

A Guide to Using Reflective Statements as Assessment in Live Activities Offered for ABP MOC Part 2

Key Elements for Using Reflective Statements as the Assessment Mechanism in Live Activities:

- Learners maintain their learning reflections throughout the activity.
- For multi-session, live activities, the learner must provide reflective statements at the individual session level.
- The learner's reflective statements are submitted and reviewed.
- The review should ensure the statements are meaningful and reflective of knowledge or strategy gained or intended change.
- A minimum threshold as to what constitutes an "appropriate" statement is established and disseminated to reviewers.
- Learners whose reflective statements are appropriate receive feedback that they met expectations.
- Feedback to learners is based on learning from individual sessions and/or a compilation of sessions.
- The participation of the learners is verifiable.

Example 1

The provider plans a multi-day, large live activity that includes a wide variety of sessions (e.g., case discussion, didactic, skills-training). In the case discussion and skills-training sessions, facilitators manage the discussion/training and record those learners who demonstrate meaningful participation. To assess learning overall for the activity, learners are asked to keep a learning journal and are given time at the start of each session, to record their intended learning goals, learning points achieved, and an intent to change as a result of the activity. The learning journals are reviewed for completeness and suggested resources are provided back to the learners.

Example 2

A provider convenes a live meeting to optimize communication with patients, with peers, and with students. Each learner self-identifies the theme that they seek to pursue (such as optimal communication with patients) from the meeting agenda, and completes a digital diary as they learn through the activity. Those statements are reviewed for appropriateness, participation in the activity is verified, and inadequate reflective statements are remediated.

Example 3

A provider plans a large annual meeting with a range of content related to a specific specialty field. The meeting has tracks (e.g., optimizing care delivery for children with intellectual disability, innovative care delivery models, problem-solving in ambulatory pediatrics, and care of pediatric urgencies) that help learners select to meet their own learning needs. Learners are asked to write one or more reflective statements linking their own needs with the content in the track. Key faculty from each track review the reflective statements for appropriateness and provides feedback to individual learners.

Example 4

A provider plans a large annual meeting with a range of content related to a specific specialty field. Learners are asked to choose 10 sessions reflective of their top learning priorities and to keep track of at least one key learning point from each of the sessions. Attendance is verified at each session. Toward the end of the meeting, a special “homeroom” session is held where learners share their top patient problems, their key learning points, and discuss with their colleagues. Faculty reviews learning points and attests to engagement.

Example 5

The Provider develops a 3-day workshop focused on improving quality of care for children with chronic musculoskeletal disability. The program includes a didactic focus on management of acute rheumatologic presentations, a series of case presentations, and a skill development program about effective application of orthopedic casts. The participation of the learners in the program is verified, and learners are asked to complete a series of reflective statements about what they learned and what they will change. Those statements are reviewed for appropriateness, participation in the activity is verified, and inadequate reflective statements are remediated.

Example 6

A provider convenes a half-day live program focuses on optimizing palliative care for children that includes a variety of case presentations, discussions, and interviews with children and their parents. At the conclusion of the activity, learners are given the learning objectives for the activity, and asked to document their own reflective statements and intent to change. The group reconvenes to discuss and share what they wrote for these statements and give feedback to each other; a facilitator confirms that each learner engaged and participated in this discussion and peer-feedback.