How to best teach and learn reflective practice in foodservice and dietetic education: insights from the field

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Presentation Outline

• Rationale
• Search
• Definitions
• Key Findings

Rationale

"Teaching must be more than just providing information. It must help shape students' attitudes about their profession" (Fraser & Rock, 1996).

Reflective practice is an entry level dietetic competency requirement
Entry Level Competency Requirements

<table>
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<tr>
<th>Australia</th>
<th>New Zealand</th>
<th>Canada</th>
<th>United Kingdom</th>
<th>USA</th>
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<tbody>
<tr>
<td>1.4.5 Demonstrate effective professional practice through self-assessment.</td>
<td>NZ</td>
<td>1.1 demonstrates knowledge of principles of collective practice and the context of the practice environment.</td>
<td>1.5.6 Reflect on practice and learn from clinical incidents.</td>
<td>2.3.5 Demonstrates professional values such as - critical thinking, flexibility, time management, work prioritisation and work ethics within various organisational cultures.</td>
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<td>1.3.1 Works effectively in a team,valuing diverse roles and responsibilities.</td>
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<td>2.3.5 Partnership self-assessment, develop goals and objectives; and prepare a professional development plan as defined by the Commission on Dietetic Registration.</td>
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Entry Level Competency Requirements (Commission on Accreditation for Dietetics Education, 2008; Dietitians Association of Australia, 2009; New Zealand Dietitians Board, 2011; Partnership for Dietetic Education and Practice, 2013; The British Dietetic Association, 2013)

Rationale
enhancing learning experiences and outcomes

Reflective practice fosters:
• deep approaches to learning;
• integration of theory and practice;
• content knowledge acquisition.

(Brockbank & McGill, 2007; Moon, 2006)

The Literature Search

• academic databases and key journals.
• few limits.
• terms.
Limited literature in the field

“Studies of dietetics students’ cognitive and affective behaviours [including reflective practice] are virtually non-existent” (Shafer & Lohse Knous, 2001, p. 1051).

Definitions

• Dietetic and foodservice education: pre-registration education and training.
• Reflection.
• Reflective practice.
Reflection

A form of mental processing - like a form of thinking - that we may use to fulfill a purpose or to achieve some anticipated outcome. Alternatively, we may simply 'be reflective', and then an outcome can be unexpected.

Reflection / reflective learning in an academic context is likely to involve a conscious and stated purpose for the reflection, with an outcome that is specified in terms of learning, action or clarification.

[McMillan, 2005]

Reflective Practice

"an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations" (Bright, 1993).

Reflective Journals

- popular across a range of disciplines;
- historically paper based but increasingly online;
- generally individual and private but some movement to collaborative.

[Dyment & O’Connell, 2011; Wright & Lundy, 2012]
Benefits

Journal writing fosters:
- writing skills;
- confidence;
- engagement;
- metacognition;
- self-awareness.

(Dzurec & Durze, 2005; Iwaoka & Crosetti, 2008; Milan, 2006)

Other Benefits / Outcomes

Instructors are able to:
- identify problems students have with course concepts and content;
- refer students to appropriate support for personal problems.

(Dyment & O'Connell, 2011; Iwaoka & Crosetti, 2008)

Problematic Elements

- inconclusive evidence about journal writing’s effectiveness;
- student responses/approaches;
- assessment.

(Dyment & O’Connell, 2011; Iwaoka & Crosetti, 2008)
Assessment is Complex

- students are reluctant to record their authentic responses
- students play the ‘assessment game’
- assessment adds legitimacy
- assessment encourages students to persevere
- formative assessment may lead to more fruitful learning

(Brennan & Lennie, 2010; Challis, 2001; Dyment & O'Connell, 2011; Mitchell, 1994; Thomas & Snadden, 1998)

Best practice

Provide:
- clear directions and expectations;
- instruction in journal writing;
- authentic writing prompts and learning situations;
- feedback:
  - positive and non-judgmental
  - timely and appropriate
- opportunities for collaboration.

Assessment:
- do not grade grammar/mechanics;
- grades should reflect the effort expected by students.

Foster the relationship between student and teacher.

(Dyment & O'Connell, 2011; Iwaoka & Crosetti, 2008; Lohse et al., 2003; Ryan & Ryan, 2012; Wright & Lundy, 2012, 2014)

References


References


Thank you

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