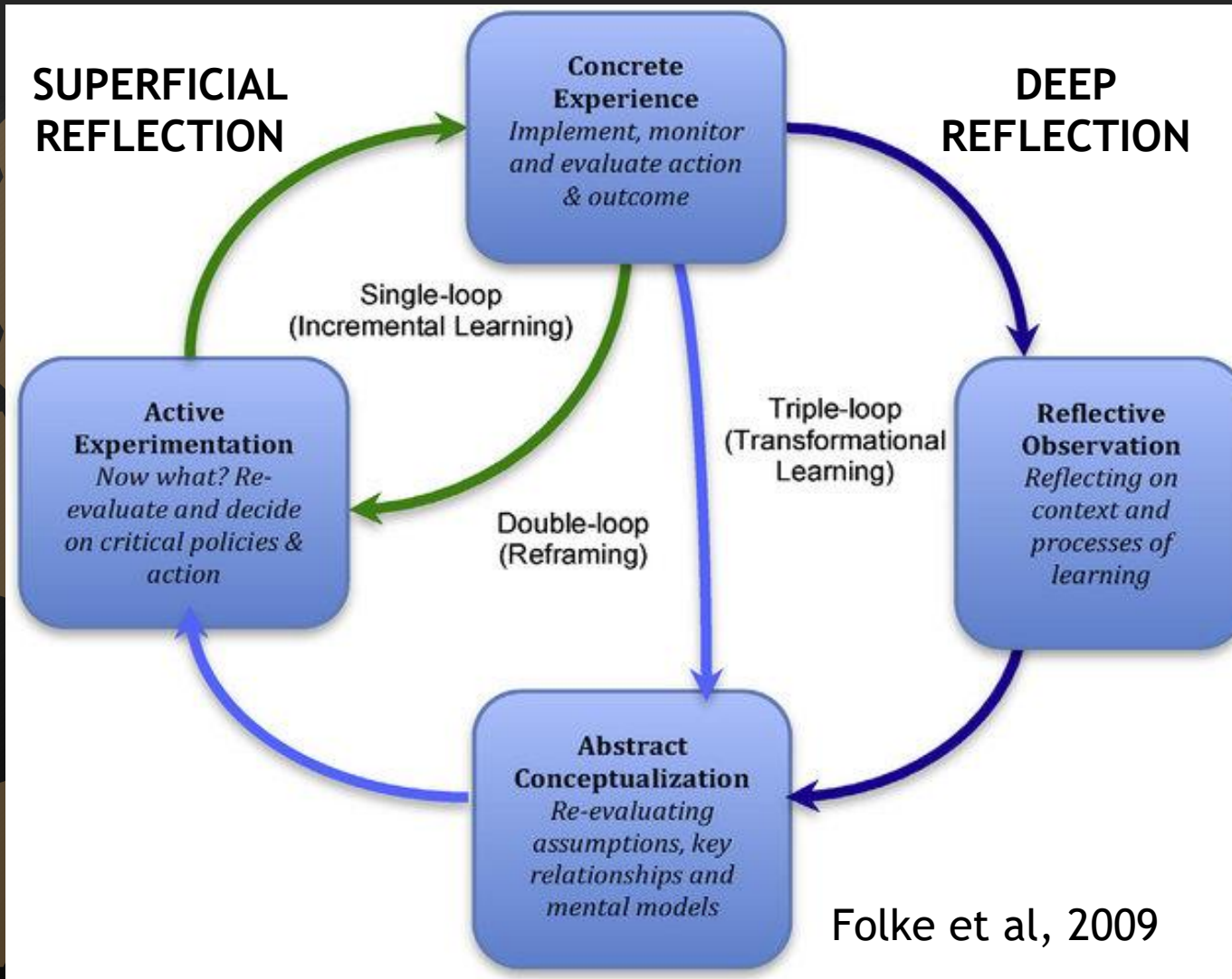
EDUCATOR AND PHILOSOPHER



edutopia

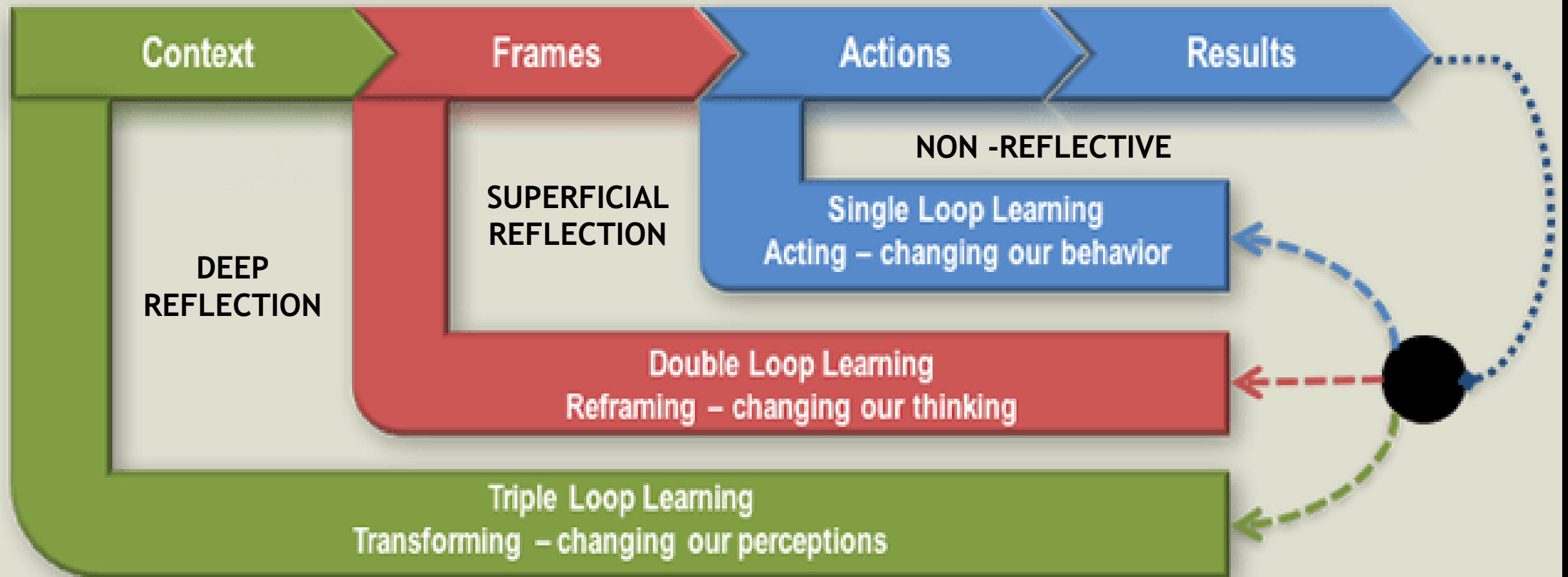


REFLECTION & Triple Loop Learning



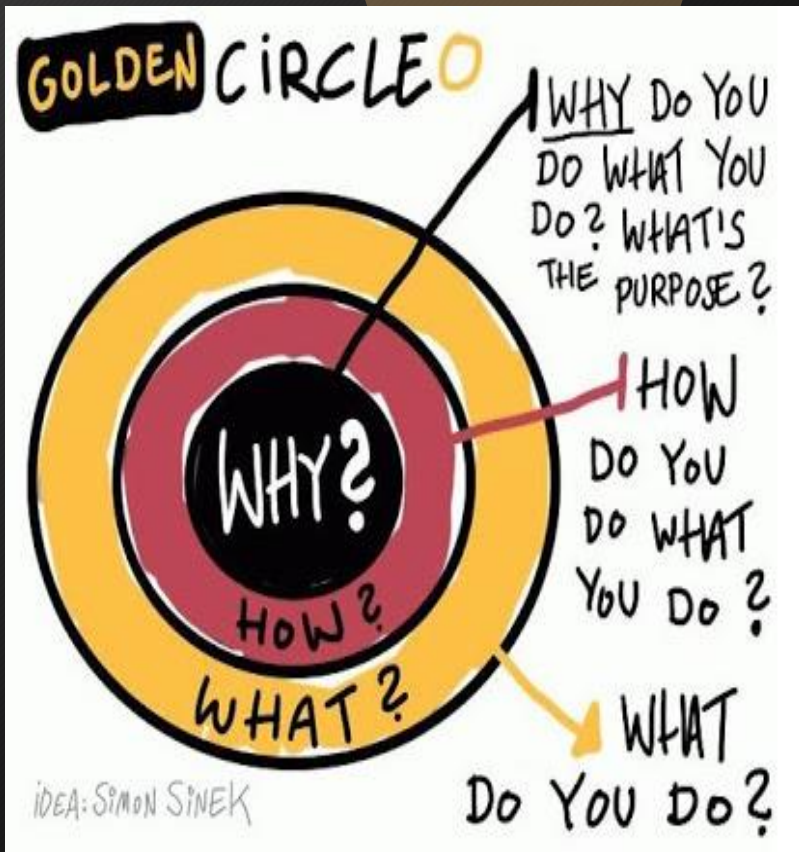


REFLECTION & Triple Loop Learning

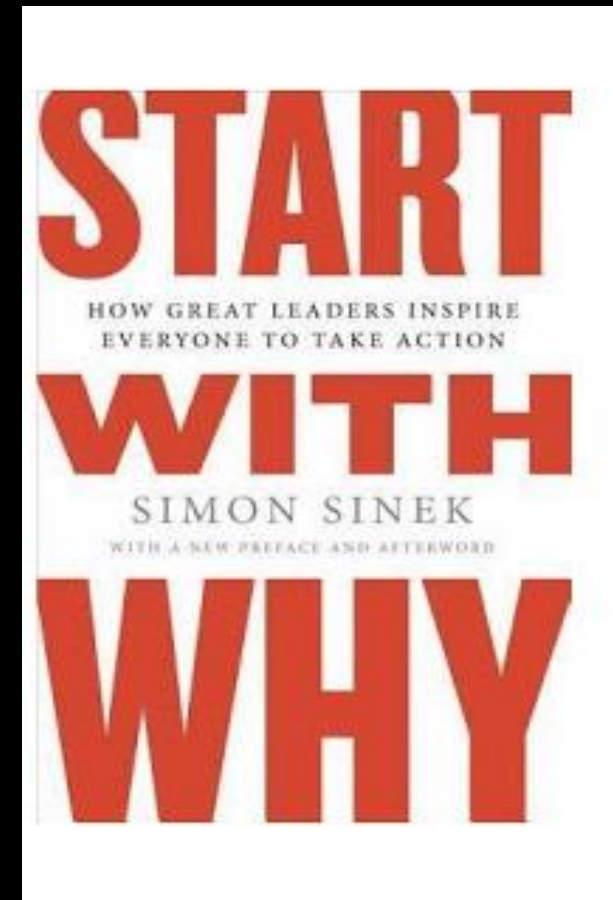




REFLECTION IN CLINICAL EDUCATION



- WHY do we have to put in reflection into clinical education?
- HOW do we train reflective learning & assess reflective practice?
- WHAT are the educational tools of reflective learning?

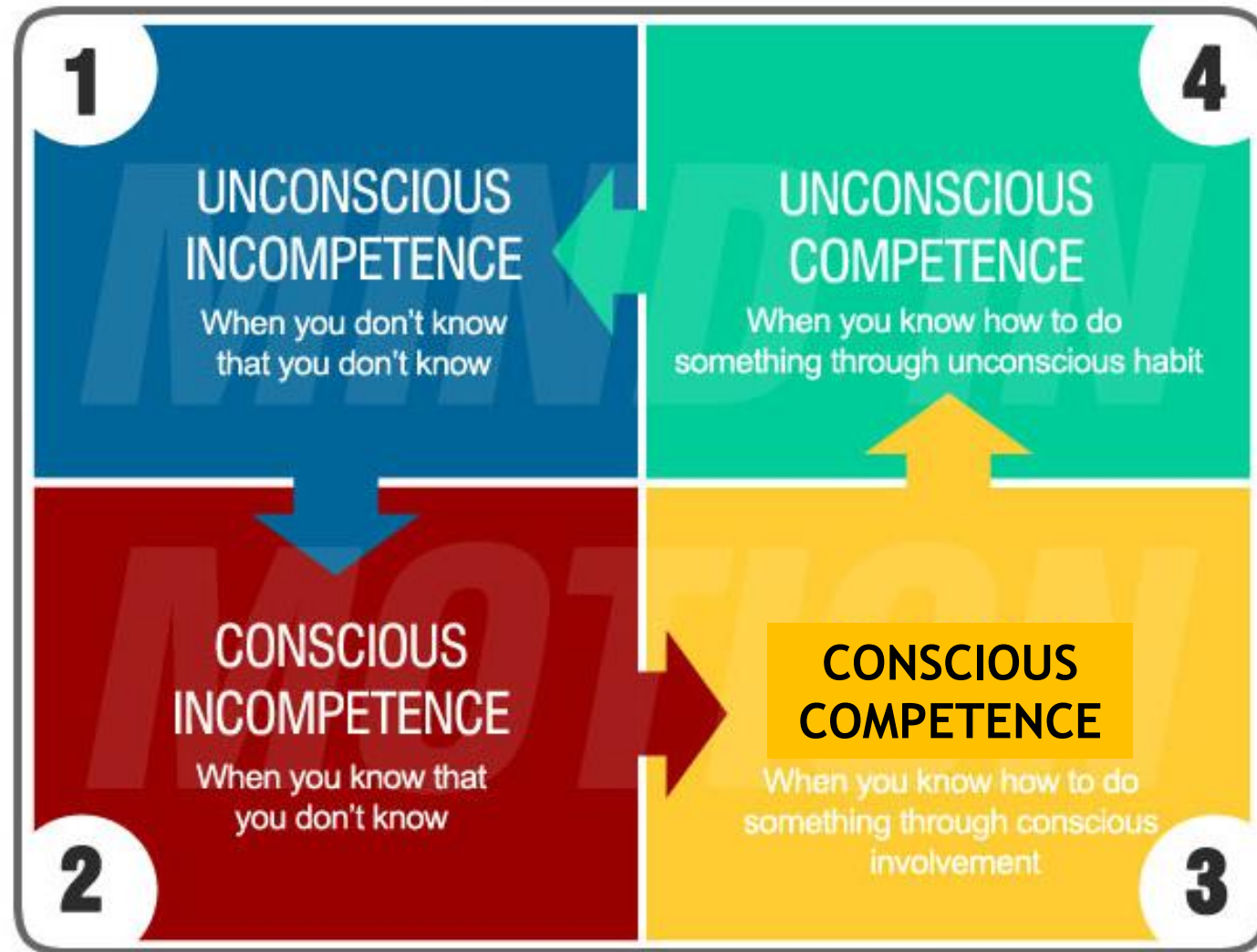


REFLECTION IN CLINICAL EDUCATION : Why



1. Enhancement of patient care
2. Bridging of the theory-practice gap
3. Resolution of practice-related problems
4. Stimulation of critical thinking to foster changes in practice

The 4 Stages of Learning Anything



Practice and persistence coupled with the belief that if one person can do it, you can do it too
This is a **sure-fire** way for change!

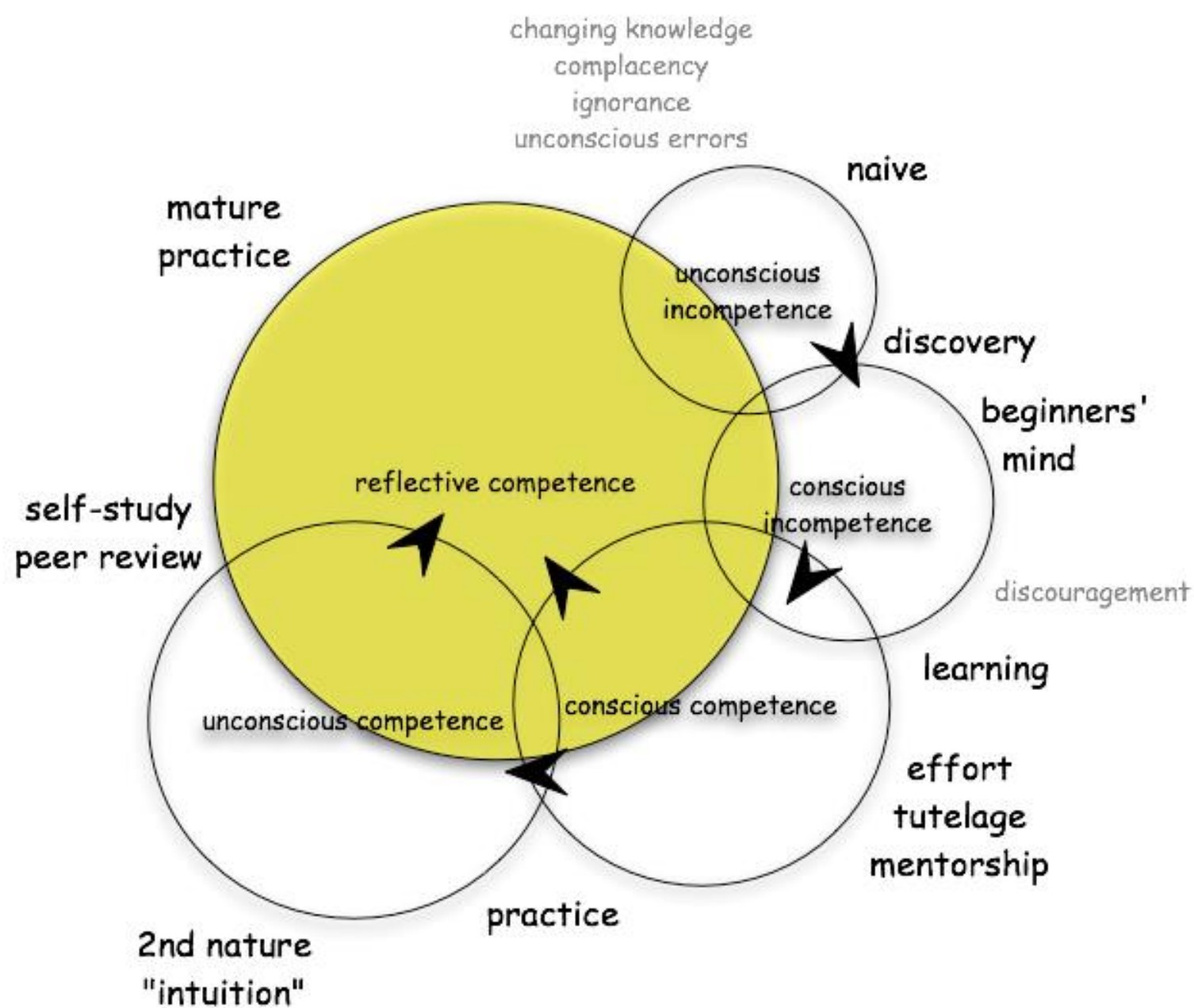
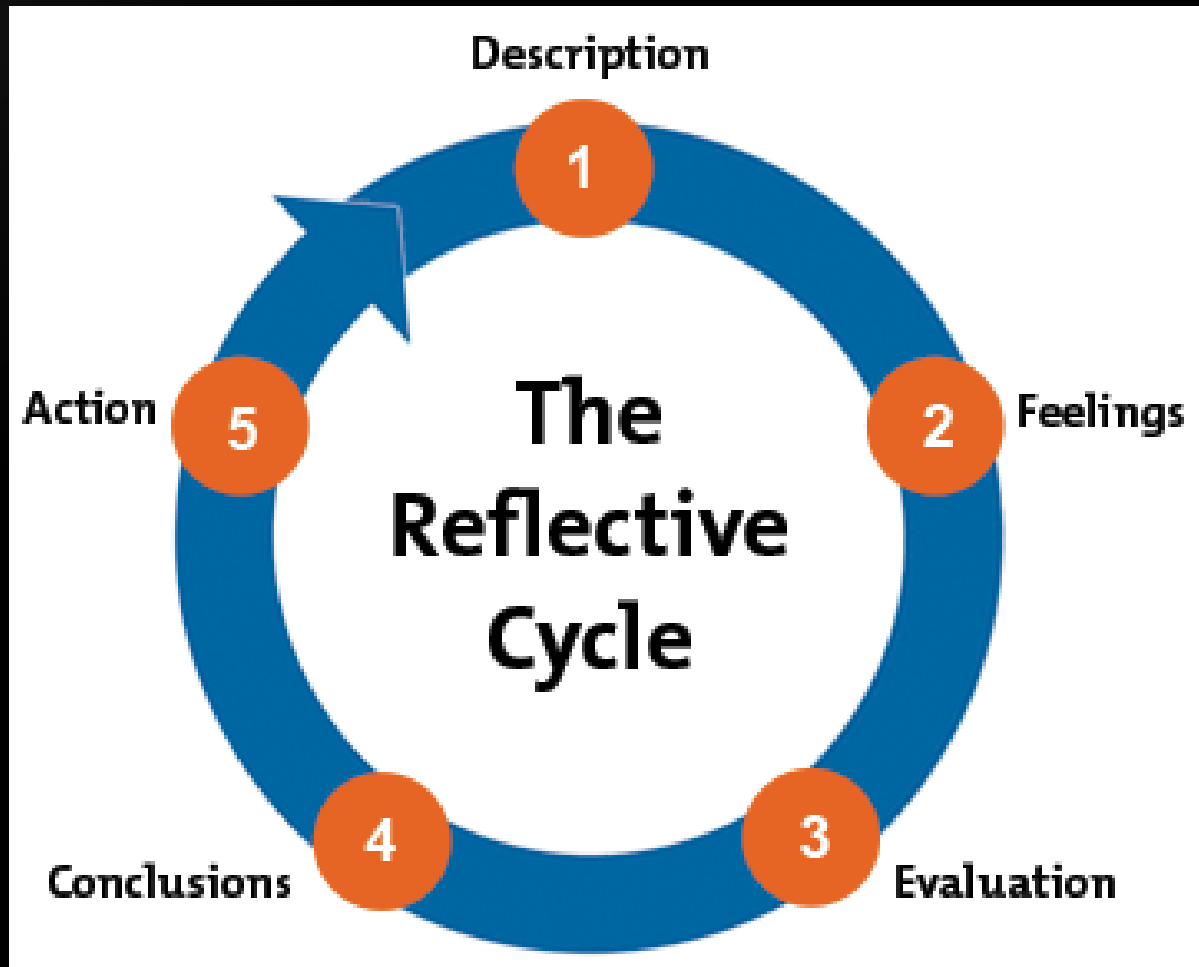


Image courtesy of Will Taylor, Chair, Department of Homeopathic Medicine,
National College of Natural Medicine, Portland, Oregon, USA, March 2007

Gibbs Reflective Cycle



STEPS IN REFLECTION TRAINING : How Gibbs Reflective Cycle



REFLECTION IN CLINICAL EDUCATION : What

Guided Reflection : Reflective Writings

What am I feeling and what are my emotions?

Why do I feel like this?

Are there other situations in my life or my encounters with others when I feel the same?

Can I explain why I feel this way?

What are the consequences of these emotions for me and for others?

Training the Directors Course : National Postgraduate Medical Curriculum

19 - 20 March 2022

Providing & Receiving FEEDBACK

Name of facilitator: Prof Datuk Dr Harlina Halizah Siraj

Date: 19 March 2022

Affiliation: Dept of Medical Education, Faculty of Medicine
UKM

CRITICISM VERSUS FEEDBACK

A COMPARISON

Criticism focuses on
what we don't want.

Feedback focuses on
what we do want.

Criticism is focused
on the past.

Feedback is focused
on the future

Criticism is focused
on weaknesses.

Feedback builds
up strengths.

Criticism deflates.

Feedback inspires.

Criticism says, "You
are the problem."

Feedback says, "We
can make this better,
together."



Benedictine
University

cvdl.ben.edu

<https://www.forbes.com/sites/amberjohnson-jimludema/2019/11/07/criticism-vs-feedback/?sh=ed562a0794ad>



“Good Feedback
Is the **KEY**
to Improvement”



**“FEEDBACK IS
THE BREAKFAST OF CHAMPIONS.”**

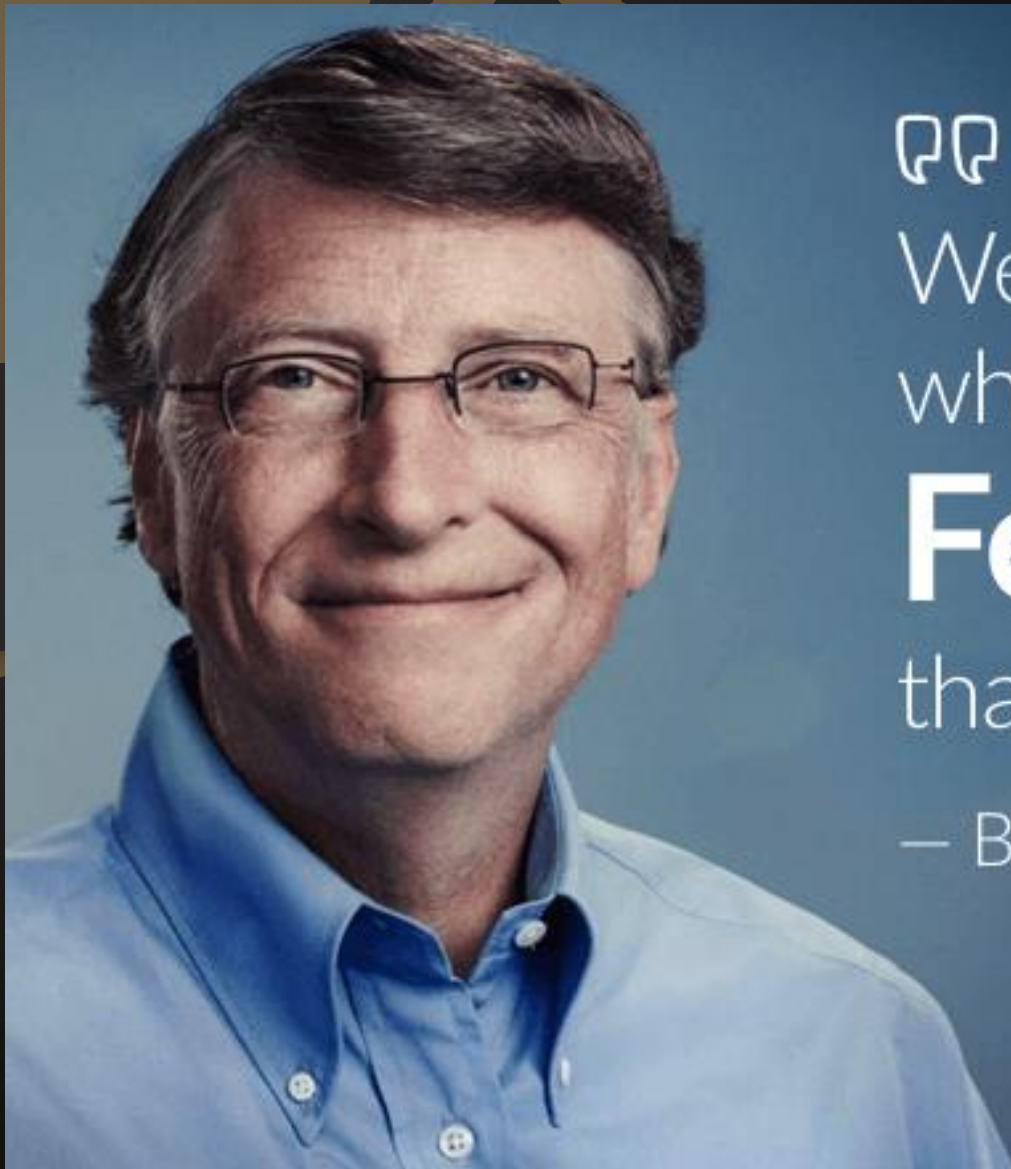
- Ken Blanchard -

"The key to learning is feedback. It is nearly impossible to learn anything without it."

Steven D. Levitt & Stephen J. Dubner, authors
Think Like A Freak

"Learners need endless feedback more than they need endless teaching."

-Grant Wiggins, *Less Teaching and More Feedback?*,
ASCD Inservice,



QQ

We all need people
who will give us
Feedback
that's how we improve.

— Bill Gates





PHOTO: TIM BEEB/CONZBETTER LIFE MEDIA

It takes humility to seek feedback. It
takes wisdom to understand it,
analyze it and appropriately act on
it.

— *Stephen Covey* —

AZ QUOTES

Feedback: Definition

“Specific information about the comparison between a trainee’s observed performance and a standard, given with the intent to improve the trainee’s performance.”

“Feedback is an assessment for learning rather than an assessment of learning.”

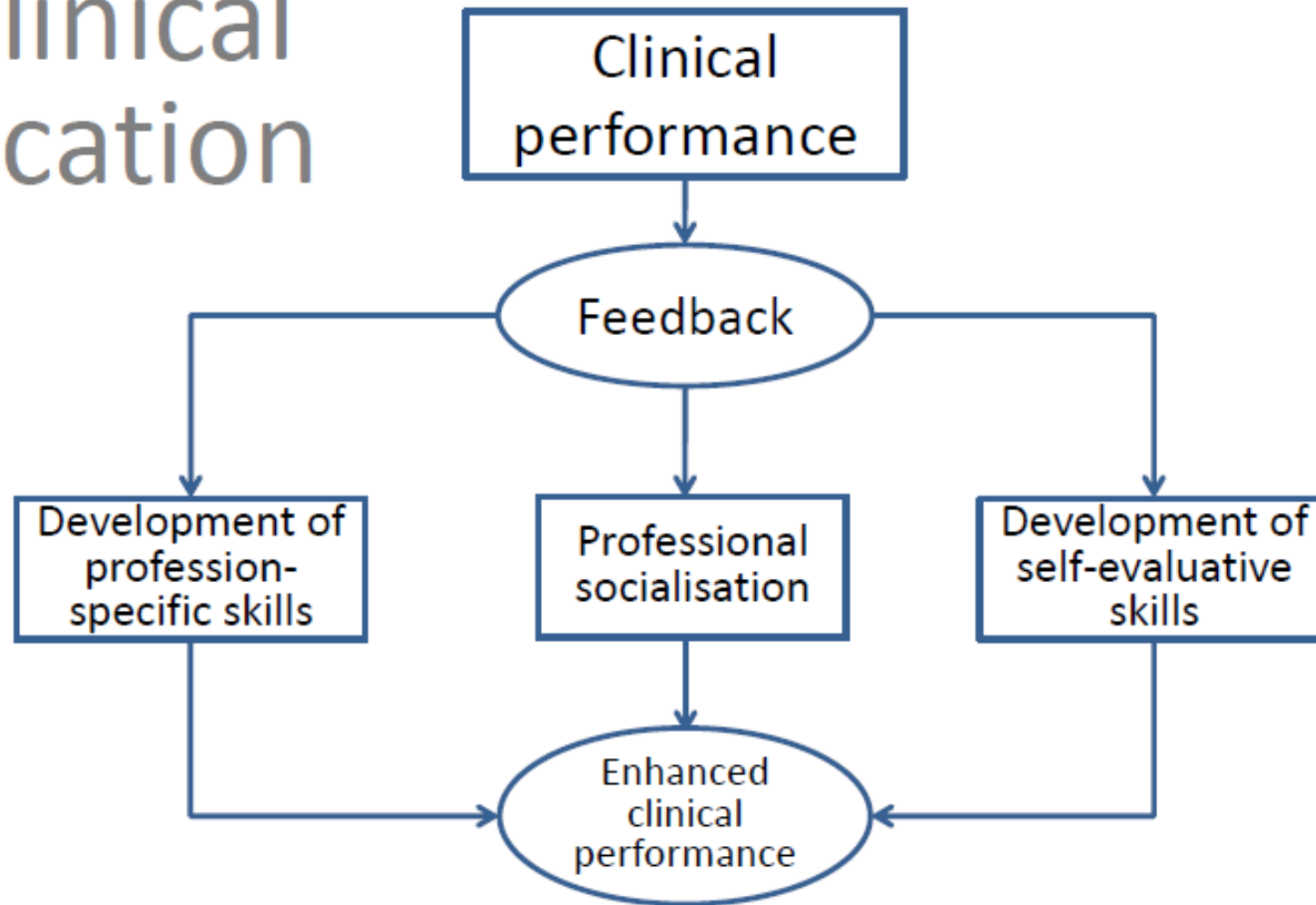
Van der Ridder MJM, Med Educ 2008;42:189-97.



“Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work”.

Molloy and Boud (2013) p. 6

Feedback in Clinical Education



Feedback is an emotional business

Not only can feedback invoke an emotional response during an encounter—it can have long-lasting impact, beyond its intent. (Ende et al 1995)

In some cases the interaction between the learner and the assessment event is so negative that it has an emotional impact that lasts many years and affects career choices, inhibits new learning.

Falchikov and Boud (2007)p 144.



Five Steps of a Growth Mindset Culture



The **Brain**

Learn about
your brain and
how you learn

Mindsets

Recognize
growth and
fixed mindset
traits

Self Talk

Become aware
of your inner
voice - positive
@ negative

Feedback

Focus on
process,
strategies &
effort

Goal

Set
challenging
goals to
achieve



Feedback isn't always pretty.
Find the takeaways.
Find the lesson.

Brendon.com

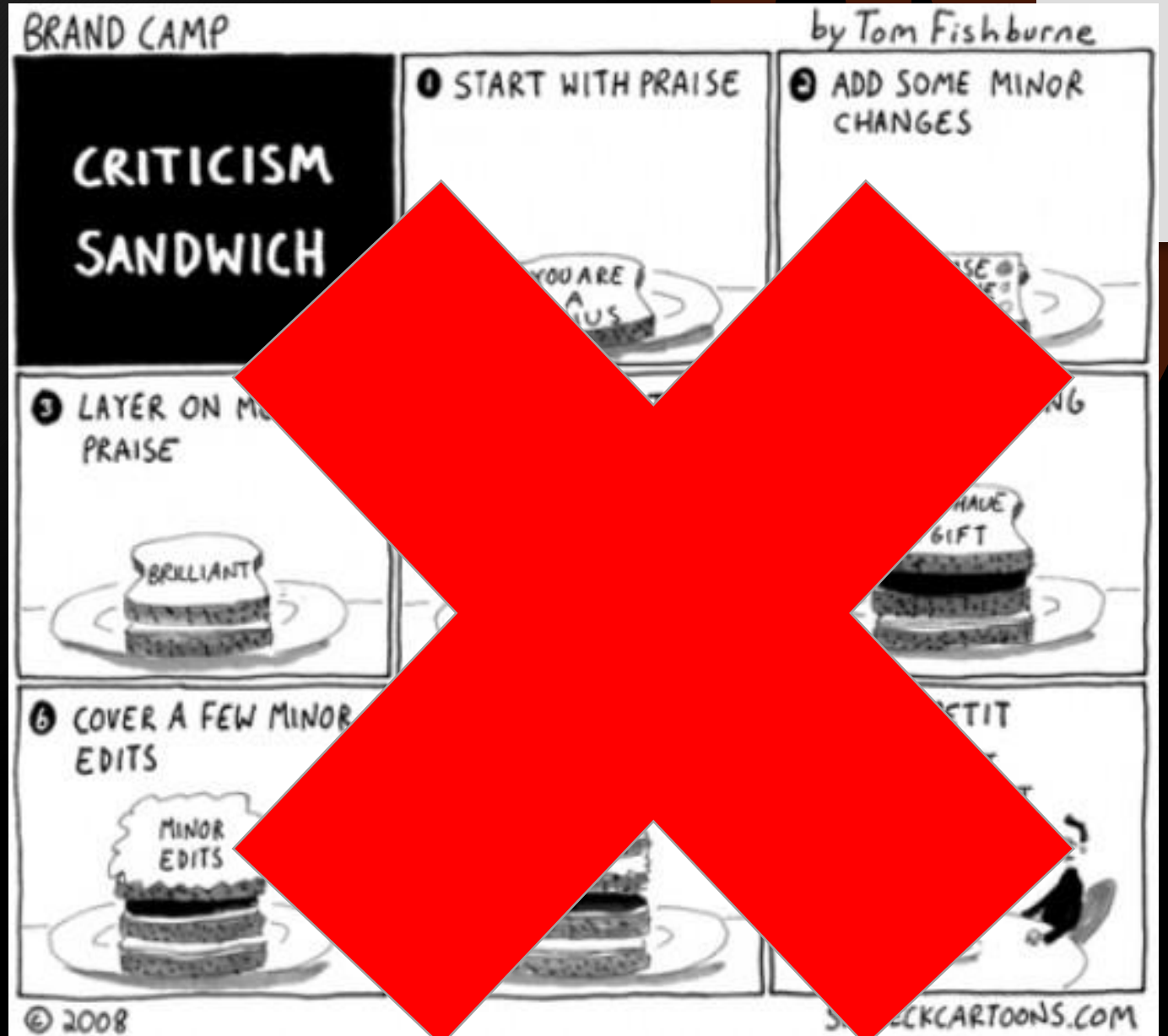


**“NEGATIVE
FEEDBACK
CAN MAKE
US BITTER
OR BETTER.”**

ROBIN SHARMA



The Feedback Sandwich:
The Sandwich No One Wants to Eat



EFFECTIVE FEEDBACK
answers **THREE**
questions (*Hattie, 2007*)
:

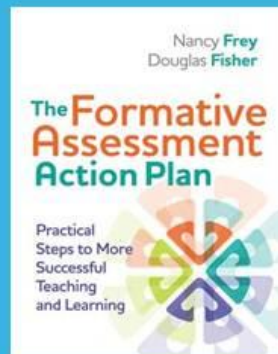
1. Where am I going ? (the goal/task **FEED UP**)
2. How am I going ? **FEEDBACK**
3. Where to next ? **FEED FORWARD**



“Feed-up ensures that students understand the purpose of the assignment, task, or lesson, including how they will be assessed.

Feedback provides students with information about their successes and needs.

Feed-forward guides student learning based on performance data. All three are required if students are to learn at high levels.”



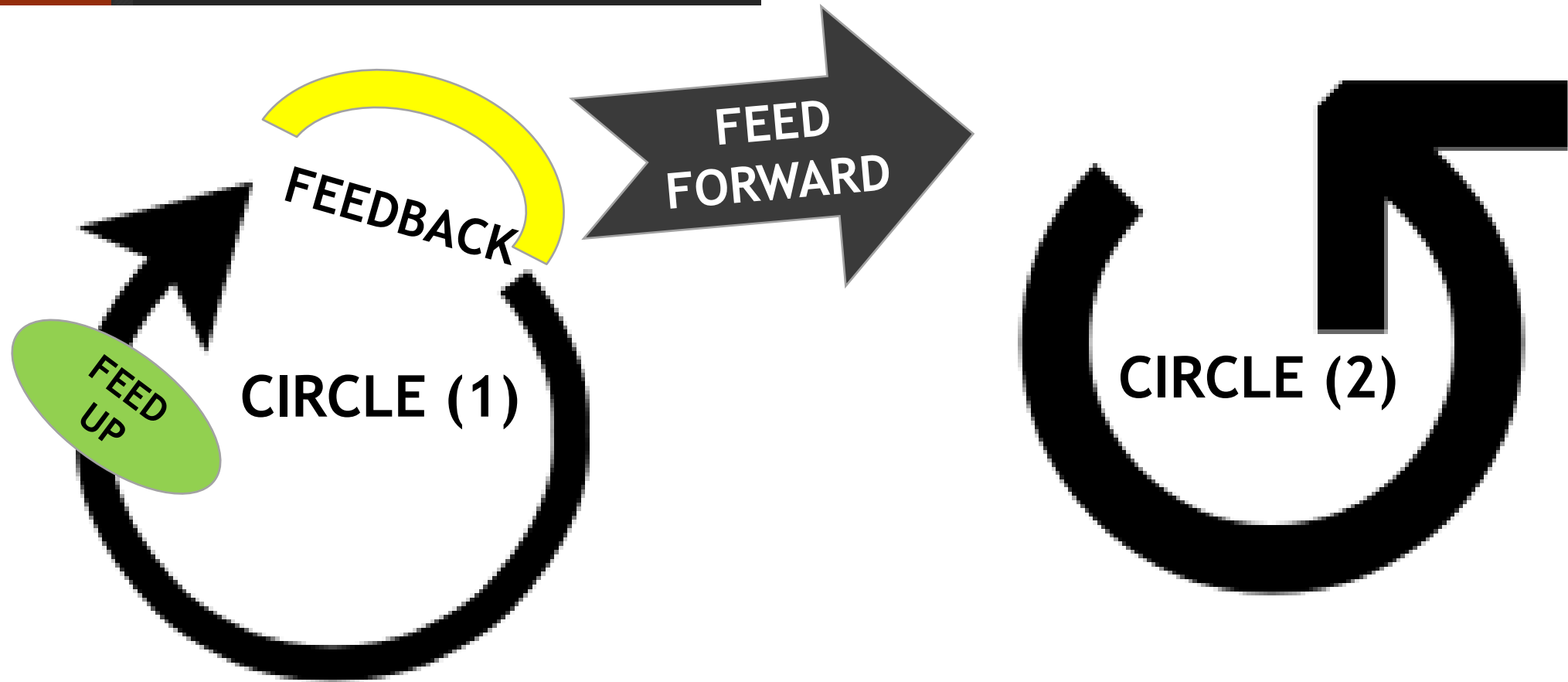
Feedback is evidence about:


- Where am I going? (Goals) **FEED UP**
- How am I going? (Performance) **FEED BACK**
- Where to next? (Specific advice) **FEED FORWARD**

Hattie &
Timperley (2007)

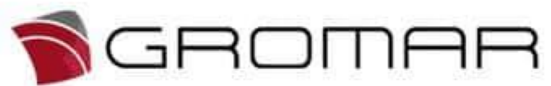


Feedback in the Learning Circles





WHAT IS FEEDFORWARD?



Feedforward

- The most unique feature of **feedforward** is that instead of traditional commenting and grading, you highlight the positive aspects of work that your employee should develop and improve.
- **Feedforward** is a tool designed to assess and develop employee competencies during one-to-one conversations, both offline and online.
- It's a type of feedback that can be a great complement to the classic feedback.

<https://gromar.eu/en/blog/feedforward/>

PROCESS OF FEEDBACK

ACHIEVING GOALS

Specifying many details



Specifying few details

GIVING FEEDBACK

Amount of Detailed Information

RECEIVING FEEDBACK

Probing few details



Probing many details



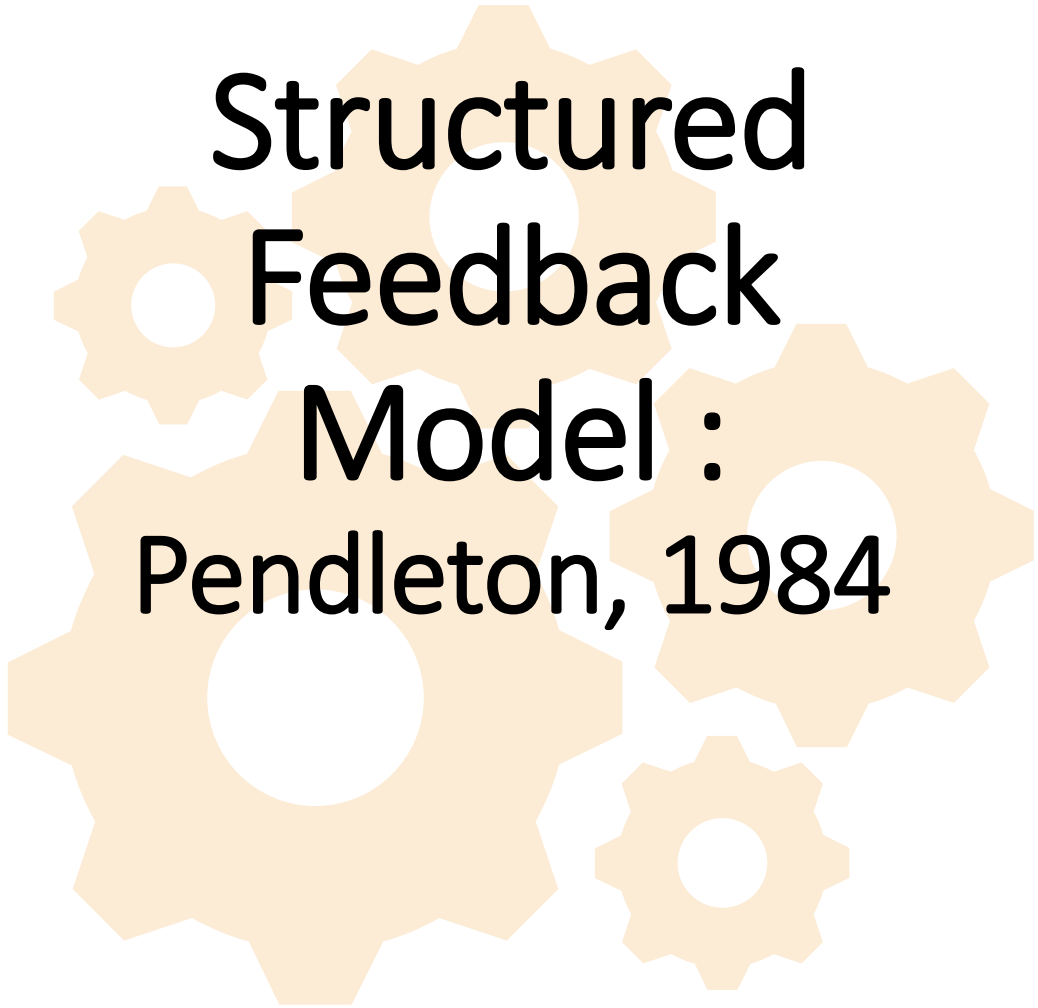
7 criteria for effective feedback:

- 1 The feedback provider is credible in the eyes of the feedback recipient
- 2 The feedback provider is trusted by the feedback recipient
- 3 The feedback is conveyed with good intentions
- 4 The timing and circumstances of giving the feedback are appropriate
- 5 The feedback is given in an interactive manner
- 6 The feedback message is clear
- 7 The feedback is helpful to recipient



PROVIDING FEEDBACK

- Focus on behaviours, not the individual
- Be specific
- Be positive, constructive and honest
- Check your ego at the door
- Offer options & alternatives
- Avoid prescriptive language
(eg. *`You should do this.../ Don't do that)*
- Don't demand unreasonable change
- Be concise



Structured Feedback Model : Pendleton, 1984

1. Ask learner how they felt
2. Ask learner what went well & why
3. Teacher says what went well & why
4. Ask learner what could be done better and how
5. Teacher says what could be done better and how
6. Summarise strengths and up to 3 things to concentrate on

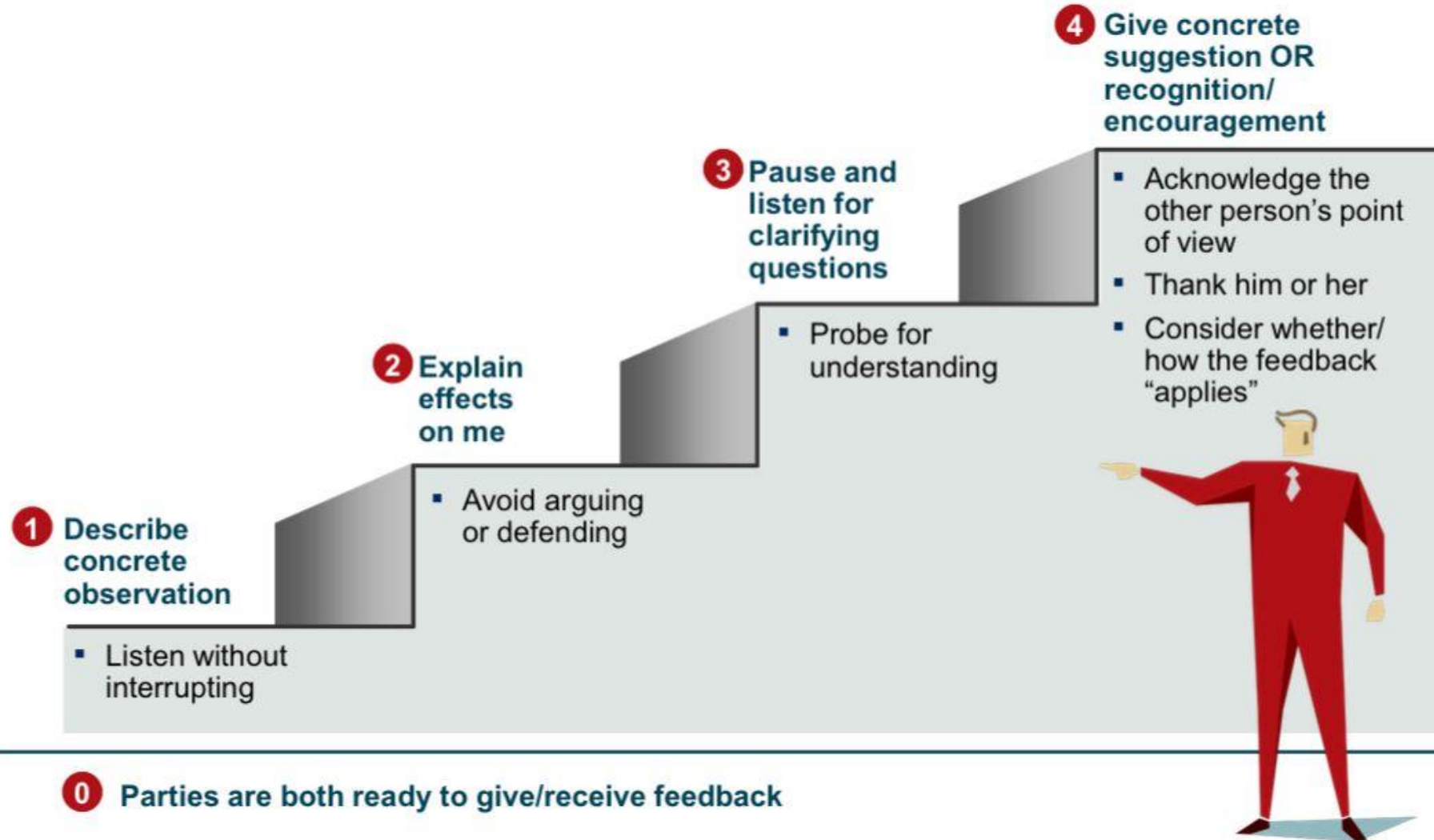
Steps for communicating feedback: The O-I-L-S feedback model

OBSERVATION

IMPLICATION

LISTEN

SUGGESTION



PROVIDING FEEDBACK

FEEDBACK DO'S

- ✓ Be aware of body language it's a non verbal communicator
- ✓ Be specific when recalling the situation.
- ✓ Be specific when describing the behavior
- ✓ Acknowledge the impact of the behavior on you.
- ✓ Make it positive.
- ✓ Make it only about behavior.

PROVIDING FEEDBACK



FEEDBACK DONT'S

- ✓ **Don't assume.**
- ✓ **Don't judge the person.**
- ✓ **Don't be vague about feedback.**
- ✓ **Don't pass along vague feedback from others.**
- ✓ **Don't give advice unless asked.**

____ **Lolly Daskal** ____

2 easy ways to Deliver Feedback

Constructive Feedback

1 Identify the issue

You must be crystal clear about the exact nature of the issue.

2 Stress the importance

People are more likely to change their negative behaviour when they fully understand the consequences.

3 Agree a way forward

Try to establish a way forward that you can both agree on. Those who help develop a solution are more likely to implement it and adhere to it.

Positive Feedback

1 Be specific

If you want the other person to repeat the behaviour, you must explain exactly what they did right.

2 Give feedback often

Nobody ever complained of being praised too often. Regularly reinforce your positive feedback.

3 Be sincere

Only offer positive feedback if you are sincere about it. When you are insincere it makes the recipient doubt everything you say.



TIP: Use Constructive Feedback to encourage behaviour change and Positive Feedback to encourage repetition of the desired behaviour

visit www.coachingpositiveperformance.com

for more great ideas



RECEIVING FEEDBACK



Be sincerely open
to all comments



Avoid being
defensive



Specify the
feedback you're
looking for



Confirm your
understanding
of the feedback



Share your reaction to the
feedback

C.U.R.E

- **COLLECT YOURSELF** – do not allow yourself to be triggered.
- **UNDERSTAND** – listen actively to the points given. Probe for specific information.
- **RECOVER** – request time out to reflect. Do not run away @ retreat to hide/deny.
- **ENGAGE** – find the truth. Re-engage the provider, to get more insights.

Harvard
Business
Review

Receiving Feedback | How to Be Resilient in the Face of Harsh Crit

How to Be Resilient in the Face of Harsh Criticism

by Joseph Grenny

June 17, 2019



<https://hbr.org/2019/06/how-to-be-resilient-in-the-face-of-harsh-criticism>



Thank you