Me, Myself & I – Can I Truly Be Objective?
Self-Assessment and Critical Reflection Techniques for the Administrator and the Student

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Critical Thinking for the Clerkship Administrator

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What is Critical Thinking?

Critical thinking is thinking about your thinking, while you’re thinking in order to make your thinking better.

Richard Paul

Six Stages of Development

• Unreflective Thinker – unaware of problems.
• Challenged Thinker – aware of problems in thinking.
• Beginning Thinker – trying to improve, not practicing.
Six Stages of Development

- Practicing Thinker – recognizes the need for practice.
- Advanced Thinker – effective thinking habits.
- Master Thinker – skilled & insightful thinking is second nature.
Elements of Thought

- Purpose – your goal.
- Question & Issue – guides our thinking.
- Information – facts, data, evidence.
- Interpretation & Inference – conclusions you’ve come to.
Elements of Thought

- Concepts – ideas, theories.
- Assumptions – beliefs you take for granted.
- Implications & Consequences – claims of truth/actions.
- Point of View – the way you see it.

Critical Thinking Exercise 1: OH BROTHER!

None of the four Jones brothers is the same height. No brother is taller than a brother who is older. The brothers’ names are Don, Dan, Dave and Dick.

Read these three statements. Then answer the questions.
1. Dave is taller than Dan and Dick.
2. Don is older than Dave.
3. Dan is shorter than Dick.
1. Who is older, Dick or Dave?
2. Who is younger, Dave or Dan?
3. Which brother is older than Dan but younger than Dave?
4. Who is the oldest?
5. Who is the youngest?

Critical Thinking Exercise 2: Tour Guide for an Alien

Pretend that you have been assigned the task of conducting a tour for aliens who are visiting earth and observing human life. You're riding along in a blimp, and you float over a professional baseball stadium. One of your aliens looks down and becomes very confused, so you tell him that there is a game going on.
Try to Answer the Following Questions for him.

- What is a game?
- Why are there no female players?
- Why do people get so passionate watching other people play games?
- What is a team?
- Why can't the people in the seats just go down on the field and join in?

How to Improve Critical Thinking

- Practice, Practice, Practice!
- Take time to think about the elements when making decisions.
- Strive to be a Master Thinker!
Critical and Reflexive Thinking for the Medical Student: The Differences

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Critical Thinker

- **Critical thinking** is a way of deciding whether a claim is always true, sometimes true, partly true, or false.
- Critical thinking is an important component of most professions. It is a part of formal education and is increasingly significant as students progress through university to undergraduate education although there is debate among educators about its precise meaning and scope.
Critical Thinking Indicators

• Do the students build on previous messages/lessons?
• Do the students draw on their own experience?
• Do the students refer to their course material?
• Do the students refer to relevant material outside the course?

Critical Thinking Indicators

• Do the students initiate new ideas for discussion?
• All of the above are indicators of critical thinking at different levels.
• The next slide will provide ideas to help students stimulate their own critical thinking skills.
Helping your Students

• Use questions that require students to analyze problem etiology, compare alternative treatment modalities, provide rationales for plans of action and predict outcomes.
• Critique cases and review decisions to identify excellent practices and to identify errors.
• Write assignments that require students to analyze problem etiology, compare alternative treatment modalities, provide rationales for plans of action and predict outcomes.

The Reflexive Thinker

• The capacity to reflect and learn from experience as well as the ability to anticipate the likely reactions to our actions without having to actually engage in such actions.
Reflexive Thinking Indicators

• Metacognition
  – Critical self-reflection on one's own learning process.
• Consolidative reflection
  – Reflecting on the big messages and understandings from the learning experience.
• Active connection making
  – Actively seeking connections between newly learned information and existing knowledge.

Tips for Teaching Medical Students

• Provide enough wait-time for students to reflect when responding to inquiries.
• Provide emotionally supportive environments in the classroom encouraging reevaluation of conclusions.
• Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.
• Provide authentic tasks involving ill-structured data to encourage reflective thinking during learning activities.
Tips for Teaching Medical Students

• Prompt students' reflection by asking questions that seek reasons and evidence.
• Provide some explanations to guide students' thought processes during explorations.
• Provide a less-structured learning environment that prompts students to explore what they think is important.
• Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view.

Tips for Teaching Medical Students

• Provide reflective journal to write down students' positions, give reasons to support what they think, show awareness of opposing positions and the weaknesses of their own positions.
What is Self-Assessment?

• An evaluation of one's own abilities and failings.
• Should provide a clear picture of your performance and accomplishments.
• During a self assessment you gather information about yourself in order to make an informed decision.
Where do I start?

Personal Assessment

• Value Inventory
  – The things that are important to you, like achievement, status, and autonomy.
• Interest Inventory
  – What you enjoy doing, i.e. playing golf, taking long walks, hanging out with friends.
• Personality Inventory
  – A person's individual traits, motivational drives, needs, and attitudes.
• Skills Inventory
  – The activities you are good like and are good at doing.

Inventory Activity!

Dig deep to find out more about yourself.
Where do I start?
Professional Assessment

- Review your organizational goals and critical elements.
- Review records and accomplishments of your work.

Using the S.T.A.R. Format
An easy way to capture performance activities and accomplishments.

- **Situation**
  - Describe the conditions under which you completed the task.
- **Task**
  - Describe what you did during the year to create the results you achieved.
- **Activity/Action**
  - Include additional activities you completed, or actions you took that contributed to your results.
- **Result**
  - Describe what you accomplished.
Putting it all Together
Helpful Hints- things not to do

• Do not use the task oriented language from your position description.
• Do not list accomplishments without referencing the critical element.
• Do not use terms or acronyms that others may not know.
• Do not assume that your supervisor or reviewing official is familiar with every detail of your job.

Putting it all Together
Helpful Hints- things TO do

• Focus on the results; your contributions to the mission and accomplishments.
• Be specific, factual, clear, and concise.
• Use action verbs, active voice.
• Own your shortcomings.
• Stay positive.
Self-Assessment for the Medical Student

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What is Self-Assessment?

- Self-meaning you
- Assessment or evaluation of oneself or one’s actions and attitudes, in particular, of one’s performance at a job or learning task considered in relation to an objective standard.

3rd Year Medical Students

- Working into Professionalism
- Changes form 2nd year to 3rd year
  – Major gap- (assessment & plan)
- Ethical Principles or Concepts
- Learning Schedules
- Treatment of Humans
3rd Year Medical Students

- Studying for the boards (NRMP)
- Learning the policy of Health Care
- Quality of Teaching
- Books?
- End of 3rd year is overwhelming

4th Year Medical Student

“Thinking of Yourself as a True Physician”

- Setting up appointments to request letters.
- Still making changes to the 4th year schedule.
  Ex: away rotations-waiting for an answer.
- Responsibilities: Completing their CV, personal statement.
- Doing 4th year rotations
4th Year Medical Student
“Thinking of Yourself as a True Physician”

• Creating an account for ERAS
• Setting up the interviews: TTUHSC set’s up a pretend interviews with each student in the department of which the student is going into.
• Making their list of places as to how to rank them into the system once the interviews are done.
• Realizing that YOU ARE a physician.

What can we do as Mother Hen’s to help the Medical Students?

• Teaching needs to revolve around assessment & planning.
• Create a binder that is rotation specific by the coordinators or administrator.
• Have one book that students can read that is helpful for each rotation. (TTUHSC has a book that is case based questioning). Will pass around this book for you to look at.
  – This comes from MSIII’s that they want the book to be like the textbooks from MSII.
What Can We Do?

- Three Key Factors to Look At
  - Strong leadership during first few rotations-coordinators
  - Using Technology, ex: texting, schedule updates through the office calendar
  - Quality of Teaching- Coordinators, Residents, Attendings (Try the Apple Awards)

The Medical Student View
Assessment Exercise

• Now we get to see how an assessment is done from a student perspective.
• It will show us what a student goes through when face to face with a patient.

Thank you!

• Any questions?
• There is a handout available for you to take that includes an exercise for critical thinking skills.
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