

Contextualised reflective competence: a new learning model promoting reflective practice for clinical

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Background:

Aims: Reflection is a metacognitive process that allows self-regulation and the promotion of lifelong learning, and it is an essential requirement to develop therapeutic relationships and professional expertise. The medical literature is lacking on guidance for learners and educators to develop reflective abilities. We developed a framework called contextualised reflective competence (CRC), to assist students/trainees and educators in developing, maintaining, and ensuring reflective practice in the context of professional experiences.

Methods:

The CRC framework was based around our program of research into junior doctors delivering open disclosure communication after medical error. We used the conscious competency framework of learning as a conceptual framework to illuminate our research findings, as it resonated with the interns' rationalisation of the difficulties in their clinical practice and the clinical environment around them.

Results:

The current understanding of the conscious competence learning framework needs to be reconceptualised, as it lacks vital concepts, the promotion of ongoing reflection practice, accurate assumptions of the learner's original mindset, variations in everyday performance, and erosion of skills. In our framework, if the learner possesses appropriate reflective practice, CRC, they move through the upper loop, achieving unconscious competence. If the learner does not possess CRC, they move through the lower loop into generalised reflective incompetence (GRI), characterised by cognitive dissonance and rationalisation, leading to errors and non-learning. GRI is a temporary state with appropriate supervision. Our research demonstrated that conceptually CRC was related to critical cognitive frameworks, such as intellectual humility, situational awareness, the development of a 'growth mindset', and belongingness.

Conclusions:

The Contextualised Reflective Competence framework promotes learners' understanding of their core competencies and provides opportunities for personal critical reflection. It provides educators and supervisors with a diagnostic pathway for those with reflective incompetence. We anticipate its use in the clinical environment where issues of competence are raised in professional experiences.

Keywords: *Reflective Practice, Communication Disclosure*

