1. What is reflective practice?
2. NPU1202 Assessment 2: Reflective practice Part A
   • Using Gibbs’ model for reflective writing
   • Reflective Practice Marking Rubric
   • Exemplars
3. Style and language
4. Qualities for reflecting
5. Referencing
6. NPU1202 Assessment 2: Part B
7. Learning support
What is reflective practice?

“Reflective practice is the ability to examine one’s actions and experiences with the aim of developing their practice and enhancing clinical knowledge” (Caldwell & Grobbel, 2013, p. 319).

Reflections are the written recording and end product of your reflective practice.
Reflecting is a key aspect of nursing

- Reflective practice affects all levels of nursing – from Stage 1 students to practising nurses (Caldwell & Grobbel, 2013).

- It is an important part of the nursing curriculum – which is taught and assessed from Stage 1 and a key aspect of your practicums.
NMBA Registered nurse standards for practice

Standard 1: Thinks critically and analyses nursing practice
Registered nurse standards

Standard 1: Thinks critically and analyses nursing practice

RNs use a variety of thinking strategies and the best available evidence in making decisions and providing safe, quality nursing practice within person-centred and evidence-based frameworks.

The registered nurse:

1.1 accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice

1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice

1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures

1.4 complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions

1.5 uses ethical frameworks when making decisions

1.6 maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations, and

1.7 contributes to quality improvement and relevant research.
Edith Cowan University
Academic Skills Centre

Why reflect?

• To better understand your experiences and learn from them
• To create links between your learning and professional experiences and evidence based practice (past, present, future)
• To consider which strategies were successful/require improvement
• To be an active life-long learner/participant in your field ("reflective practitioner").
Reflection is more than just revisiting or describing what you have done in practice.

“Authentic reflection requires not only providing rationales for our actions, but also constantly exploring and examining ourselves and our own growth. This includes every aspect of our nursing practice, from skills to communication to interactions with others” (Jacobs, 2016, p. 62).
# NPU1202 Assessment 2: Reflective practice

<table>
<thead>
<tr>
<th>Assessment Description</th>
<th>Professional reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Pass/Fail (mandatory to pass)</td>
</tr>
<tr>
<td>Team or Individual</td>
<td>Individual</td>
</tr>
<tr>
<td>Format</td>
<td>Length: Part A- 750 words &amp; Part B- 250 words (plus or minus 10%). Word (or similar) digital document. Please refer to SNM Assignment Presentation Guide for formatting guidelines.</td>
</tr>
</tbody>
</table>
| Due Date and time      | Part A **before 0800HRS Monday 31st August 2020 (Week 6)**  
Part B +/- resubmission of Part A **before 0800HRS Friday 25th September 2020 (Week 9)** |
| How to Submit          | Turnitin Submission link on Blackboard |
| Learning Outcomes      | 5 |
| Marking Criteria       | Please refer to Blackboard > Assessment > Assessment 2 Marking Guidelines/Rubric |
| Feedback               | Feedback will be available via Blackboard > My Grades. |
Part A - Reflection: Write a 750-word reflection on the following reflection topic:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reflective practice topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPU1202</td>
<td>Using ANTT simple dressing as the clinical skill example, reflect on your demonstrated clinical knowledge and experience in the delivery of evidence-based nursing care within a simulated clinical environment.</td>
</tr>
</tbody>
</table>

Gibbs Model for reflective writing should be adopted to guide your reflection. Your reflection must include a minimum of three references demonstrating your application of the evidence-base to your learning experience. Many guidelines and resources on reflective writing are located on the Clinical Placement Community Blackboard site under the menu item ‘Reflective practice’.
Students who do not pass Part A on first attempt will be afforded a resubmission of Part A, due at the same time as the Part B submission - 0800HRS Friday 25\textsuperscript{th} September 2020 (Week 9). Students are encouraged to seek support from learning advisors to further refine and develop their reflective writing skills based upon the feedback provided prior to the resubmission. If you are required to resubmit Part A, you must include in the document your original marked submission (copy and paste into your resubmission document).
Using Gibbs’ model for reflective writing
## Recommended word count

<table>
<thead>
<tr>
<th>Step</th>
<th>Recommended words:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Description</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>2 Feelings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3 Evaluation</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>4 Analysis</strong></td>
<td>300</td>
</tr>
<tr>
<td><strong>5 Conclusion</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>6 Action Plan</strong></td>
<td>150</td>
</tr>
<tr>
<td><strong>Total word count</strong></td>
<td>750</td>
</tr>
</tbody>
</table>
Using Gibbs’ reflective model to write your reflection

<table>
<thead>
<tr>
<th>Step</th>
<th>Recommended words:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Description</strong></td>
<td>Provide a brief description of the experience to establish the scene and context.</td>
</tr>
<tr>
<td><strong>2 Feelings</strong></td>
<td>Describe what you were thinking and how you felt before, during and after the event.</td>
</tr>
</tbody>
</table>
Using Gibbs’ reflective model to write your reflection

| 3 Evaluation          | Consider both positive and negative aspects of the experience. Detail key elements that went well or turned out badly. Steps 3 & 4 link theory to practices and should contain references to NMBA standards, as well as pertinent skills and/or theory sources (such as ACSQHC standards; Tollefson & Hillman; Crisp, Douglas, Rebeiro & Waters; Brown, Edwards, Seaton & Buckley; pathophysiology sources; or pharmacology sources as appropriate). References are pertinent in the evaluation section. | 100 |
## 4 Analysis

This step forms the largest section of your reflection. Provide an analysis and explanation of why the experience was positive or negative. Remember to account for the points you made in steps 1 – 3. Also identify any factors which helped you, for instance previous experiences, consulting with others or carrying out research. What was your role? How did you contribute to the success of this experience? If things did not go to plan, why do you think this was? For example, was it due to lack of preparation or because of external factors beyond your control? It can be useful to consider other people who were involved in the experience. Did they have similar views or reactions to you? If not, why?

References are pertinent in the analysis section.
# Using Gibbs’ reflective model to write your reflection

## 5 Conclusion

| What have you learned? What skills did you develop as a result of the experience? How would you apply them in future? Which strategies were **successful** and which require improvement? Are there areas of knowledge or particular skills you need to develop? Would you do anything differently next time? Try to give specific examples. | 100 |
Using Gibbs’ reflective model to write your reflection

| 6 Action Plan | The action plan sums up what you would like to work on or do differently next time. What will you do if you encounter this kind of situation again? What will you do in the future to increase the likelihood of similar positive outcomes and minimise the likelihood of similar negative outcomes? What do you need to learn? How might you learn this? Perhaps you feel that you need to attend some training or ask your tutor or placement supervisor for some advice. What can you do to be better equipped to cope with a similar event? References are pertinent in the action plan. |

| 150 |

*Remember to link this section to your references - that is, the theory behind your improvement strategy.*

| Recommended total word count | 750 |
In preparing your reflection, you should:

- Find sufficient, current and relevant sources to support your points;
- Remember that references are pertinent in the evaluation, analysis and action plan sections;
- Include in-text citations and an end-text reference list using APA 7 referencing style at the end of the reflection; and
- Refer to the SNM Reflective Practice Marking Rubric.
## SNM Reflective Practice Marking Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description and feelings</td>
<td>Unclear and/or verbose description of the event. Expression of emotions or feelings was poor, insufficiently detailed and/or not professional.</td>
<td>A clear description of the event. Expression of emotions or feelings was considered, sufficiently detailed and professional.</td>
<td>An objective, clear and concise description of the event. Expression of emotions or feelings was considered, insightful and professional.</td>
</tr>
<tr>
<td>2. Evaluation</td>
<td>Insufficiently detailed evaluation of the positive and negative aspects of the event. Poor insight and objectivity demonstrated in evaluation of the event. Insufficient or inappropriate references used to support discussion points.</td>
<td>Objective and sufficiently detailed evaluation of the positive and negative aspects of the event. Appropriate and sufficient use of references to support discussion points.</td>
<td>Objective and insightful evaluation of the positive and negative aspects of the event. Appropriate and highly relevant references used to support discussion points.</td>
</tr>
<tr>
<td>3. Analysis</td>
<td>Poor analysis of the potential causes or contributing factors to positive and negative aspects of the event. Insufficient or inappropriate references used to support discussion points.</td>
<td>Reasonable analysis of the potential causes or contributing factors to positive and negative aspects of the event. Appropriate and sufficient use of references to support discussion points.</td>
<td>Considered and comprehensive analysis of the potential causes or contributing factors to positive and negative aspects of the event. Appropriate and highly relevant references used to support discussion points.</td>
</tr>
<tr>
<td>4. Conclusion</td>
<td>Un-clear or limited summary of the insights and knowledge gained from the event.</td>
<td>Clear summary of the insights and knowledge gained from the event.</td>
<td>Clear and comprehensive summary of the insights and knowledge gained from the event.</td>
</tr>
<tr>
<td>5. Action plan</td>
<td>Un-clear or limited summary of what could have been done differently and how these learnings may be applied in future practice.</td>
<td>Clear summary of what could have been done differently and how these learnings may be applied in future practice.</td>
<td>Clear and concise summary of what could have been done differently and how these learnings may be applied in future practice. Demonstrated application of linking theory into practice.</td>
</tr>
<tr>
<td>6. Structure and presentation</td>
<td>The assignment does not conform to the structure of the assessment item. Poor or non-existent paragraphing. Poor compliance with APA style.</td>
<td>Most aspects conform to the structure of the assessment item. Minimal paragraphing. Mostly complies to APA style with minor omissions.</td>
<td>All aspects conform to the structure of the assessment item. Paragraphing is evident. Complies to APA style.</td>
</tr>
<tr>
<td>7. English Language Proficiency</td>
<td>Many grammatical spelling and punctuation errors were present throughout. Sentence structure poor making it difficult to determine meaning.</td>
<td>Mostly correct grammar, spelling and punctuation evident throughout, with minor errors. Sentence structure of an acceptable standard, however, could be improved.</td>
<td>Grammar, spelling and punctuation were error free. Sentence structure of a high standard. Effective use of sentence and paragraph writing conventions were clearly demonstrated.</td>
</tr>
<tr>
<td>8. Referencing</td>
<td>Insufficient or inappropriate references cited. In text and/or end-text referencing has multiple errors and/or omissions.</td>
<td>Sufficient and relevant references cited. In text and/or end-text referencing mostly complies to APA style with minor errors.</td>
<td>Sufficient current and highly relevant references cited. In text and/or end-text referencing complies to APA style.</td>
</tr>
</tbody>
</table>

Students must be rated satisfactory in criterion 1-5 to pass the assessment.
## Reflective Practice Marking Rubric: Excellent

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description and feelings</td>
<td>An objective, clear and concise description of the event. Expression of</td>
</tr>
<tr>
<td></td>
<td>emotions or feelings was considered, insightful and professional.</td>
</tr>
<tr>
<td>2. Evaluation</td>
<td>Objective and insightful evaluation of the positive and negative aspects</td>
</tr>
<tr>
<td></td>
<td>of the event. Appropriate and highly relevant references used to</td>
</tr>
<tr>
<td></td>
<td>support discussion points.</td>
</tr>
<tr>
<td>3. Analysis</td>
<td>Considered and comprehensive analysis of the potential causes or</td>
</tr>
<tr>
<td></td>
<td>contributing factors to positive and negative aspects of the event.</td>
</tr>
<tr>
<td></td>
<td>Appropriate and highly relevant references used to support discussion</td>
</tr>
<tr>
<td></td>
<td>points.</td>
</tr>
<tr>
<td>4. Conclusion</td>
<td>Clear and comprehensive summary of the insights and knowledge gained</td>
</tr>
<tr>
<td></td>
<td>from the event.</td>
</tr>
<tr>
<td>5. Action plan</td>
<td>Clear and concise summary of what could have been done differently and</td>
</tr>
<tr>
<td></td>
<td>how these learnings may be applied in future practice. Demonstrated</td>
</tr>
<tr>
<td></td>
<td>application of linking theory into practice.</td>
</tr>
<tr>
<td>6. Structure and presentation</td>
<td>All aspects conform to the structure of the assessment item. Paragraphing</td>
</tr>
<tr>
<td></td>
<td>is evident. Complies to APA style.</td>
</tr>
<tr>
<td>7. English Language Proficiency</td>
<td>Grammar, spelling and punctuation were error free. Sentence structure of</td>
</tr>
<tr>
<td></td>
<td>a high standard. Effective use of sentence and paragraph writing</td>
</tr>
<tr>
<td></td>
<td>conventions were clearly demonstrated.</td>
</tr>
<tr>
<td>8. Referencing</td>
<td>Sufficient current and highly relevant references cited. In text and/or</td>
</tr>
<tr>
<td></td>
<td>end-text referencing complies to APA style.</td>
</tr>
</tbody>
</table>

* Students must be rated satisfactory in criterion 1-5 to pass the assessment.
Exemplars (Clinical Placement Bb site)

This folder contains resources to assist you with writing reflections whilst on clinical placement.

**Reflective practice exemplars**

Enabled: Statistics Tracking

This folder contains several reflective practice exemplars for each stage of the course. While these do not necessarily focus on the specific reflection topic of your unit, they have been selected by the unit coordinators as exemplars of sound reflective practice. The students have all provided consent for their assignment to be used as an exemplar for other students.

**Reflective writing workshops and drop-in sessions**

Enabled: Statistics Tracking

The Senior Learning Adviser has reflective writing workshops scheduled for students to attend. In addition, students can attend weekly drop-in sessions with the Senior Learning Adviser.

For students who do not pass their first reflective practice Part A submission, it is strongly recommended you attend a reflective practice drop-in session prior to your resubmission.

**STAR framework resources**

This folder contains guidelines and exemplars of how the STAR framework has been applied to selection criteria.
Reflective Essay

Unit code and Title: NPU1202 ALL Nursing Practice 2
Lecturer: Carol Crevacore
Student Name: [Redacted]
Student Number: [Redacted]
Date of Submission: 29/03/2020
Word Count: 1000

Table of Contents

Description .................................................................................................................. 3
Feelings ..................................................................................................................... 3
Evaluation ................................................................................................................. 3
Analysis .................................................................................................................... 7
Conclusion ............................................................................................................... 5
Action Plan .............................................................................................................. 6
References .............................................................................................................. 7
This reflection is based upon my performance undertaking an aseptic non-touch technique (ANTT) simple dressing, which was conducted within a group setting at the week 3 workshop for NPU1202.
Feelings

Once this activity commenced I immediately felt nervous and under pressure. It is a nursing task that I have no experience in performing and having to undertake it for the first time in front of two fellow students made me feel rather insecure in my abilities and uncomfortable. Throughout performing this task my thoughts were that I was not doing it effectively, however afterwards I thought I did adequately considering.
Reflecting on the situation I acknowledge that numerous factors could’ve been performed to a higher standard, mainly concerning my levels of anxiety interfering with my ability to perform the task and infection control. Upon commencing the task I allowed my anxiety and fear of what others think intercept my concentration on completing the task itself. It has been highlighted that emotional competence is a vital ability that nursing students must employ in order to strengthen professional practice (McCloughen and Foster, 2017). Although my infection control began strong, my emotional state played a role in it’s weakening. High levels of infection control are vital in wound management to reduce the chances of contamination by microorganisms, which lead to delayed healing and in preventing infection (Perry, Potter and Ostendorf, 2016). Throughout the practice of
the ANTT dressing I acknowledge my infection control wasn’t to standard due to cross contamination of instruments. I cross-contaminated twice 4 by accidentally bringing the sterile tweezers into the unsterile area and demonstrated poor infection control by forgetting to put down the dressing towel. A strength demonstrated throughout this activity was the physical cleaning of the wound with the gauze in the required circular motion.
ANTT is a sterile procedure to avoid contamination of wounds and according to the Department of Health; it is a vital process in reducing healthcare-associated infection (HAI) (Sonoiki, Young & Alexis, 2020). Studies have shown that novice nurses experience stress and anxiety when performing this task due to their education and experience; throughout the procedure these nurses felt flawed and that they needed to imitate those experienced nurses (Sonoiki, Young & Alexis, 2020). It has also been reported that novice nurses felt guilty if a mistake was made leading to infection, which led to feelings of frustration and accountability (Sonoiki, Young & Alexis, 2020). This was prevalent in my experience conducting the ANTT within our stimulation as my limited knowledge and experience increased my anxiety levels. This literature highlights that I need to improve upon my practice and knowledge but on the same token, it is normal for student nurses to experience stress and anxiety when undertaking a new intervention.
Reducing HAIs also relies on infection control and prevention (ICP) (Olorunfemi, Oyewole & Oduyemi, 2020). ICP is a necessity within the healthcare industry as it is an important tool in limiting the transmission of infection (Olorunfemi, Oyewole & Oduyemi, 2020). This tool requires basic knowledge, which I am aware I have. However, it has been highlighted that student nurses have poor knowledge with ICP when it becomes more specialised, such as with the ANTT. (Olorunfemi, Oyewole & Oduyemi, 2020). This links with my experience as although I understand basic ICP, I am lacking in specialised interventions due to limited experience and knowledge. It is important to highlight that I commenced the technique with strong ICP but slowly weakened, therefore practice and further studies is required, similar to the point made above.
Although limiting HAIs, enforcing ICP and understanding of ANTT is important; building rapport and a therapeutic relationship with the patient is one of the most vital tasks of a nurse. Building rapport in a nutshell is developing a connection with your patient and in most cases should occur naturally (Price, 2017). The patient’s motives, concerns and needs should be established and respected (Price, 2017). Interpersonal skills are important when building rapport, as you need to utilize active listening, verbal and non-verbal communication (Price, 2017). Once rapport and trust has been established, the therapeutic relationship will commence and is basically a process of interaction (Price, 2017). Important aspects within the therapeutic relationship are that the nurse is aware of the patient’s attitude regarding the nursing role and care, that the healthcare needs of the patient are
acknowledged and respected and that the patient is the driver seat when it comes to their own health care (Price, 2017). Throughout the simulation I forgot to acknowledge my patient or demonstrate my ability to build rapport and a therapeutic relationship. I also forgot to obtain consent prior to commencing the intervention, which is a standard of practice I usually uphold and demonstrate. This occurred because unfortunately my emotional intelligence was lacking, leading to high anxiety levels and I put my main focus on the immediate task at hand. The literature suggests that I need to make a more conscious effort in building the therapeutic relationship, regardless if I am concentrated on a different aspect of the care.
Conclusion

This reflection has highlighted my experience with the ANTT simulation, my strengths and weaknesses throughout this intervention along side the importance of emotional intelligence, reducing HAIs, ICP, building rapport and the therapeutic relationship between the nurse and the patient. My weaknesses consisted of poor ICP, weak emotional intelligence and limited rapport/therapeutic relationship. My strength was adequate cleaning of the wound.
To improve my emotional intelligence I am going to study and practice the problem solving approach to stress, which consists of identifying the stressors and establishing strategies to deal with them (Labrague et al., 2016). To improve my rapport and therapeutic relationship skills I am going practice and reflect to develop a deeper level of understanding and new options for improved practice (Hayes, Jackson, Davidson, Daly & Power, 2017). To improve my ICP I am going to partake in thorough training to equip myself with the skills and knowledge required to meet standard care practices (Olorunfemi, Oyewole & Oduyemi, 2020).


Olorunfemi, O., Oyewole, O., & Oduyemi, R. (2020). Nursing students' knowledge and practice of infection control in Burns and Medical-Surgical Units at the University of Benin Teaching Hospital, Nigeria, 2019. *Journal Of Nursing And Midwifery Sciences*, 7(1), 42. doi: 10.4103/jnms.jnms_40_19


Language of reflective writing

- The style and language of reflective writing differs from that expected in an academic essay or report.

- In general, there is a greater degree of informality than is usually allowed in academic writing, but there are also a number of common features which are important to a well written reflection.

(Henderson, 2009)
Style and language

- Use of first person
- Informal register
- Complete sentences
- Clear language
- Description – only a small component of your reflection
- Key focus is on analysis!
- Do not generalise or be vague

(Grellier & Goerke, 2006)
Useful reflective phrases

- At first, I thought ______. Later, I realised ______.
- During this experience, I have improved my understanding of ______; however, I still need to develop my practical skills in ______.
- This skill could be useful to me as a ______ because of ______.
- This experience will inform how I think about ______ in the future.
- As I am not yet confident in ______, I plan to ______.
- On reflection, I think I should ______.
- I felt ______.
- In future, I will ______.
Qualities for reflecting

- A commitment to learning and self development
- Honesty with yourself
- Willingness to listen to feedback from others
- Realistic ideas about what needs to change
- An understanding that learning is lifelong in professional careers
- Motivation to reach your potential as a person and therefore as a health professional.
- Valuing excellence in practice for the benefit of others.
Referencing APA7
Quick Guide to APA Referencing (PDF)

Check under the tabs for more examples and information, including for less common information sources.

In-text citations

Reference list

https://ecu.au.libguides.com/referencing
An end-text reference is the **full reference**. It should contain all information needed to find the source you used. There are four main elements included in an end-text reference.

- **Who?** Author’s name (including initials)
- **When?** Date of publication
- **What?** Title of the work (check for italics and capitalisation)
- **Where?** Publisher name and URL

Author, A. A. (Date). *Title*. Source.

Note the use of punctuation and italics.

[https://doi.org/10.1001/1342547979.88.6.45](https://doi.org/10.1001/1342547979.88.6.45)
There is more than one way to correctly format an in-text citation:

Standard “parenthetical” formatting, placed directly after the idea being referenced, within the punctuation of the sentence:

2 authors: (Stans & Jubina, 2013).
3 or more authors: (Camara et al., 2018).

The ampersand (&) is used in place of ‘and’ in parenthetical citations. The phrase et al. (meaning “and others”) is used where 2+ names are not shown.

“Narrative citation” includes some or all of the citation details (author or date) in your own writing:

Stans and Jubina (2013) found …
According to a 2014 study by Camara et al. …

Note the use of and instead of the ampersand within the body of the text.
Further help

Library Referencing Guide: [https://ecu.au.libguides.com/referencing](https://ecu.au.libguides.com/referencing)

Quick Guide to APA 7th Referencing

Specific Nursing Reference Examples:

Assignment and Referencing drop-in sessions (Librarian and Senior Learning Adviser)

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>DAY</th>
<th>TIME</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-13</td>
<td>Thursdays</td>
<td>10.00-11.30am</td>
<td>JO 31.106</td>
</tr>
</tbody>
</table>

Contact: library@ecu.edu.au
Part B - STAR Framework to address selection criteria: Selection criteria represent the skills and abilities, knowledge, experience, qualifications and work-related qualities a person needs to perform a role effectively. They set out the standards by which each candidate will be assessed. Using your reflective practice example from Part A, use the STAR framework template below to address the following selection criteria:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Selection criteria to be addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPU1202</td>
<td>Demonstrated clinical knowledge and experience in the delivery of evidence-based nursing care within a clinical setting.</td>
</tr>
</tbody>
</table>

Examine the key phrases of the selection criteria to find out what the criterion is asking. Then identify key words which describe the level of knowledge, skills or ability that is required. Utilising a clinical example in your answer, show how you have applied your knowledge, skills and ability to prove that you are competent.
### Key phrases used in selection criteria:

**Demonstrated:** Proven ability that you have performed the actively successfully. Provide specific examples of performing the function.

**Understanding:** Means more than knowledge. Requires you to comprehend and show significant understanding. If you understand something you know how it works or know what it means.

**Effective:** Successful in producing a desired or intended result.

---

**Forming your answer with the STAR framework (250-word limit)**

<table>
<thead>
<tr>
<th>STAR</th>
<th>Questions to frame your example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Brief statement to demonstrate you understand the question.</td>
</tr>
<tr>
<td>Situation</td>
<td>Where did you do it? (location)</td>
</tr>
<tr>
<td>Task</td>
<td>What did you do? (the task)</td>
</tr>
</tbody>
</table>
| Action | How did you do it? (the method)  
and  
Why did you do it? (the purpose or the value you brought) |

The action area of your example/experience will be up to 70% of your answer. Focus on action verbs and ‘I’ to demonstrate what actions you undertook.
The presentation recording can be accessed at the following link:
https://ecu.ap.panopto.com/Panopto/Pages/Viewer.aspx?id=2665015d-e680-4677-956c-ac130091e497

**Reflective practice exemplars**
This folder contains several reflective practice exemplars for each stage of the course. While these do not necessarily focus on the specific reflection topic of your unit, they have been selected by the unit coordinators as exemplars of sound reflective practice. The students have all provided consent for their assignment to be used as an exemplar for other students.

**Reflective writing workshops and drop-in sessions**
The Senior Learning Adviser has reflective writing workshops scheduled for students to attend.

In addition, students can attend weekly drop-in sessions with the Senior Learning Adviser.

For students who do not pass their first reflective practice Part A submission, it is strongly recommended that they attend the session prior to their resubmission.

**STAR framework resources**
This folder contains guidelines and exemplars of how the STAR framework has been applied to selection criteria.
Reflective Writing for Nursing and Midwifery Tip Sheet

Reflective practice

Reflective writing guidelines

1. What is reflective practice?
2. Reflecting is a key aspect of nursing
3. NPU1101 Reflective Practice
   - Using Gibbs’ model for reflective writing
   - Reflective Practice Marking Rubric
   - Exemplars
4. Style and language
5. Qualities for reflecting
6. Learning support

The below guidelines have been developed to provide guidance to students on how to develop reflective writing skills.

Reflective Writing for Nursing and Midwifery Tip Sheet 220.pdf

What is reflective writing?
Reflective writing is a personal style of writing that engages a person in exploring their actions and experiences in order to improve their professional and academic knowledge. It is an important skill for nurses and midwives, as it helps them to reflect on their practice and learn from their experiences.

Reflective practice is an essential component of professional development, especially for nurses and midwives. Reflective practice helps nurses and midwives to develop critical thinking skills, self-awareness, and the ability to analyze and evaluate their own practice.

How to write a reflection

Reflective writing is an important part of the nursing and midwifery curricula. It involves writing about your experiences and applying your learning to future practice.

Using Gibbs’ reflective model, write about your experiences in a structured way, paying attention to the key stages of reflection.

The reflection should be a clear and concise summary of your learning experience. It should include your thoughts, feelings, and experiences, as well as any insights gained.

The below guidelines have been developed to provide guidance to students on how to develop reflective writing skills.

Reflective Writing for Nursing and Midwifery Tip Sheet 220.pdf

Clinical Placement calendars
Clinical placement requirements
COVID-19 Resources
Hand hygiene certificate
Clinical placement guidelines
SONIA instructions
Clinical placement
Reflective writing workshops

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
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<tr>
<td>4</td>
<td>NPU1202</td>
<td>Mon 17 Aug</td>
<td>12.30 – 1.30pm</td>
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Bb Collaborate sessions will be held on the Academic Skills Centre Blackboard site. Using Google Chrome or Firefox, click [here](#) to access the online workshops, then click ‘SNM Unit Specific Workshops (Justine & Lisa)’ to join the session. Recordings will also be available.
SNM A-Z & Assessment Guidelines

SNM A-Z Guide

Please click here for the latest version of the SNM A-Z Guide 2020.pdf

SNM Assignment Presentation Guide 2020

Attached Files: SNM Assignment Presentation Guide 2020.pdf (35.851 KB)

This guide is intended to help you format your assignment and demonstrates the standard of presentation expected in the School of Nursing and Midwifery. Please review them prior to the submission of every assignment.

Assessment Template

Attached Files: SNM Assignment Template APA7 2020.docx (22.413 KB)

This MS Word template can be used as a template for your assignments
Good luck

• Good luck with your reflective practice and writing your reflection!

• Remember there’s plenty of support too from the Academic Skills Centre.
How can we support you?

Lock it in by booking a 30-minute appointment with a learning adviser here: https://askus2.ecu.edu.au/s/article/000001642
Appointments can be online, by phone or face to face. (EAL, academic skills, numeracy)

Pop into an ASC with a quick question or email learningadviser@ecu.edu.au

Drop in to an assignment and referencing drop in session for 10 minutes with the Senior Learning Adviser, Librarian and Numeracy Adviser.
### Nursing and Midwifery Focus

<table>
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<th>ROOM</th>
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Recommended Academic Skills Workshops

- Starting assignments
- Write Better Sentences
- Perfect Your Punctuation
- Make Your Writing Flow
- Proofread for Grammar
- Editing and Proofreading
- Reading and notetaking
- Integrating Others’ Ideas
- Referencing Using APA


