

Reflections "We don't learn from experience. We learn from reflection." -- John Dewey

For actual learning to take place reflection must occur. Reflection is the key ingredient to move knowledge from short-term to long-term memory. Reflection is essential to move classroom "covered material" to actual learning.

The student's structured portfolio, E*Value's MyFolio, provides a repository for clinical year experiences and allows for access to these materials from a distance by select LMU-CVM faculty members. These clinical year experiences include collections of work, evaluations, clinical year projects, reference documents and similar material the learner collects over time that reflects personal professional development. This collection of experiences not only drives critical learning but also provides a documented inventory of critical learning's important to prospective employers. This portfolio of validated entry level skills acquired will assist in distinguishing LMU-CVM graduates from other applicants. Included in the MyFolio materials are the student's reflections on what has occurred during the student's rotation both on a daily & weekly basis.

It is the student's responsibility to actively create and manage their portfolio including their own reflections. The ability to think about what has occurred, how one responds to and to think about what could have been done differently is a life-long learning skill and will be put to the test many times both before and after graduation. Reflection should prepare you for continual improvement of your skills and for lifelong professional development and for improved competence. Students may uncover gaps in one's own knowledge and should document this and provide information on how this was researched and rectified. Student's sharing their reflections with LMU-CVM faculty will be provided mentorship and guidance throughout their clinical year experience by these LMU-CVM faculty members.

Example reflections - this is not a complete, comprehensive list but only a starting point for students to consider.

In the student's E*Value MyFolio, the daily reflections could be brief and short bullet type items while the weekly reflections should go into more depth and detail over what is noted in the daily reflections.

- What has been learned in relation to the course learning objectives? (see course syllabus)
- What was I unclear about today (lab tests, procedures, etc.)? What did I do to correct this misconception (reading, texts, on-line research (site?))?
- Critical incidents of patient/client events? Challenges for today? How were these handled? What could be improved?
 - Communications (economics, euthanasia, staff, phone, mentor, etc.)
- Successes for the day? Why & how did these stand out?
 - Great case workup, awesome communications, example client records, etc.
- Presentation to staff? What went well, what I learned to do better or different.
- Research on knowledge shortcomings or clarification on various topics. Journal/paper storage & summaries in the appropriate MyFolio folder.
- Reflection on communication with site supervisor.
- Reflection on site supervisor evaluations - what is agreed to and how to improve. What was surprising?
- Reflect on communication/feedback from clients.
- Reflect on communication/feedback from staff.
- Writing descriptions of clinical experiences that occurred during the day/week.

- Video recordings (with proper permissions)
- Medical record audits of practice
- Business practices of facility
- Ethical dilemmas & other ethical situations. Describe situation & how worked through.
- Thoughtful "thank yous", thank you notes & cards - how does this make you feel?