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Reflective Practice: Notes and Resources

We have put together some suggested resources for those who would like to learn more about being a reflective practitioner. Reflection is a vital part of teaching and learning and a significant component of appraisal and revalidation; there are many sources of information - these are a few that we have found helpful:

PGA MedEd (SRH) – Which replaces the LoC MEd for new Faculty Trainers.

Come along to a course and refresh your medical education skills and learn some new ones. Complete the follow up essay and portfolio and earn yourself the full award, which will give you 30 CATS points. Reflective practice is a key component of the course.

London Deanery e-learning

This is free and open to those outside London. <http://www.faculty.londondeanery.ac.uk/e-learning> for the module on reflection go to:

<http://www.londondeanery.ac.uk/professional-development/professional-support-unit/learning-development-and-personal-effectiveness-resources/reflective-writing-skills>

Click on the coloured picture on this page which takes you to the course. (This site has a number of excellent medical education modules which you can do for free online eg small group teaching, setting learning objectives, teaching clinical skills, managing trainees in difficulty – There are over 20 to choose from; find by typing ‘e-learning’ into the site search engine)

GMC Guidance

This paper focuses on CPD and the role of reflection

http://www.gmc-uk.org/CPD_guidance_June_12.pdf 48970799.pdf

The Academy of Medical Royal Colleges (www.aomrc.org.uk) has some useful documents

Further reading

Reflective writing: a basic introduction by Martin Hampton on <http://www.port.ac.uk>

Teaching others how to become more reflective? - An article to get you thinking:

Driessen E, Tartwijk J, Dornan T: The Self Critical doctor: helping students become more reflective. *BMJ* 2008;335 827-829

Reflection forms for FRT recertification

You may use any format that best suits your needs, but remember description of the teaching is only a small component of a reflection. You may find the following headings helpful:

A reflective account of a teaching activity

Title and brief description of teaching activity:

Date

Brief description

Who were the learners?

Personal reaction

What did you like/enjoy/feel you did well – and why?

What did I dislike/feel did not go so well – and why?

What did you find difficult or challenging – and why?

What have you learned?

What was the most interesting/important/useful thing that happened?

How has this influenced your practice?

How will this affect what you do next time?

Looking forward, what are your next steps?

- Outline any further learning or development needs identified
- If further learning and development needs have been identified how do you intend to address these? Set SMART objectives for these (i.e. Specific, Measurable, Achievable, Relevant and Time-bound)