



## What Makes a Good Reflective Paper?

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**BACKGROUND AND OBJECTIVES:** Reflective papers are increasingly recognized as potentially important contributors to clinical education and practice; however, few quality guidelines are available for potential authors or reviewers. We sought to identify key characteristics of effective reflective papers and to clarify factors that increased or reduced the probability of acceptance for publication.

**METHODS:** A 10-item survey addressing the definition, purpose, and quality characteristics of reflective papers was developed based on a literature review and analysis of the author instructions of 14 journals that regularly publish reflective papers and are likely to be read by primary care physicians. The survey was sent electronically to the editor or associate editor responsible for reflective papers at each journal.

**RESULTS:** Seven completed surveys were returned. The essential element defining a reflective paper was identified as narration of a specific professional experience that resonated with readers and conveyed deeper meaning. All respondents rated emotional engagement as very important, followed by stimulating reflection in the reader, providing a lesson applicable to patient care, and stimulating discussion with colleagues and/or learners. Reasons for acceptance or rejection of reflective submissions to journals were identified in issues related to writing style, topic selection, and reader reaction.

**CONCLUSIONS:** Writing and reviewing reflective papers is strongly dependent on context, personal values, experience, and emotional reaction; nevertheless, core quality features can be identified to guide both writers and editors/reviewers without destroying the unique nature of these papers.

(Fam Med 2013;45(1):7-12.)

**S**everal leading medical journals publish reflective papers, and interest is growing in this form of professional writing.<sup>1</sup> These papers are increasingly recognized as adding value to clinical and professional experiences, mainly by addressing their emotional content

and enhancing "reflective capacity" in both authors and readers.<sup>1,2</sup> Defined as the ability to critically analyze knowledge and experience to achieve deeper meaning and understanding,<sup>3</sup> reflective capacity has been identified as a core clinical competency that allows physicians

to be attentive, curious, self-aware, and willing to recognize and correct errors.<sup>4</sup>

Reflective writing uses a personal experience to enhance self-awareness and professional growth.<sup>5</sup> More than simple storytelling, reflective writing enables both the reader and writer to examine complex, ethically ambiguous, troubling, or inspiring situations to augment critical thinking skills and emotional awareness. Beyond developing an abstract reflective capacity, these papers may actively enhance phronesis, the practical wisdom necessary to guide clinical practice.<sup>6</sup>

Although reflective writing has many potential benefits in patient care and clinical education, it has inherent challenges. Writing about a patient without obtaining the appropriate consent may raise significant ethical questions such as violation of patient confidentiality and exploitation of the unequal power dynamic between physician and patient.<sup>7-11</sup> Technical concerns in reflective papers include the tendency to use tidy, simplistic, or triumphalist story lines and physician-centered writing that can result in arrogance or author self-aggrandizement.<sup>12</sup> An insufficiently examined narrative may offer a simplistically happy

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# Academic Reflection Paper

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## Academic Reflection Paper:

Cultural Awareness and Competency Development in Higher Education Leavitt, Lynda,Wisdom, Sherrie,Leavitt, Kelly,2017-02-08 As the world becomes more globalized student populations in university settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding Cultural Awareness and Competency Development in Higher Education is an essential reference book on the latest literature regarding multiculturalism in colleges and universities focusing on administration and faculty implementation of culturally aware curriculum to support the development of students global competence Featuring extensive coverage on a range of topics including social constructivism co curricular learning and inclusive pedagogy this publication is ideally designed for academicians researchers and students seeking current research on the inclusion of culturally diverse curriculums in higher education    Student Experiences and Educational Outcomes in Community Engagement for the 21st Century Crosby, Cathryn,Brockmeier, Frederick,2016-09-20 Today s students face the challenge of finding a career and a passion while facing economic uncertainty Service learning has the potential to challenge and inspire students as they hone their skills An increasingly popular subject service and experiential learning are changing the way education is taught worldwide Student Experiences and Educational Outcomes in Community Engagement for the 21st Century collects and analyzes students experiences in diverse service learning contexts giving fodder for rethinking strategies and finding optimal pedagogies for successful community engagement This unique publication is ideal for educators administrators policy makers and students of education    **Writing Theology Well** Lucretia B. Yaghjian,2006-11-24 In its creative integration of the disciplines of writing rhetoric and theology Writing Theology Well provides a standard text for theological educators engaged in the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it will also encourage excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts    Writing Theology Well 2nd Edition Lucretia B. Yaghjian,2015-09-24 A working guide for students conducting theological writing and research on theology and biblical studies courses this book integrates the disciplines of writing rhetoric and theology to provide a standard text for the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it also encourages excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts This 2nd Edition includes new chapters on Writing Theology in a New Language which explores the linguistic and cultural challenges of writing theology well in a non native language and Writing and Learning Theology in an Electronic Age addressed to distance learning students learning to write theology well from online courses and dealing with the technologies necessary to do so    2006    Educational

Leadership Norris M. Haynes,Sousan Arafah,Cynthia McDaniels,2014-12-30 Educational Leadership Perspectives on Preparation and Practice identifies core knowledge and skills that educational leaders should be exposed to during pre service preparation and throughout in service professional development The contributors discuss established pedagogical and experiential learning models as well as provocative new paradigms of their own to help prepare leaders and reinforce leadership effectiveness Implicit throughout the book are five key leadership themes sensitivity to student development and learning continual professional development responsiveness to developmental socio cultural and learning contexts accepting accountability and advancing the field The contributors draw upon many collective years of experience as educators and supervisors of educational leaders to offer perspectives on the application and integration of core leadership principles in leadership preparation and practice

### **3D Printing Real Project for the Automotive Industry. Reflective Journal**

Kristal Robles,2017-08-22 Project Report from the year 2016 in the subject Business economics Business Management Corporate Governance grade 1 0 Munich University of Applied Sciences language English abstract In this seminar paper I reflect the experiences and feelings I had during this project in the way of a reflective journal rather than a reflective diary Unlikely the classical reflective diary definition which explains a diary as a book in which you write down your personal experiences and thoughts each day my reflective journal includes an analysis of my personal experiences and thoughts and a recommendation for future learning For my reflective journal I follow the DIEP strategy which helps me writing an academic reflection in four steps The four steps in this approach are to describe an insight to interpret and evaluate it and to plan how it might transfer to future practice or learning The paper is organized as follows Section 2 contains a brief reflecting diary to DDescribe and I Interpret what I experienced discovered recognized and felt during our project Section 3 analyzes my reflecting diary according to my E Evaluation The fourth section focuses on P Plan suggestions for improvement

*A Pathway Between Academic and ESL Classes* Nur Yigitoglu,2008    *The High School Journal* ,1995    Inquiry in Education: The conceptual foundations for research as a curricular imperative Mark W. Aulls,Bruce M. Shore,2008 Inquiry in Education Volume II Overcoming Barriers to Successful Implementation focuses on a corollary question If inquiry is such a good thing why is it not universal practice What barriers stand in the way and how can teachers overcome them pub desc    Handbook of Research on Teacher Education W. Robert Houston,Martin Haberman,John P. Sikula,1990    *Reflection on 50 Years of Social Science Education in Nigeria* Social Science Academy of Nigeria. General Assembly,1999

**The Johns Hopkins University circular** ,1890    **Teaching the Law School Curriculum** Steven I. Friedland,Gerald F. Hess,2004 This new book on teaching law draws upon the wisdom of hundreds of legal educators to provide ideas materials and alternatives for teaching a variety of law school courses The book offers guidance for new and experienced law teachers to plan and deliver effective courses From Business Associations to Family Law Federal Income Taxation to Torts each chapter addresses one of the fifteen courses most students take during their legal education Each chapter has five sections 1 Approach encompassing

global issues about a course such as goals organizational scheme general philosophy syllabi and coverage 2 Materials evaluating what kinds of materials enhance a course 3 Class Exercises evaluating what teaching and learning activities work well in a course and suggesting in and out of class projects that promote learning 4 Brief Gems in which teachers share devices and ideas that have proven effective in their classes and 5 Evaluation of Students assessing when and how students should be evaluated and discussing teachers thoughts on feedback and assessment both during and at the end of the course

**JANET FYLER, DWIGHT E. GILES JR., ANGELA SCHMIEDE** A PRACTITIONER'S GUIDE TO REFLECTION IN SERVICE-LEARNING,1996    **Reflective Practice in Action** Nijsiree Waeochan,2004    **The Johns Hopkins University Circular** Johns Hopkins University,1891 Includes University catalogues President s report Financial report registers announcement material etc    Circulars Johns Hopkins University,1891    **Writing to Teach; Writing to Learn in**

**Secondary Schools** Susan M. Leist,Pamila Marchewka-Cornwell,2006-09-18 Writing to Teach Writing to Learn in Secondary Schools is a comprehensive guide for high school teachers who want to use writing as a teaching tool in any discipline This user friendly and hands on book provides instructional materials for generating and structuring writing    *Leadership Education* Frank H. Freeman,Kristin M. Axtman,Mary K. Schwartz,1998 This sourcebook contains descriptions of original leadership course syllabi and programs for use by educators student activity directors and others designing and delivering leadership development courses and programs To be selected for this sourcebook programs must focus on leadership contain details about curriculum objectives format outline learning modules projects activities and evaluation include innovative or unique content method of delivery or audience and have been included in a previous edition The descriptions are divided into five primary sections degree programs graduate and undergraduate academic sources from high school to graduate level cocurricular programs professional programs and community programs Also included are a bibliography of reading material used in the courses and programs two essays describing the design of new campus programs and an index for references to institutions course topics teaching methods and leadership skills and styles JMD

The book delves into Academic Reflection Paper. Academic Reflection Paper is a vital topic that must be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Academic Reflection Paper, encompassing both the fundamentals and more intricate discussions.

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