NPU2303 Reflective Writing

1. What is reflective practice?
2. NPU2303 Assessment 2: Reflective practice Part A
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   – Reflective Practice Marking Rubric
   – Exemplars
3. Style and language
4. Qualities for reflecting
5. Referencing
6. NPU2303 Assessment 2: Part B
7. Learning support

Dr Justine Maldon
SNM Senior Learning Adviser

Lisa Webb
SNM Librarian
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.
Nursing Professional Standards

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

RNAs 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. accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice
2. develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
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
4. complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
5. uses ethical frameworks when making decisions
6. maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations, and
7. contributes to quality improvement and relevant research.
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).
# NPU2303 Assessment 2: Professional Reflection

<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>
</tbody>
</table>
| Format                 | Length: Part A - 750 words & Part B - 250 words (plus or minus 10%).
                         | Word (or similar) digital document.  
                         | Please refer to SNM Assignment Presentation Guide for formatting guidelines. |
| Due Date and time      | Part A: 5pm Monday 31<sup>st</sup> August 2020 (Week 6)  
                         | Part B: 5pm Monday 21<sup>st</sup> September 2020 (Week 9) |
| How to Submit          | Turnitin Submission link on Blackboard |
| Learning Outcomes      | LO1-5 (see Unit Outline) |
| Professional Competencies | NMBA RN Standards 1.2 and 2.2 |
| 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>NPU2303</td>
<td>Using an example from your previous clinical placement experience, reflect on your</td>
</tr>
<tr>
<td></td>
<td>demonstrated effective written and verbal communications skills within a clinical setting.</td>
</tr>
</tbody>
</table>

Gibbs Model for reflective writing should be adopted to guide your reflection. Your reflection must include 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’.
Using Gibbs’ model for reflective writing

1. Description: what happened?
2. Feelings: what were you thinking or feeling?
3. Analysis: what sense can you make of the situation?
4. Evaluation: what was good/bad about the situation?
5. Conclusion: what else could you have done?
6. Action plan: if situation arose again, what would you do?
<table>
<thead>
<tr>
<th>Step</th>
<th>Recommended words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Description</td>
<td>100</td>
</tr>
<tr>
<td>2 Feelings</td>
<td></td>
</tr>
<tr>
<td>3 Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>4 Analysis</td>
<td>300</td>
</tr>
<tr>
<td>5 Conclusion</td>
<td>100</td>
</tr>
<tr>
<td>6 Action Plan</td>
<td>150</td>
</tr>
<tr>
<td>Total word count</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

| 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 |
## Using Gibbs’ reflective model to write your reflection

<table>
<thead>
<tr>
<th>4 Analysis</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5 Conclusion</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Using Gibbs’ reflective model to write your reflection

<table>
<thead>
<tr>
<th>6 Action Plan</th>
<th>150</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Recommended total word count</th>
<th>750</th>
</tr>
</thead>
</table>
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><strong>1. Description and feelings</strong></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><strong>2. Evaluation</strong></td>
<td>Insufficiently detailed evaluation of the positive and negative aspects of the events. 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><strong>3. Analysis</strong></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><strong>4. Conclusion</strong></td>
<td>Unclear 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><strong>5. Action plan</strong></td>
<td>Unclear 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><strong>6. Structure and presentation</strong></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><strong>7. English Language Proficiency</strong></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><strong>8. Referencing</strong></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 of</td>
</tr>
<tr>
<td></td>
<td>the event. Appropriate and highly relevant references used to support</td>
</tr>
<tr>
<td></td>
<td>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>
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<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.
Reflection

Unit code and Title: NPU 2303 Nursing Practice 3
Lecturer: Martina Costello
Student Name: [Redacted]
Student Number: [Redacted]
Date of Submission: 10th May 2020
Word Count: 537

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Description ........................................................................................................... 1
Feelings ............................................................................................................... 1
Evaluation ......................................................................................................... 1
Analysis ............................................................................................................ 2
Conclusion ....................................................................................................... 2
Action Plan ..................................................................................................... 2
References ....................................................................................................... 4
This reflection is focused upon my performance in an online OSCE examination where the correct procedure of an intramuscular injection (IM) was demonstrated. The IM injection was administered into the ventrogluteal site using the Z track technique.
As I began my preparation for the examination, I felt well prepared and confident in both my knowledge and skill technique. I had rehearsed and felt assured that I could complete this task with ease and accuracy. However, as I was setting up my equipment, the ampule containing the heparin medication fell and broke. Consequently, anxiety set in as I tried to think what to do. Nevertheless, once I connected with the assessor and learned that I was being examined on IM and therefore the heparin was not needed, my anxiety eased allowing me to regain my confidence and proceed with the scenario in a proficient manner.

Describe what you were thinking and how you felt before, during and after the event.
On reflection, I knew that I had sufficiently practiced and was confident in both my knowledge and skills. Exam situations can be quite intimidating and so it is vital for students to understand and learn how to incorporate coping mechanisms to alleviate stress and anxiety under such circumstances thus; allowing the student to be more confident and present their skills with more precision (Ringeisen et al., 2019). To ease my anxiety, I commenced some breathing techniques and by doing so, it allowed me to gain my confidence back ensuring I delivered safe 2 and quality nursing practice. The Nursing and Midwifery Board of Australia Standard 6.1 emphasises that safe, appropriate and quality nursing practice is adhered to at all times (Nursing and Midwifery Board of Australia (NMBA), 2018).
On analysis, I eradicated my anxiety quite swiftly by using deep breathing as a coping mechanism; this in turn enabled me to display my skills and knowledge in a proficient and confident manner. Contrary to this, had I not acted quickly my anxiety levels could have escalated which would have been detrimental in how my exam progressed. A nurses’ role is pivotal in ensuring patient safety is adhered to and thereby obtained by displaying confidence within their scope of practice (Needham et al., 2016). By overcoming my anxiety, I gained back my confidence and delivered excellent patient centred care.

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 it did not go to plan, why? (i.e., was it due to lack of preparation? external factors beyond your control?)
Conclusion

This reflection has enabled me to establish the importance of managing anxiety in exam situations which in turn will result in positive patient outcomes. I have learned that being well prepared and knowledgeable in my skills will assist me to overcome such anxieties and therefore enable me to become a more confident and knowledgeable nurse.

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/require improvement? Are there areas of knowledge or skills you need to develop? Would you do anything differently next time? Try to give specific examples. (100 words)
From this reflection I have identified that anxiety could have hindered my exam had I allowed it to overcome my thoughts. While the anxiety did urge me to think critically, it is crucial to understand the importance of proficiency in ensuring quality patient centred care. I will continue to practice my skills and technique to ensure that I am confident when unplanned situations arise while also continuing to assess my skills and technique by completing consistent reflective practice using the Gibbs reflective cycle.

Sums up what you will work on/do differently next time. 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? Attend training? 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. (150 words)

https://doi.org/10.1016/j.nepr.2016.08.003


https://doi.org/10.1080/10615806.2018.1528528
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

Lisa Webb: SNM Librarian
Quick Guide to APA Referencing

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

In-text citations
Reference list
Quick Guide to APA Referencing (PDF)

https://ecu.au.libguides.com/referencing
End-text references

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.
Journal articles: DOI

A digital object identifier provides a permanent link to an article.

https://doi.org/10.1000/182

DOI: 10.1515/ijnes-2019-0074

https://doi.org/10.1515/ijnes-2019-0074

http://dx.doi.org.ezproxy.ecu.edu.au/10.7748/ns.31.27.33.s40

http://doi.org/10.7748/ns.31.27.33.s40

If there is no DOI, just reference as though it is a print article.
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 or more 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.
Nursing references

Use the Nursing specific reference page for:

- Johanna Briggs Institute
- Cochrane library

Include the database name in Title Case and *italics*.

Include the homepage URL (JBI)

DOI (Cochrane library).

There are also examples for Nursing standards, clinical guidelines, and medication.
Further help

Library Referencing Guide: 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

Book an appointment: AskUs
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>NPU2303</td>
<td>Demonstrated effective written and verbal communications skills 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.
Formulate your selection criteria example in the STAR template below (250 word limit)

<table>
<thead>
<tr>
<th>STAR</th>
<th>Questions to frame your example</th>
<th>Clinical Example/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Brief statement to demonstrate you understand the question.</td>
<td></td>
</tr>
<tr>
<td>Situation</td>
<td>Where did you do it? (location)</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>What did you do? (the task)</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td>What were the results? (positive outcome and what you learned)</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Now link your STAR clinical example to your standards for practice.</td>
<td></td>
</tr>
<tr>
<td>STAR</td>
<td>Questions to frame your example</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Opening</td>
<td>Brief statement to demonstrate you understand the question.</td>
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<td>Situation</td>
<td>Where did you do it? (location)</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>What did you do? (the task)</td>
<td></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.

<table>
<thead>
<tr>
<th>Result</th>
<th>What were the results? (positive outcome and what you learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>Now link your STAR clinical example to the RN Standards for Practice.</td>
</tr>
</tbody>
</table>

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.

Part B should be completed in the template available on your unit Blackboard site.
Ensure you address the following elements:

<table>
<thead>
<tr>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening statement: Describes the importance of written and verbal communications skills in nursing practice.</td>
</tr>
<tr>
<td>Provides an example within a practice setting (STAR).</td>
</tr>
<tr>
<td>Works within scope of practice.</td>
</tr>
<tr>
<td>Written skills demonstrated. Documentation is completed.</td>
</tr>
<tr>
<td>Verbal skills demonstrated (e.g. with patient, other staff members-multidisciplinary team).</td>
</tr>
<tr>
<td>Refers to policies and procedures.</td>
</tr>
<tr>
<td>Handover.</td>
</tr>
</tbody>
</table>
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 good 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 a 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 Gibb’s model for reflective writing
   - Reflective Practice Marking Rubric
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 S220.pdf
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 M$ Word template can be used as a template for your assignments.
Assessment Guidelines

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
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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 with your reflective practice and writing your reflection!
• Remember there’s plenty of support too from the library and Academic Skills Centre.
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
Foundation Writing Course

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure, grammar and word use. The course can be completed online.

Click on the link above which will take you to the site with completion instructions. Work through all modules and quizzes to complete the course.

The resources and PowerPoints from the course are on this page.

Foundation Writing Course Resources: Read this first

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure.

https://blackboard.ecu.edu.au/webapps/blackboard/execute/courseMain?course_id=657327_1


