Self-Reflection and Mindfulness -
Tools for Managing Stress, Navigating
Milestones, and Fostering Professional Growth

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2014 APDIM Fall Meeting
Objectives

By the end of this workshop, attendees will be able to:

- Discuss the use of mindfulness and self-reflection in medical education
- Understand the role of self-reflection in the context of milestone assessment
- Utilize a self-reflection tool:
  - As an aid for professional growth
  - As an aid for coaching learners
Format

- Reflective exercises
- Interactive discussion
- Small group exercise
- Large group discussion
Reflective Exercise
Core Competencies
Assessments vs Overload!

Mind Full, or Mindful?
What does Mindfulness Mean to You?

A way of being in which an individual maintains attitudes such as, openness, curiosity, patience, and acceptance while focusing attention on a situation as it unfolds. Thus, mindfulness is congruent with the overarching goal in medical practice to cure disease when possible and meet suffering in a compassionate manner.

Hutchinson et al, 2009
“‘Four Habits of Mind’”

- Attentive observation
- Curiosity
- The “beginner’s mind”
- Presence

Epstein, 1999
Mindfulness

- Decrease burnout
- Enhance health care professionals’ well-being
- Job satisfaction
- Empathy
- Foster patient healing
Stages of Learning

Unconscious incompetence → Conscious incompetence → Conscious competence → Unconscious competence → Mindful competence

Novice → Advanced Beginner → Competence → Proficiency → Expertise
MINDFULNESS

1. INTROSPECTION
2. INSIGHT
3. REALISATION
4. ACTION
5. POSITIVE CHANGE

The Benefits:
• PRESENCE
• CALM
• CLARITY
• CREATIVITY
• SERENITY
“... it’s really important to know when you’re not equipped to do something, like that you’re *not competent* to do something, and be able to *ask for help* or refer it on or whatever.” (Doctor-musician)

“Your voice sounds completely different in your head than it sounds to everyone else.” (Music student)
Self-reflection

• As a way to...
  ▫ Improve communication
  ▫ “art of healing” vs “science of cure”
  ▫ Empathy
  ▫ Stress

• Self-directed learning
Kolb, 1984

- Concrete Experience
  - Feeding
  - Accommodating
    - feel and do
  - Diverging
    - feel and watch

- Active Experimentation
  - Doing
- Processing

- Converging
  - think and do

- Reflective Observation
  - Watching

- Abstract Conceptualisation
  - Thinking

Kolb, 1984
1. Description
What happened?

2. Feelings
What were you thinking?

3. Evaluation
What else could you have done?

4. Analysis
What sense can be made of the situation?

5. Conclusion
What was good/bad about the situation?

6. Action
If it arose again what would you do?
Milestones

Practice Based Learning and Improvement

Systems Based Practice

Ziegelstein & Fiebach 2004
### 12. Monitors practice with a goal for improvement. (PBLI1)

<table>
<thead>
<tr>
<th>Critical Deficiencies</th>
<th>Ready for unsupervised practice</th>
<th>Aspirational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwilling to self-reflect upon one’s practice or performance</td>
<td>Inconsistently self-reflects upon one’s practice or performance and inconsistently acts upon those reflections</td>
<td>Regularly self-reflects upon one’s practice or performance and consistently acts upon those reflections to improve practice</td>
</tr>
<tr>
<td>Not concerned with opportunities for learning and self-improvement</td>
<td>Inconsistently acts upon opportunities for learning and self-improvement</td>
<td>Recognizes sub-optimal practice or performance as an opportunity for learning and self-improvement</td>
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<td>Actively engages in self-improvement efforts and reflects upon the experience</td>
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<td>Ready for unsupervised practice</td>
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<tr>
<td>Ignores a risk for error within the system that may impact the care of a patient</td>
<td>Identifies systemic causes of medical error and navigates them to provide safe patient care</td>
<td>Advocates for system leadership to formally engage in quality assurance and quality improvement activities</td>
</tr>
<tr>
<td>Ignores feedback and is unwilling to change behavior in order to reduce the risk for error</td>
<td>Identifies obvious or critical causes of error and notifies supervisor accordingly</td>
<td>Viewed as a leader in identifying and advocating for the prevention of medical error</td>
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<tr>
<td></td>
<td>Recognizes the potential for error within the system</td>
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<td>Makes decisions that could lead to error which are otherwise corrected by the system or supervision</td>
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<td>Resistant to feedback about decisions that may lead to error or otherwise cause harm</td>
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<td>Recognizes the potential risk for error in the immediate system and takes necessary steps to mitigate that risk</td>
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<td>Willing to receive feedback about decisions that may lead to error or otherwise cause harm</td>
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<td>Reflects upon and learns from own critical incidents that may lead to medical error</td>
<td></td>
<td>Teaches others regarding the importance of recognizing and mitigating system error</td>
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</table>
16. Has professional and respectful interactions with patients, caregivers and members of the interprofessional team (e.g. peers, consultants, nursing, ancillary professionals and support personnel). (PROF1)

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<tr>
<td>Lacks empathy and compassion for patients and caregivers</td>
<td>Consistently respectful in interactions with patients, caregivers and members of the interprofessional team, even in challenging situations</td>
<td>Role models compassion, empathy and respect for patients and caregivers</td>
</tr>
<tr>
<td>Disrespectful in interactions with patients, caregivers and members of the interprofessional team</td>
<td>Is available and responsive to needs and concerns of patients, caregivers and members of the interprofessional team to ensure safe and effective care. Emphasizes patient privacy and autonomy in all interactions</td>
<td>Role models appropriate anticipation and advocacy for patient and caregiver needs</td>
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<td>Sacrifices patient needs in favor of own self-interest</td>
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<td>Fosters collegiality that promotes a high-functioning interprofessional team</td>
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<td>Blatantly disregards respect for patient privacy and autonomy</td>
<td></td>
<td>Teaches others regarding maintaining patient privacy and respecting patient autonomy</td>
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<tr>
<td>Inconsistently demonstrates empathy, compassion and respect for patients and caregivers</td>
<td>Inconsistently demonstrates responsiveness to patients’ and caregivers’ needs in an appropriate fashion</td>
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<td>Inconsistently considers patient privacy and autonomy</td>
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12. Monitors practice with a goal for improvement. (PBLI1)

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<th>Critical Deficiencies</th>
<th>Unwilling to self-reflect upon one’s practice or performance</th>
<th>Unable to self-reflect upon one’s practice or performance</th>
<th>Inconsistently self-reflects upon one’s practice or performance and inconsistently acts upon those reflections</th>
<th>Regularly self-reflects upon one’s practice or performance and consistently acts upon those reflections to improve practice</th>
<th>Regularly self-reflects and seeks external validation regarding this reflection to maximize practice improvement</th>
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<tr>
<td>Not concerned with opportunities for learning and self-improvement</td>
<td>Misses opportunities for learning and self-improvement</td>
<td>Inconsistently acts upon opportunities for learning and self-improvement</td>
<td>Recognizes sub-optimal practice or performance as an opportunity for learning and self-improvement</td>
<td>Actively engages in self-improvement efforts and reflects upon the experience</td>
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Unconscious incompetence  
Conscious incompetence  
Conscious competence  
Unconscious competence  
Mindful competence

Novice  
Advanced Beginner  
Competence  
Proficiency  
Expertise
The ultimate goal of the educational system is to shift to the individual the burden of pursuing his education.

John W. Gardner
Self-Reflection Exercise

Using a Self-assessment Wheel to Facilitate Reflection
Self-Reflection Exercise

- What do I do well?
- What can I do better?
- How can I continue improving my performance on the inpatient service?
- What do I need to do to make this happen?
- How will I know I have improved?
Your Turn...

- Rate yourself on the Self-Assessment Wheel
- Think about how you may improve
- Work in pairs to discuss your plan
Group Discussion

• What was your experience with self-reflection?

• Were you surprised?

• What did you learn from this exercise?

• *How could you use this to coach your learner?*
The Benefits:
- Presence
- Calm
- Clarity
- Creativity
- Serenity
Present Moment Awareness

- Unchangeable Past
- Imagined Future
- Here Now
Reflective Exercise
How do you feel now?
Informal Practice: Bring Mindfulness into your daily life

- Turn off your email when doing other work
- Each time you look at the clock, check in with your breathing
- Walk with your breath
- What needs to be done in this moment?
- “This will end”: Notice any stress reactions, pause and check in with your 5 senses
- Eat a meal mindfully
- Be conscious of 5 pleasant moments each day
The Pursuit of ‘Appiness

**Mindfulness Bell**
Available for: Android

**Conscious Beta**
Available for: Android

**Smiling Mind**
Available for: iOS
Platform and as a web app

**Breathe2Relax**
Available for: iPhone and Android
Doctors and Musicians

‘...in medicine I was most concerned about competency, so I really wanted to be able to do everything right... [but in music] it’s sort of more than competency... you want to be good.’

‘If you’re hired at an opera company, you’re not going to be learning the score by yourself and just performing it, you’re going to be working with coaches, directors... You’re always in that process of learning from other people and having that community of a team to help you to that performance. That will never go away.’

Watling et al 2013
Questions?

"Try not to have a good time... this is supposed to be educational"

Charles M. Schulz
1922-2000
BIBLIOGRAPHY


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RC Ziegelstein, NH Fiebach. “The Mirror” and “The Village”: A New Method for Teaching Practice-Based Learning and Improvement and Systems-Based Practice. *Academic Medicine, January 2004*: VOL.79, NO. 1