

Attitudes and behaviours of paediatric higher specialist trainees to reflective learning and practice

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* denotes mandatory field

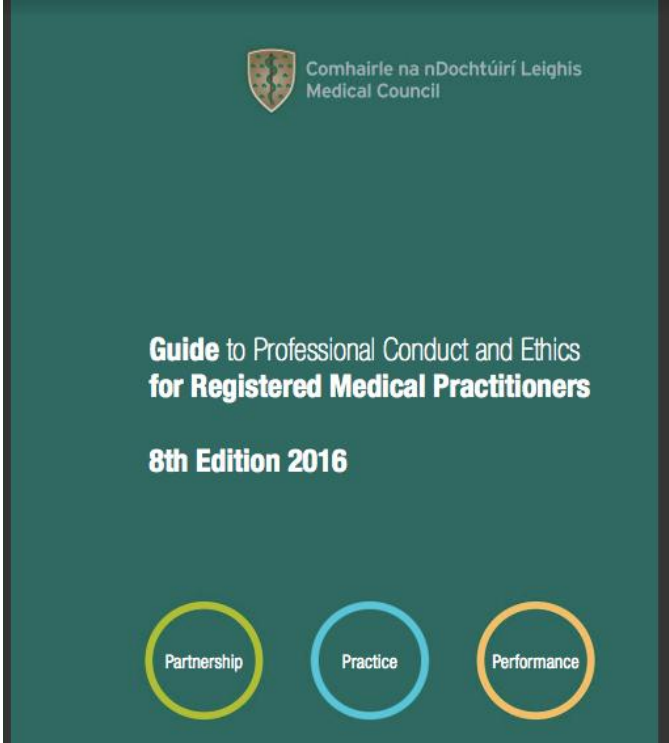
Study Day title*:

Date*:
22/02/2017

Venue*:

Certificate received?*
- Please Select -

Reflective learning*:



Reflective practice: Developing insight into professional practice is important to improve standards of care. Reflective practice includes formal reviews through audit and outcome data. It also includes informal reflection on how personal values may affect communication with patients, colleagues or others, and ultimately the care provided to patients.



The screenshot shows a software interface with a menu bar at the top: Home, Create, Data, Analyze, Query, Explore, Layout, View. Below the menu bar are several toolbars: Sources (Document, External, Memo, Audio, Video), Nodes (Node, Case), Items (Create As Node, Create As Cases), Collections (Folder, Set), and Classifications (Source Classification, Case Classification, Attribute).

The main area is divided into three panes:

- SOURCES:** Internals, Externals, Memos
- NODES:** Nodes (highlighted in red), Cases, Node Matrices
- CLASSIFICATIONS:** Source Classifications, Case Classifications
- COLLECTIONS:** Sets, Memo Links, Annotations
- QUERIES:** Queries, Results

Below the panes is an 'OPEN ITEMS' section with a dropdown arrow and a list of items: Training in reflection, Unsaved Query, Unsaved Query, Unsaved Query.

The right pane shows a tree view of nodes under the heading 'Name'. The tree structure is as follows:

- Engagement with reflection
 - Lipservice
 - Feedback on portfol...
 - Frustration
 - Lack of engagement
 - Organisational culture...
 - Lack of reflective cu...
 - Positive reflective c...
 - Reflective culture wi...
 - Participant willingness
 - Benefit of reflection
 - Understanding of reflection
 - Gaps in understanding
 - Process of reflection
 - Understanding of be...
 - Training in reflection
 - Desire for training
 - Lack of training
 - Triggers for reflection
 - Appropriateness of t...
 - Timing

The bottom right pane shows a table with the following structure:

Start Time	End Time	Transcript
		that we would contact the student and arrange a meeting. So we emailed him that morning and said we wanted to meet him and to reply immediately when he got the email. So we got no reply to the email so we phoned him multiple

Engagement with reflection	Understanding of reflection
<ul style="list-style-type: none">• Participant willingness	<ul style="list-style-type: none">• Gaps in understanding
<ul style="list-style-type: none">• Organisational culture of reflection	<ul style="list-style-type: none">• Training in reflection
<ul style="list-style-type: none">• Lip-service	<ul style="list-style-type: none">• Triggers for reflection

