

<b>Competency</b>		<b>Life-Long Learning</b>					
<b>Sub Domain</b>		<b>Critical Reflection and Self-Improvement</b>					
<b>Learning Objective</b>		Uses critical reflection and feedback from multiple sources and engages in appropriate learning activity to improve knowledge, professional skills, and attitude*					
<b>Milestones</b>							
<b>Year I</b>		<b>Year II</b>		<b>Year III</b>		<b>Year IV</b>	
<b>Mid</b>	<b>End</b>	<b>Mid</b>	<b>End</b>	<b>Mid</b>	<b>End</b>	<b>Mid</b>	<b>End</b>
<ul style="list-style-type: none"> <li>• Understands principles of active learning**</li> <li>• Describes how feedback*** is part of the learning process for individuals, groups, and the overall learning community</li> <li>• Describes individual strengths and weaknesses and sets learning goals for personal development</li> <li>• Establishes a portfolio to document professional and personal development in the UCDSOM competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Applies principles of active learning**</li> <li>• Identifies multiple strategies for feedback and helping incorporate that feedback</li> <li>• Identifies areas of deficiency and constructs an individualized plan for developing those competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Describes reaction patterns in feedback exchange as recipient</li> <li>• Demonstrates strategies for seeking and incorporating feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Critically reflects on one's performance in identifying strengths and challenges, setting individual learning goals, and engaging in appropriate activity to meet those goals</li> <li>• Uses feedback to make improvements towards learning goals</li> <li>• Uses portfolio documentation of professional and personal development in the UCDSOM competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the barriers to effective feedback exchange inherent in the clinical setting †</li> <li>• Uses strategies to solicit and incorporate feedback in clinical settings</li> </ul>	<ul style="list-style-type: none"> <li>• Appraises UCDSOM portfolio documentation of professional and personal development in the competencies</li> </ul>		<ul style="list-style-type: none"> <li>• Documents evidence of critical reflection from clinical settings including incorporating feedback and consideration of past experiences to inform development of a plan for the future</li> <li>• Explains portfolio documentation of professional and personal development in the UCDSOM competencies</li> </ul>

## Appendix

\*Applies **Practice-Based Learning Improvement** principles to the improvement of knowledge, professional skills, and attitude.

### \*\*Active Learning:

- Self-assessment of learning needs
- Independent identification, analysis, and synthesis of information relevant to learning needs
- Appraisal of the credibility of information sources
- Sharing information with peers and supervisors

\*\*\* **Feedback Definition:** Information provided to help with making adjustments/corrections/improvements/refinement in order to achieve the learning objectives of the recipient (*i.e.*, student, peers, faculty, staff). Not just evaluation.

### *Elements of Effective Feedback :*

- Specific
- Helps learner progress towards their learning objectives
- Mutual respect
- With the premise that there is the capacity for improvement
- Reciprocal dialogue
- Timely
- Relevant and applicable
- Learning objective(s) are mutually agreed upon by recipient and provider
- Collaborative professional relationships are necessary for and require effective feedback
- To give and receive feedback, while useful, may be inherently uncomfortable

### *Role of Recipient and Providers of Feedback:*

#### **Recipients are able to:**

- discuss their learning goals
- contribute to safe learning environment
- recognize that effective feedback is usually uncomfortable
- be open to potential for improvement through feedback
- critically appraise the feedback
- constructively discuss feedback received
- mutually arrive at a meaningful assessment and plan of action towards learning objective

#### **Providers are able to:**

- discuss learning goals
- contribute to safe learning environment

- have given thoughtful and diligent assessment of the learner's assets and needs prior to the exchange
- recognize that effective feedback is usually uncomfortable
- assess recipient's level of readiness for feedback
- identify and address barriers to receiving feedback
- develop a safe space for discussion and critical appraisal of the feedback given
- mutually arrive at a meaningful assessment and plan of action towards learning objective

<sup>†</sup> ***Examples of barriers to effective feedback exchange:*** multiple sources, varying levels of reliability, health care hierarchy, conflicts of interest