



QUICK TIPS

TOOLS FOR ENCOURAGING REFLECTION AND COMMITMENT TO CHANGE IN LEARNING ACTIVITIES

9 >> Program Design Series

Quick tips:

Tools for encouraging reflection and commitment to change in learning activities

Reflection is an important and complex component of learning in practice and helps practitioners critically think about their practice, examine the impact of their decision-making and identify ways of improving their practice. The purpose of this Quick Tip is to provide some simple tools to encourage reflection for participants in your CPD programs.

WHAT IS PROGRAM EVALUATION?

USING QUESTIONS AFTER AN ACTIVITY

One example of a reflective tool is to pose yes/no questions to participants. For example, the following three questions could be used after an activity during a CPD Program:

- 1 Has this activity confirmed or disputed your current approach?
- 2 Has this activity prepared you to make a change in practice?
- 3 Do you need to learn more skills in order to make this change in practice? Which ones?

After the activity, pose these questions to your participants to encourage them to think about what they have learned and how it can be applied to practice, or if they have identified the need to learn more.

FORMAL PROGRAM EVALUATION

A more formal way to ask your participants to reflect would be within the structure of program evaluation. In doing so, you can help participants reflect on what they have learned and have them consider ways on how they might apply it. For example, after a webinar, or conference session, you may want to include the following questions in your evaluation:

Do you intend to make changes or apply learning to your practice as a result of this program?

- Yes, I plan to make changes
- I am not sure, but I am considering changes
- No, I already practice these recommendations
- No, I don't think this applies to my practice

If 'yes', please describe two things you intend to try or do differently as a result of this program

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ESTABLISHING COMMITMENT TO CHANGE

One of the goals of CPD is for our participants to maintain and enhance their knowledge, skills, performance and relationships in the provision of health care. Often, CPD participants come to our programs in order to take what they have learned back to their practices. Through encouraging participants to reflect on what they have learned, and then reflect on how they have applied that into their practice, we can encourage a commitment to change.

Immediately following their CPD activity, ask participants to write one to three changes that they plan on making as a result of the activity. Then ask them to indicate their level of commitment utilizing a Likert scale ranging from 1-5.

Approximately 30-60 days after the CPD activity, follow up with them. Send the participants a list of the changes they had committed to make, and then ask them to indicate if they had implemented those changes fully, partially or not at all, and why.

Other examples of reflective questions you might consider asking at this time include:

- What impact has this process had on your practice generally?
- How do you feel now about the decision(s) you made?
- How successful have you been in incorporating these changes into your practice? What kinds of barriers have you confronted?
- What are you doing now that you didn't do before? What has happened to your confidence in this area?
- What kind of feedback have you received from your patients, staff or colleagues?
- What new information have you seen? How has this further modified your approach? What further changes do you intend to make?
- What further areas of practice change, reassessment an/or intervention have you identified? What plans do you have to address these?

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**This quicktip is part of the quicktips for program design series.
Review all of the tips to help you create your best prpgram.**

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