

Family Medicine Midwest KIA Abstract Submission example

Title: Reflective writing in undergraduate family medicine: three examples from the Great Midwest

Learning objectives:

At the completion of this session, learners should be able to:

- explain the use of reflection as a component of professional identity formation and resiliency building
- describe the use of writing as a tool to encourage reflection
- reflect briefly on their experiences in medicine and medical education
- implement a short reflective writing exercise in a medical education clerkship

Action: Participation in a reflective writing exercise

Abstract:

Medical training is a time of intellectual, cognitive and emotional change and development. Reflection encourages trainees (and those out of training) to think about these changes as well as their other experiences, and to consider how they respond to them. From there, they can begin to see patterns in the responses, and plan future decisions and actions based on these patterns. Reflection is a skill that must be sought, practiced, and developed. This session will use writing as a tool to introduce and develop the skill of reflection. Presenters from three medical schools in Chicago will briefly discuss the evidence for reflection and how they use reflection in their respective primary care clerkships. Participants will then engage in a short reflective writing exercise. This session is appropriate for all levels of medical education and training.

Proposal:

Reflection is the process of thinking back on an experience, analyzing and interpreting the experience, and forward feeding to inform future actions. Reflection allows for an examination of actions and reactions, and ideally allows the learner to understand the connections between experience, emotion, and behavior. The reflector sees patterns in their own experiences and reactions, which allows them to make changes in their responses. (1) Medical educators report valuing reflection, but lacking confidence in teaching it. During this highly interactive workshop, presenters from three institutions will describe the association between reflective writing and its ability to enhance a learner's professional identity development. Participants will learn how three different medical schools have implemented reflective writing in unique ways. They will have a chance to review examples of student writing samples. Presenters will provide a brief overview of how to conduct a group reflective writing session, and participants will be provided a chance to participate in a simulated writing workshop. Upon completion of the mock workshop, participants will be asked to share their reflections and practice compassionate listening while listening to their peers share their reflections. Participants will be provided resources needed, tips for implementation, and lessons learned during the process of developing this curriculum. This workshop will benefit participants that are seeking to either incorporate reflective writing into their curriculum or if they are simply looking to foster their own resiliency. Both the "novice" and "expert" will be able to actively contribute and learn from this workshop.