Reflective practice is an integral part of the revalidation of doctors within the GMC and NHS England. This paper describes the origins of reflective practice and some of the practical aspects of the implementation of reflective practice as it pertains to teaching. The contents of this paper provides useful guidance when discussing reflective practice with assesses who are preparing supporting information to be uploaded into PReP with the Faculty of Pharmaceutical Medicine in preparation for revalidation.

Author Abstract

"Reflection is claimed as a goal in many teacher preparation programs, but its definition and how it might be fostered in student teachers are problematic issues. In this article, a report is provided of a review of literature on reflection, in particular focusing on strategies, which assist its development in preservice programs. Next there is outlined a research project where types of reflection have been defined and applied to an analysis of student writing. Finally, the authors propose a framework for types of reflection as a basis for further research development in teacher education."

The paper contains some very useful definitions and an appendix of terms:

“Criteria for the Recognition of Evidence for Different Types of Reflective Writing”

“Descriptive Writing”

“Not reflective. A description of events that occurred or a report of literature. No attempt to provide reasons or justification for events.”

“Descriptive Reflection”

“Reflective, not only a description of events but some attempt to provide reason justification for events or actions but in a reportive or descriptive way.

Two forms: -

(a) Reflection based generally on one perspective/factor as rationale.

(b) Reflection is based on the recognition of multiple factors and perspectives.”
“Dialogic Reflection”

“Demonstrates a "stepping back" from the events/actions leading to a different level of mulling about, discourse with self and exploring the experience, events, and actions using qualities of judgments and possible alternatives for explaining and hypothesising.

Such reflection is analytical or/and integrative of factors and perspectives and may recognise inconsistencies in attempting to provide rationales and critique”

Two forms: -

(a) Reflection based generally on one perspective/factor as rationale.

(b) Reflection is based on the recognition of multiple factors and perspectives.”

“Critical Reflection”

“Demonstrates an awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by multiple historical, and socio-political contexts.”

Use of the paper in medical appraisals and revalidation

This paper provides a primer in reflective learning and practice that is very useful in the understanding of the processes that underpin reflective thinking and the practical implications of incorporating reflective thinking into daily work. I have used some of the examples given in the paper to illustrate reflective practice in discussion with assesses - feedback has been positive and has assisted the assese in the understanding the value of reflective learning and incorporation of reflection into PReP portfolios for revalidation.

Dr Colin Michael Perkins MD FRCP FFPM
Medical Appraisal Lead
Faculty of Pharmaceutical Medicine

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