NPU1101 Reflective Writing

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2. NPU1101 Assessment 2: Reflective practice
   – Using Gibbs’ model for reflective writing
   – Reflective Practice Marking Rubric
   – Exemplars
3. Style and language
4. Qualities for reflecting
5. Referencing
6. 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:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality practice</td>
</tr>
<tr>
<td>1.2</td>
<td>develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice</td>
</tr>
<tr>
<td>1.3</td>
<td>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</td>
</tr>
<tr>
<td>1.4</td>
<td>complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions</td>
</tr>
<tr>
<td>1.5</td>
<td>uses ethical frameworks when making decisions</td>
</tr>
<tr>
<td>1.6</td>
<td>maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations, and</td>
</tr>
<tr>
<td>1.7</td>
<td>contributes to quality improvement and relevant research.</td>
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</tbody>
</table>
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).
NPU1101 Assessment 2: Professional Reflection

Instructions

• Reflect on your experiences of clinical skill attainment (specifically vital signs) in a simulated clinical environment
• Write a 750-word reflection following Gibbs’ model for reflective writing
• Include sufficient, current and relevant sources and standards to support your points.
### Task Description

<table>
<thead>
<tr>
<th>Please reflect on <strong>TWO</strong> clinical skills conducted in module 3 workshop. The clinical skills can include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ISOBAR handover</td>
</tr>
<tr>
<td>• Infection control</td>
</tr>
<tr>
<td>• Manual handling principles</td>
</tr>
<tr>
<td>• Communication</td>
</tr>
<tr>
<td>AND vital signs monitoring.</td>
</tr>
</tbody>
</table>

Video the team conducting vital signs. For instruction on how to record your practices and retrieve your recording please see information provided below.
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 the situation arose again, what would you do?
## Suggested word count

<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>1 Description</td>
<td>Provide a brief description of the experience to establish the scene and context.</td>
</tr>
<tr>
<td>2 Feelings</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 |
Using Gibbs’ reflective model to write your reflection

| 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. | 300 |
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><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 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 the event. Appropriate and highly relevant references used to support discussion points.</td>
</tr>
<tr>
<td>3. Analysis</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>Clear and comprehensive summary of the insights and knowledge gained from the event.</td>
</tr>
<tr>
<td>5. Action plan</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>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>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>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.
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.
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Unit code and Title: NPU1101 Nursing Practice 1

Lecturer:

Student Name:

Student Number:

Date of Submission:

Word Count:
This reflection is focused upon my performance and communication skills while demonstrating the PQRST pain assessment method and taking the patient’s blood pressure in the NPU1101 week 3 workshop.

Provide a brief description of the experience to establish the scene and context. (100 words for description and feelings sections combined)
I am always nervous during workshops as we put theory into practice. We have a list of steps to follow, but under pressure it is easy to miss a step. One mistake can be life threatening for a patient and this adds to the pressure that I feel. Despite completing the pre-readings, I found it confronting and difficult to check these vital signs on a student and remain calm and professional.

Describe what you were thinking and how you felt before, during and after the event.
Reflecting on my video, there was a significant amount of improvement required. I could not remember what PQRST stands for while assessing the symptoms. I rushed through this section so I could move forward and I missed collecting some critical information from my patient. After reviewing my lecture notes, I realised the mnemonic stands for Provoking, Quality/Quantity, Region, Severity and Timing. Skipping one of these could significantly impact my data collection and patient assessment. As per nursing standard 4.2, nurses must methodically collect comprehensive data using a range of assessment techniques and accurately interpret this information (Nursing and Midwifery Board of Australia [NMBA], 2016). I also had issues with checking the patient’s blood pressure as I have never done this before. It was difficult to hear the difference between the Korotkoff phases and at times I could not hear anything.
The significance of correct assessments and accurate data collection is imperative in achieving patient safety (Schoenwald & Douglas, 2017). Regrettably I couldn’t achieve this skill however I am continuing to practice at home. Lifelong learning and professional development will continue throughout my nursing career as per nursing standard 3.3 (NMBA, 2016). Reflecting on the positives, I am happy with the way I conducted hand hygiene which is imperative for infection control (Australian Commission on Safety and Quality in Health Care, 2019). This is something that I will continue to do well and champion amongst my peers.
Hands on experience and practice are important to learning these new skills because they cannot always be learnt through theory alone. I need to concentrate during the demonstrations as sometimes I am so overwhelmed that I forget important parts. There is a lot to remember and it can be hard to process everything and then correctly assess the patient. However, nurses need to be proficient in vital signs assessment to detect patients who are experiencing life-threatening condition (Schoenwald & Douglas, 2017). During my assessment, I made mistakes such as putting the cuff inside out, which may have affected my measurement. I also found it
difficult to find the Brachial pulse during the workshop because I have never had to locate it before. These may seem like simple things, but for me it was all new. It is important to use reflective practice to enhance our skills and develop better experiences (Reljic et al., 2019), which is what I will continue to do. Monitoring vital signs is also a great opportunity to allow for a nurse-patient therapeutic relationship to develop, and bedside interaction can help with identifying additional care needs (Cardona-Morrell et al., 2016).

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?)
I require more practice in all aspects of practical nursing, including the ISOBAR read back, remembering the PQRST mnemonic and importantly, measuring the blood pressure and hearing the Korotkoff sounds clearly. With every class, I am improving and gaining more confidence. Reflecting on my preferred method of learning, I know that I am a tactile learner and I learn best from touching and doing. These classes are imperative for putting theory into practice and being actively engaged in my learning. After the workshop, I have re-visited the online lectures for the module which I found helpful to watch again and have a clearer understanding after practicing.

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)
I would like to commit the PQRST sequence to memory so that I will not miss out any key components during pain assessment in future (Schoenwald & Douglas, 2017). I have also purchased a stethoscope and sphygmomanometer so that I have the correct equipment to practise with at home. With repeated practice, I believe I will improve my manual dexterity in measuring a patient’s blood pressure. During the workshop, I also struggled to identify the different Korotkoff sounds when taking my friend’s blood pressure. I will look at the YouTube videos which my tutor shared in class to revise how to measure blood pressure accurately and familiarise myself with the Korotkoff sounds. Lastly, to prepare myself for the Objective Structured Clinical Examinations at the end of this semester, I will review the theory components by revisiting the online learning modules and then book the demonstration ward for more hands-on practice.
References


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
In-text citations

Reference list

Quick Guide to APA Referencing (PDF)

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

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.

https://doi.org/10.1001/1342547979.88.6.45

Note the hanging indent.
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
Reflective Writing for Nursing and Midwifery Tip Sheet

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
   • 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 S220.pdf
Assessment Guidelines

SNM A-Z & Assessment Guidelines

SNM A-Z Guide

SNM Assignment Presentation Guide 2020
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.
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
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 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
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](https://blackboard.ecu.edu.au/webapps/blackboard/execute/courseMain?course_id=657327_1)


