



Examples of Reflection and Reflective Assessment

Reflective Assessment is based on reflective learning. It is simply taking a reflective learning exercise and using it as a tool to assess the learning of the learner.

Reflective learning is generally viewed as a skill and a way of:

- **Looking back** over an **learning event/experience** and breaking it down into its most significant aspects, such as key elements drivers, consequences
- **Learning** by making links between **learning** and **action**
- **Improving performance** by using the **outcomes** of reflection to inform **future practice**
- Identifying and **maximising** the personal value of a learning experience
- Turning **surface learning** into **deep learning**

Reflective learning can be applied to any learning events and experience.

A reflective learning exercise or assessment:

- Identifies the most significant learnings, and why they are significant to the learner
- Includes analysis, not just description account of the event/activity
- Questions ideas, considers them in depth
- Explores drivers, outcomes, motives (self and others)
- includes other (potentially critical) perspectives as well as your own: it requires you to 'stand back' from the event/activity
- Links ideas together and doesn't just make one point at a time
- Explores changes in understandings and ideas and relates current knowledge (past learnings) and experiences, with new learnings
- Identifies changes in behaviour, specifically (for pharmacy professionals) changes in practice, and the reasons for these changes
 - A reflective assessment should include an Action Plan that states what change will be made, when it will be made, and the expected outcomes (practice and patient)

Example 1: A General Example for a Learning Event

1. What were the major learnings for you in this learning activity?
 - a. Why were these learnings the most significant learning of this learning activity?
 - b. What is the key evidence behind the new learning?
 - c. What are the key implications of the new learning?
2. How do these new learnings differ from your previous learnings and/or experience?
 - a. What are the implications for your practice and patient care of these changes in knowledge?
3. What changes in practice do you plan as part of this learning activity?
 - a. What change (s) will you make?
 - b. When will you make the change(s)?



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- c. Who else needs to be involved in this change? What change do they need to make?
- d. What are the expected changes in outcomes for your practice and for patient care?

Example 2: An Example for a Knowledge-Based Learning Event

1. What were the major learnings for you in this learning activity?
 - a. Why were these learnings the most significant ones of this learning activity?
 - b. What is the key evidence behind the new learning? Reliability, validity and generalizability of the evidence?
 - c. What are the key implications of the new learning?
2. How do these new learnings differ from your previous learnings and/or experience?
 - a. What are the implications for your practice and patient care of these changes in knowledge?
3. How will you apply these new learnings:
 - a. For new patients
 - b. For current patients (e.g., review files, advise to see physician, contact physician)

Example 3: A Very General Example

1. What are your initial reactions to the learning event?
2. How do the learnings from the learning event fit with your own knowledge (previous learnings) and experiences?
3. How have your ideas changed as a result of the learning event?
4. What new changes in behaviours/practice are you encouraged to try?

Example 4: Reflection used in an Application-Based Activity

1. The learner is tasked with applying the learning to one or more case studies (e.g., Doing a medication review) or situations.
2. The provider asks the learner to respond to a series of questions, which may be broad or specific and which may be provided all at once or in a sequential manner.
3. In addition to answering the series of questions, the learner may also be asked to comment on all aspects of their experience in doing the procedure or exercise – deciding on the approach to doing exercise, doing it, issues and concerns, difficulties or problems they had, how they addressed them, what were the key learnings and what they would do differently the next time, etc.
4. If this was used as a learner assessment, then the provider would review the information, provide feedback to the learner and perhaps hold a consultation with the learner to discuss and provide feedback.



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Example 5: Reflection used in a Practice-Based Activity or Authentic Assessment

5. The learner is tasked with applying the learning to one or more actual cases in the learner's practice (e.g., Doing a medication review) and reporting on the case.
6. The learner would provide the required documentation (patient information removed), information regarding the patient and their condition or situation and perhaps an audiotape or videotape of their interview with patient. The information presented would be appropriate to the exercise.
7. The learner would also be asked to comment on all aspects of their experience in doing the procedure or exercise – planning it, doing it, issues and concerns, difficulties or problems they had, how they addressed them, what were the key learnings and what they would do differently the next time, etc.
8. If this was used as a learner assessment, then the provider would review the information, provide feedback to the learner and perhaps hold a consultation with the learner to discuss and provide feedback.