<table>
<thead>
<tr>
<th>Competency</th>
<th>Life-Long Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Domain</td>
<td>Critical Reflection and Self-Improvement</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Uses critical reflection and feedback from multiple sources and engages in appropriate learning activity to improve knowledge, professional skills, and attitude*</td>
</tr>
</tbody>
</table>

### Milestones

<table>
<thead>
<tr>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mid</td>
<td>End</td>
<td>Mid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand principles of active learning**</td>
<td>• Applies principles of active learning**</td>
<td>• Describes reaction patterns in feedback exchange as recipient</td>
<td>• Critically reflects on one’s performance in identifying strengths and challenges, setting individual learning goals, and engaging in appropriate activity to meet those goals</td>
</tr>
<tr>
<td>• Describes how feedback*** is part of the learning process for individuals, groups, and the overall learning community</td>
<td>• Identifies multiple strategies for feedback and helping incorporate that feedback</td>
<td>• Demonstrates strategies for seeking and incorporating feedback</td>
<td>• Uses feedback to make improvements towards learning goals</td>
</tr>
<tr>
<td>• Describes individual strengths and weaknesses and sets learning goals for personal development</td>
<td>• Identifies areas of deficiency and constructs an individualized plan for developing those competencies</td>
<td>• Uses portfolio documentation of professional and personal development in the UCDSOM competencies</td>
<td></td>
</tr>
<tr>
<td>• Establishes a portfolio to document professional and personal development in the UCDSOM competencies</td>
<td>• Documents evidence of critical reflection from clinical settings including incorporating feedback and consideration of past experiences to inform development of a plan for the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Explains portfolio documentation of professional and personal development in the UCDSOM competencies</td>
</tr>
</tbody>
</table>
Appendix

*Applies **Practice-Based Learning Improvement** principles to the improvement of knowledge, professional skills, and attitude.

**Active Learning:**
- Self-assessment of learning needs
- Independent identification, analysis, and synthesis of information relevant to learning needs
- Appraisal of the credibility of information sources
- Sharing information with peers and supervisors

***Feedback Definition:** Information provided to help with making adjustments/corrections/improvements/refinement in order to achieve the learning objectives of the recipient (*i.e.*, student, peers, faculty, staff). Not just evaluation.

Elements of Effective Feedback:
- Specific
- Helps learner progress towards their learning objectives
- Mutual respect
- With the premise that there is the capacity for improvement
- Reciprocal dialogue
- Timely
- Relevant and applicable
- Learning objective(s) are mutually agreed upon by recipient and provider
- Collaborative professional relationships are necessary for and require effective feedback
- To give and receive feedback, while useful, may be inherently uncomfortable

Role of Recipient and Providers of Feedback:
**Recipients are able to:**
- discuss their learning goals
- contribute to safe learning environment
- recognize that effective feedback is usually uncomfortable
- be open to potential for improvement through feedback
- critically appraise the feedback
- constructively discuss feedback received
- mutually arrive at a meaningful assessment and plan of action towards learning objective

**Providers are able to:**
- discuss learning goals
- contribute to safe learning environment
• have given thoughtful and diligent assessment of the learner’s assets and needs prior to the exchange
• recognize that effective feedback is usually uncomfortable
• assess recipient’s level of readiness for feedback
• identify and address barriers to receiving feedback
• develop a safe space for discussion and critical appraisal of the feedback given
• mutually arrive at a meaningful assessment and plan of action towards learning objective

† **Examples of barriers to effective feedback exchange:** multiple sources, varying levels of reliability, health care hierarchy, conflicts of interest