

## Summary and overview

The reflective CBD represents a higher order learning tool seeking to inform and develop the senior trainee in preparation for consultant practice. The objective is to encourage trainees to think more like the consultant they are about to become. Senior trainees have accumulated a considerable store of professional and personal experience and this makes it easier for them to reflect on events. This is in contrast to junior trainees who may have a limited foundation of relevant experience and may lack insight into the subtleties of complex surgical decision-making. The ability to reflect is strongly correlated with star performers and therefore rightly associated with the higher order skills expected of trainees about to become consultants.

The reflection can be conducted as a Supervised Learning Event (SLE), face to face with the assessor or may be submitted to the assessor in written format for subsequent discussion.

In general, assessments of this kind will be carried out by consultant trainers since they provide useful insights on the training that is required. Assessors should be trained in how to use the Reflective CBD and be expert in the clinical problem/task.

Trainer and trainee should agree the topic to be addressed. The specific areas to be discussion should map to the domains of Good Medical Practice<sup>1</sup>; namely:

- *Knowledge, Skills and Performance*
- *Safety and Quality*
- *Communication, Partnership and Teamwork*
- *Maintaining Trust*

Examples of suitable exercises include:

### *Knowledge, Skills and Performance*

- Reflection on operations undertaken or observed
- Clinical cases either from ward or clinic
- Scientific conference reports
- Journal Club reports

### *Safety and Quality*

- Patient experience during a course of treatment
- Issues arising from audit
- Process and safety issues
- Ethics

### *Communication, Partnership and Teamwork*

- Learning from Multidisciplinary Clinics (particularly important for plastic surgeons who participate in a number of these)
- Interpersonal communications and workplace issues
- Patient consent issues

### *Maintaining Trust*

- Dealing with patient or colleague complaint
- Reflection on recruitment of patient to a clinical research trial
- Construct a hypothetical reference for another colleague

Feedback and actions advised for further learning are recorded solely for the trainee's benefit. The reflective CBD should be uploaded into the trainee's portfolio. One reflective learning episode would count as equivalent to a single workplace-based assessment with the aim of achieving about 8-10 of these per year.

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<sup>1</sup> Revalidation\_way\_ahead\_annex1.pdf (GMC)