**Reflective Practice in Small Groups and written assessments.**

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**Introduction:**Reflection is an essential skill for health professionals. It has been shown to improve learners’ critical thinking (1). We developed a literature-based consensus definition of reflection and created the Learning From Your Experiences as a Professional (LEaP) Guideline; that has been shown to improve reflective ability. Mean reflection scores 3.81 (SD = 1.9) using LEaP guidelines and 2.22 (SD = .89) without the guidelines (p < 0.001). (2)

**Aims:** To train faculty in the skill of critical reflection, to teach them to foster the skill in their learners and to identify curricular opportunities for reflection.

**Methods:**Participants will use the LEAP guide to assess learners’ reflections and provide feedback. Next, they will use use the CRAFT feedback tool to assess the quality of feedback and discuss curricular opportunities (3).

**Results:**Guidelines improve performance. Questions remain about the dose and timing of instruction and guideline guided exercises needed to develop reliable reflective skill.

**Discussion:**After this session participants will be able to

1. Define critical reflection as used by educators.
2. To list the components of more and less effective critical reflections and provide feedback.
3. To describe the uses of critical reflection in medical education.
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