

REFLECTION GUIDELINES

Objective: Use the competency performance feedback you have received from faculty and your peers to reflect upon your strengths and your areas in need of improvement. These reflections are the first step in developing your learning plan.

Step 1: Review the Competency Standards

All of the standards for which you have been assessed to date are clustered by competency in the Reflections section of this form. You can click on a competency standard's abbreviation (e.g., ECIS-1) to see the standard's definition, the anchor statements describing performance levels, and the benchmark (highlighted in yellow) for the expected level of performance in this phase of the curriculum.

Step 2: Review your Evaluations

You can review the evaluations you have received in three places:

1. Grouped by competency in the Reflections section of this form
 - Hover your mouse pointer over an evaluation title to view its related course or unit.
 - Click on the title to open the evaluation in a separate window.
2. In reverse chronological order on the "My Evals" tab
3. Grouped by competency on the "Dashboard" tab
 - The warning icon indicates that you have received a rating that is below the benchmark.

Step 3: Review the evaluations associated with each standard within a competency

The evaluations show how your instructors or peers rated and commented on your performance. You can compare your ratings to the benchmarks (highlighted in yellow) to determine if your performance has been below expectations, on target, or advanced. It will be particularly important to review and reflect upon the comments.

Step 4: Determining Strengths and Areas for Improvement

After reviewing the evaluations, you should identify your strengths and areas in need of improvement for **each of the competencies on which you've been assessed.**

Step 4: Cite Evidence

Base your strengths and areas for improvement on **specific, evidence** (e.g., feedback from instructors, performance on written exams, and peer evaluations). **You should incorporate feedback on all of the standards that have been assessed in a competency.** In addition to the evaluation feedback, if there are activities outside of the curriculum (e.g., clinic, research) that you believe have bearing on your strengths and/or areas for improvement in a particular competency, you may include those experiences.

Reflection Example:

Competency: Effective Communication and Interpersonal Skills

One of my strengths is my ability to express my ideas in a clear, cogent way. I naturally feel comfortable speaking up and communicating my ideas, and I think the presentation skills unit has helped me develop my skills. My assessments seem to confirm this. I received 7s and 8s in this competency, and several of my peers commented on my ability to communicate well: *Contributed lucid, insightful comments to the discussion; Always made interesting comments in group, which stimulated discussion.* I'm also adept at communicating my ideas in writing. For example, in a paper I wrote for OEM, my instructor commented that my ideas were "Clear, well-organized, and well-developed." Overall, I think I possess strong written and verbal communication skills, and the feedback I've received seems to support this.

Although I am a good contributor to discussions, I could be a more active, engaged listener. I received a few comments that I seemed preoccupied or even "impatient" when other group members were speaking. One of my peers wrote in my evaluation, *Don't be on computer so much. Makes others think you aren't listening.* Although I was listening most of the time, I can see that by trying to multitask (e.g., check email, review notes, etc.) I gave the impression that I wasn't actively engaged in the discussion or interested in others' opinions. This not only makes me a less than ideal group member, but could be potentially problematic when I am in clinic—it's important that patients feel their doctor is truly listening to them and cares about what they have to say.