Why reflect?

- To better understand your experiences and learn from them
- To create links between your learning and professional experiences (past, present, future)
- To consider which strategies were successful and which require improvement
- To be an active life-long learner/participant in your field (“reflective practitioner”)

What is reflective writing?

- A personal style of writing that engages a processing phase where thinking and learning takes place
- A genre that critically evaluates ideas, practices, situations, events, new information, challenges and choices, and successes and solutions
- A product of thinking that raises questions to explore

Reflective writing is evidence of reflective thinking. In an academic context, reflective thinking usually involves:
1. Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object).
2. Analysing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
3. Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional.

- Reflective writing is thus more personal than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing at university level.

(University of Portsmouth, 2010, p. 1)
Qualities of reflective writing

- Thoughtful analysis of experience/reading
- Personal/subjective language
- Evidence of personal growth
- Articulating questions to think about
- Precise disciplinary word choice
- Can address formal or informal experiences
- Descriptions may be positive, negative, or neutral
- Correct in-text referencing and paraphrasing (when appropriate)

Types of reflective assessments

**Journal/Discussion board**: reflections on new knowledge such as
- unit materials (readings, videos, lectures)
- question/statement requiring your response
- event/experience (e.g. a teaching practicum)

**Reflective essay or report**: theory followed by your evaluation
(might include reflections on your own work experience or research)

**Log book**: a record of formal processes, such as scientific experiments, to facilitate subsequent reflection

**Peer-review**: sharing work with peers to give and receive feedback

**Reflective note**: a personal reaction to an issue (often used in legal practice or requested at end of formal essay)

**Self-assessment**: commenting on your own work

Read the unit assignment briefs

Carefully read the instructions and resources that Carol has put up on the Blackboard unit site.

They have clear instructions, expectations and an example using both first and third person and integrating evidence and reflection.

Essay task

Write a 2000 word critically reflective essay: Incorporating the knowledge you have gained throughout the course and this unit and with reference to your Codes and Standards for practice, discuss how you will analyse and apply culturally safe care to a client/client group of your choosing.

1. Select a client from a cultural group that you have an interest in or have had experience with (i.e. age, gender, ethnicity, homeless).
2. Use concepts and knowledge gained throughout your course and this unit to identify the health issues that may impact your chosen client.
3. Select ONE health issue and analyse the cultural factors that currently impact on care delivery and consequently the health outcomes of your client.
The task

4. Determine how you might assess and provide care for your client using culturally safe practice, incorporating theoretical frameworks (at least two) to draw connections between your ideas and provide structure to your argument (i.e. knowing, 4 dimensions, etic and emic viewpoints, cultural competence, social imagination, social determinants). Critically reflect on your personal response to your findings and how this may impact on your practice. (Knowing self).

5. Identify the requirements for utilization and distribution of resources to achieve a culturally safe environment for you and your clients. (i.e. cultural knowledge, competence, access, alternate services).

Sources for the essay

It will be necessary to incorporate the knowledge gained from the course work, your readings, your first assessment pieces (ASS 1) as well as supporting evidence from a minimum of 15 quality journal articles/readings of your choice. (No more than 7 years old).

- Seminal works may be used for this assignment.
What type of Information to use?

Go to the rubric - what does it say? Supported by “... high quality evidence.”

<table>
<thead>
<tr>
<th>Distinction (75-79%)</th>
<th>High Distinction (80-89%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current fully addresses all parts of the assessment plan through synthesis of concepts and well-formed ideas supported by high quality evidence. Additional clarification and evidence to develop a comprehensive understanding of the main concepts. All ideas presented have relevance to the topic.</td>
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</tr>
</tbody>
</table>

So what is meant by “high quality evidence” - look at the essay information in BB

1. current literature
2. NMBA codes and standards

So where do you source these?

Where to start – What type of Information to use?

1. Current literature
2. NMBA codes and standards

Inclusions:
A minimum of 15 quality journal articles (peer-reviewed) (No more than 7 years old)
The Nursing and Midwifery Board of Australia Codes and Standards

Exclusions:
None

But can include:
• Seminal works
• Other credible academic information
• Other credible websites
• Books and e-books
• Literature as sourced from the Unit Reading List
• Film clips

In-text and end-text in the APA Referencing as sourced from the Library Referencing Guide.

So where do you source these?

Assignment resources

Academic Journal articles/information
Published Literature: Journals/Journal Articles

Journals/Journal Articles (and other academic information): Provide information on current research, often specific to a topic. They are an online source of information sourced through the library and searchable from subscribed databases and/or the library search engine - ECU Worldsearch.

Journal Articles vs. Journals vs. Databases

- A Journal is a scholarly publication containing articles written by researchers, professors and other experts. Journals focus on a specific discipline or field of study. They are published on a regular basis (monthly, quarterly, etc.) and are sequentially numbered. Each copy is an issue; a set of issues makes a volume (usually a separate volume per year). They can also be called periodicals or serials.
  
  Source: https://www.uvic.ca/library/research/tips/journal/index.php

- A Journal Article appears in a Journal and will be written by subject matter experts as mentioned above. They add to the body of knowledge in a particular field or topic. Examples are research articles, review articles or articles that summarise past research, outline recent advances, or point out gaps in a body of knowledge. They can be used to provide complete and current information. Prior to publication, academic articles will go through a process of peer review. They are a credible source of information.
  
  Source: http://guides.library.utoronto.ca/c.php?g=250471&p=1670761

- A Database is a collection of information that is commonly used for research and writing. They include access to academic journals and journal articles. An example of a Nursing specific database is CINAHL Plus with Full text.
  
  Source: http://www.yourdictionary.com/academic-database

Where to source Journal Articles

Source databases that cover your topic area.

Significant Health Science Databases:

- CINAHL
- Medline
- PsycINFO
- Cochrane Library
- BMJ Best Practice

Specific evidence-based health Databases:

- Informit Health Collection
- Australian Public Affairs Full text

These databases can be sourced from the library homepage by clicking on the Databases link

Searching for Information

Learn how to create search strategies and find information in ECU Worldsearch.

Module 4 of the Academic Skills in Nursing and Midwifery Library Guide
A reminder about searching concepts – Boolean Operators

• Use AND between concepts
  – Cystic fibrosis AND psychosocial - finds results that include both of these terms

• Use OR between synonyms/alternate terms
  – Cystic fibrosis OR fibrocystic disease of the pancreas
  – finds results that include either of these terms

• Put them together...
  (cystic fibrosis OR fibrocystic disease of the pancreas) AND psychosocial

A reminder about searching concepts – Smart Searching

Use smart searching to improve the efficiency of your search for information.

For a list of the common smart search strategy tips go to the Nursing Library Guide under the Getting started tab.

Every database has a help button. If you are using a database that you are not familiar with always check for specific smart searching tips.

Refining: too much information or too little?

<table>
<thead>
<tr>
<th>I’m getting too many results...</th>
<th>I’m not getting enough results...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add concepts (using AND)</td>
<td>Add synonyms/alternate terms (using OR) within each concept.</td>
</tr>
<tr>
<td>Use more specific terms</td>
<td>Use a broader term</td>
</tr>
<tr>
<td>Apply limits in databases (e.g. publication year, age group, publication type)</td>
<td>Use truncation and wildcards (smart searching)</td>
</tr>
<tr>
<td>Use a more specific information resource</td>
<td>Check spelling (inc. variant spellings)</td>
</tr>
<tr>
<td></td>
<td>Remove limits</td>
</tr>
<tr>
<td></td>
<td>Use a broader information resource</td>
</tr>
</tbody>
</table>

Books and e-Books
Books and e-Books

Unit Reading List

Nursing Library Guide – Books/e-Books tab and Specific Units tab: Australian Indigenous Health

Assignment Resources

Books/e-Books

Journal Articles and Academic information

Websites

Refer to your Unit Outline/Plan for credible health websites recommended by your Unit Coordinator

Google Advanced Search

Google Advanced search – for a more precise search engine search:


Hints and tips on how to power search in Google are available in the Nursing Library Guide under the Websites & Government Reports tab.
Critical evaluation of Websites

<table>
<thead>
<tr>
<th>Currency</th>
<th>When was the page last updated? When was it written? How current are the references (if any)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>How well does it address the topic? Is it scholarly? Does it address your needs?</td>
</tr>
<tr>
<td>Authority</td>
<td>Is the source of the information credible? Who wrote it? Who hosts/publishes the page? Who recommended it?</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Does the information appear logical? Are there significant typos or spelling errors? Are the links working? What research methods have been used? Are there references?</td>
</tr>
<tr>
<td>Purpose &amp; Bias</td>
<td>Does the author have a hidden agenda? Is their intent to sell something? Is it all a hoax? What is the motivation behind the page?</td>
</tr>
</tbody>
</table>

For more detailed help on how to evaluate a website, please click on this link: Finding Credible Sources

And finally – some useful links

- Nursing Library Guide - Australian Indigenous Health: [link]
- Nursing Library Guide: [link]
- Nursing Library Guide – databases: [link]
- Nursing Library Guide – Websites & Government websites: [link]
- Nursing Library Guide specific nursing reference examples: [link]
- Referring Library Guide: [link]
- Academic Skills in Nursing and Midwifery Guide: [link]

Essay structure

- Introduction
- Body paragraphs – fleshing out topics relevant to your paper and using at least two frameworks (see assignment brief)
- Conclusion
Introduction example

Key attributes of enhancing health care delivery in nursing involves participating in culturally aware and safe health practices. These values are outlined in the Nursing Code of Conduct, with the Nursing and Midwifery board advocating for nurses to reflect on the updated principles to support their practice (Nursing and Midwifery Board of Australia, 2017). This reflective essay examines the cultural effects of health care to aging Australians, which is directed to a peer audience. Delivering culturally appropriate care as a health professional involves acknowledgment that ethnocentric beliefs influence patient interactions and requires commitment in respecting, acknowledging and adopting practices that facilitate cultural safety for all stakeholders (Nursing and Midwifery Board of Australia, 2017). These principles will provide the framework to analyse, interpret and reflect on promoting cultural awareness in the nursing care of an older adult suffering malnutrition.

Paragraphs

- **T…..** Topic sentence (One sentence that explains the idea for that paragraph)
  - idea for that paragraph

- **E…..** Explain (Flesh out the idea a bit more) Your reflection elements

- **E…..** Evidence (Provide research to support the idea)

- **E…..** Evidence (Provide research to support the idea)

- **L…..** Link (Link the idea back to your topic by explaining how the evidence is significant to the topic)

Writing style for reflective writing

- Use **formal academic language**: complete sentences which follow a logical pattern using clear, concise language so that it is easy to follow the development of your ideas.
- Use **1st person** when describing experiences, making observations and connections, and/or stating one’s opinion or feelings.
- Use **3rd person** when referring to other people’s work (theory)
- Use **past tense verbs** (e.g. I felt, decided, explored, learned) to describe past events.
- Use **present or future tense** to describe ongoing insights.

General example

Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members. Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognises a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson & Johnson as cited by Maughan & Webb, 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maughan & Webb, 2001). Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.

Reference


www.ukcle.ac.uk/resources/temp/assessment.html
Having a patient with language barriers can often impact on the health care of that patient and result in significant delays. In a study of the Sudanese population in Australia, it was found that over a third spoke very little or no English at all (Department of Immigration and Citizenship, 2014). Sudanese Australian men tended to have better English communication than females, which is mainly attributed to greater learning opportunities for males in Sudan. Consequently, the language barrier with females impacts their ability to receive and understand health education (Department of Immigration and Citizenship, 2014). I recently experienced this language barrier on placement when I had an Indonesian fluent patient who was due for surgery and had no signed surgical consent form within his records. When the surgeon arrived to collect the patient, he was not amused with the delay, while I organised an interpreter. As uncomfortable as the situation was, I remained professional, disregarded the surgeon’s aggrieved body language and continued to organise a telephone interpreter. This experience was not a pleasurable one; however, we achieved patient satisfaction and demonstrated cultural safety by identifying and meeting the patient’s needs. The NMBA code of ethics consists of eight statements which outlines the nursing professions commitment to respect, protect, promote and uphold the rights of people who are the recipients of health care as well as the providers of health care (NMBA, 2013a). According to the NMBA code of ethics value statement 3, nurses must value the diversity of people (NMBA, 2013a). In future, I would…

Another example

Conducting a cultural assessment requires the nurse to acquire sufficient understanding of an individual to produce a mutually acceptable and culturally sensitive health plan encompassing the individual’s beliefs, values and practices (Anderson et al., 2010). The Nursing and Midwifery Board of Australia [NMBA] (2008) outlines the nursing profession’s commitment to recognising and respecting the diversity of cultural and social rights of every individual. I believe to develop a culturally accurate assessment, it is important to consider the patient’s origin, their views about illness and wellness, and their healthcare expectations. Giger (2012) states that nurses must reflect on their own ethnocentric views and acknowledge that healthcare has its own cultural beliefs and practices. Critical reflection is an important practice of cultural care, as understanding how people perceive the world can influence their health outcomes. I feel significant responsibility in my position as a nurse of influencing patient outcome, which sharpens my desire to hone these skills and recognise my own ethnocentric practices.
Conclusion Example

To conclude, using a cultural perspective in health delivery requires a holistic view, challenging one’s cultural understanding and requiring the development of new knowledge through a cycle of action and reflection. Cultural encounters are life experiences allowing the learner to develop cultural sensitivity, in union with the application of cultural theories that provide frameworks for competent care. The health of Australia’s increasing population demands attention due to the increasing costs and resources needed to provide healthcare to individuals living longer with chronic illnesses. However, the capacity to provide support that promotes wellbeing and independent living will be determined by social and healthcare services. Improving the quality of service delivery through customised nursing is underpinned by the provision of culturally safe and competent practices across all sectors, reducing health disparities and providing equitable care. Nursing as a discipline values culturally safe practice, demonstrated through the NMBA policies in providing beneficial care to enable individuals to face illness, disability or wellness. It requires leadership in demonstrating the values of protecting and advocating every individual’s right to equitable healthcare.

A word on referencing

- In-text:
  - Surname and year only for paraphrasing e.g.
  - Smith (2014) stated......or
  - The objective of nursing care is to resolve actual health problems, prevent potential problems and maintain a patient’s healthy state (Phillips, 2013).
- End-text: review ECU Quick Referencing Guide and follow the format depending on the source type
  - http://ecu.au.libguides.com/referencing
  - Referencing for Beginners Resource

Proofing and editing

- Editing focuses on the structure of your ideas within paragraphs i.e. What you say.
- Proofreading focuses on the grammar and punctuation.
  - If this is not your strong point, go to this site for the rules:
    - https://owl.english.purdue.edu/owl/section/1/6/
    - and this site for online practice exercises:
      - https://owl.english.purdue.edu/exercises
  - Download a free version of Grammarly
    - https://www.grammarly.com/native/windows

Formatting

School of Nursing and Midwifery
2018 Guide to Assignment Presentation and Submission
References


RMIT University. (n.d.). Example of a reflective paragraph. Retrieved from https://emedia.rmit.edu.au/learninglab/content/example-0