1-1-2012

Crossing the threshold into reflective practice.

Pauline Joyce
Royal College of Surgeons in Ireland, pjoyce@rcsi.ie

Citation
Joyce, PJ. Crossing the threshold into reflective practice. Poster session presented at: Royal College of Surgeons in Ireland International Education Forum; 2012 July 2-6; Royal College of Surgeons in Ireland, Dublin: 2012.

This Conference Poster is brought to you for free and open access by the Institute of Leadership at e-publications@RCSI. It has been accepted for inclusion in Institute of Leadership Conference Proceedings and Posters by an authorized administrator of e-publications@RCSI. For more information, please contact epubs@rcsi.ie.
Attribution-Non-Commercial-ShareAlike 1.0

You are free:
• to copy, distribute, display, and perform the work.
• to make derivative works.

Under the following conditions:
• Attribution — You must give the original author credit.
• Non-Commercial — You may not use this work for commercial purposes.
• Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under a licence identical to this one.

For any reuse or distribution, you must make clear to others the licence terms of this work. Any of these conditions can be waived if you get permission from the author.
Your fair use and other rights are in no way affected by the above.

This work is licenced under the Creative Commons Attribution-Non-Commercial-ShareAlike License. To view a copy of this licence, visit:

URL (human-readable summary):
• http://creativecommons.org/licenses/by-nc-sa/1.0/

URL (legal code):
• http://creativecommons.org/worldwide/uk/translated-license

This conference poster is available at e-publications@RCSI: http://epubs.rcsi.ie/ilhmproc/2
Crossing the Threshold into Reflective Practice

Dr. Pauline Joyce EdD
Institute of Leadership, Royal College of Surgeons in Ireland

Introduction & Background

Encouraging reflective practice across postgraduate programmes for health professionals is challenging. Assessing reflections and determining the level of reflective practice reached can be difficult. Understanding reflection as a threshold concept may be useful to help meet the pedagogical challenges of such a valuable skill.

Objectives

The objectives of this poster are to:

- Present a framework for assessing reflection.
- Apply criteria for threshold concepts to reflective practice in an effort to understand it better.
- Suggest new understandings of reflection in the context of curriculum.

Levels of Reflection

Reflections done, as part of change projects, were marked using a 3 level framework.

<table>
<thead>
<tr>
<th>Level 1 (0-64)</th>
<th>Level 2 (65-64)</th>
<th>Level 3 (65+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tends to focus on just 1 aspect of the situation</td>
<td>Provides a critique from one perspective, but fails to see the broader system where other factors may make change difficult</td>
<td>Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences cannot be resolved</td>
</tr>
<tr>
<td>Uses unsupported personal beliefs</td>
<td>Uses both unsupported personal beliefs and evidence, but is beginning to be able to differentiate between them</td>
<td>Views things from multiple perspectives. Recognises that a task must be situationally dependent</td>
</tr>
<tr>
<td>Assumes no insight into reasons behind observations</td>
<td>Observations are poorly formulated and may not be placed in a broader context</td>
<td>Makes appropriate judgments based on reasoning and evidence</td>
</tr>
</tbody>
</table>

Reflections (n=57) were analysed using the 3 level framework (Table 1) & presented under the 4 criteria of threshold concepts:

1. Troublesome: Challenges traditional ways of writing – the majority (70%) reflections reached level 1 with descriptive accounts.

2. Irreversible: Once understood the concept of reflection is impossible to ‘unlearn’. A small number (7%) reached level 3.

3. Integrative: Reveals connections among different aspects that previously did not seem understood (5%).

4. Transformative: The ultimate destination in exploring reflection is a new understanding of the concept (2%).

New Understandings

As a threshold concept reflection does not fit with a linear approach to curriculum design e.g. modular.

Unless reflection is part of the assessment process students will not engage with it.

Some students are not comfortable with reflection and see it as too subjective.

Analysis of Reflections

Reflection can transform a student’s understanding and interpretation.

Conclusion

The pursuit of reflective practice invites the health professional to enter a liminal space, making sense of their experience in the context of evidence-based literature and best practice research.

It can transform the way we teach and the way we think about learning by using a lens to question and critique practice. Once this journey starts reflective practice has the potential to be transformative and irreversible.

References


Email: pjoyce@rcsi.ie