

Reflective writing guide for the students

1.1 Aim

To allow students to explore an experience from their practice placement and to reflect on the positive and negative aspects of it and to formulate goals to improve the experience or results of the activity the next time it occurs.

1.2 Outcome

Through the process of writing the reflective portfolio, the students will be able to

- I. develop critical thinking skills
- I. synthesise clinical knowledge
- I. develop professional behaviour
- I. develop awareness of emotional responses, personal bias, and belief.

1.3 Guide for writing

- The student should identify a problem/ dilemma/the student was involved in and found difficult to know how to address
- They should reflect on the clinical experience, patient's medical diagnosis, interaction with the patient (eg - analysis of beliefs, values, attitudes and assumptions, foundation of understanding, exploration of learning, gained self-knowledge, and overall reaction to clinical scenario etc.)
- They should discuss how the experience relates to the literature and what it means. This might include:
 - Why did the event unfold the way it did?
 - Why did you take a particular action?
 - What else could you have done?
 - What were the challenges, issues, and strengths?
 - How does this connect to what you know or are in the process of learning?
 - How does the literature help explain it: what is already known? what research outcomes, standards of practice or established guidelines exist?
- d. The student can consider how the event connects to their learning journey and potential future situations. He/She should refer to the literature to help in this step. They should think about:
 - How has this impacted their thinking, views, or beliefs?
 - What does the student know now that would be helpful if student is in a similar situation in the future?
 - How understanding has changed
 - What should happen next time?
 - What else might the student need to find out?
- e. When writing reflectively, it is acceptable to use a personal voice and less formal language. Generally, this might mean using the first person, active voice.

For example: 'I found the prospect of interviewing the patient much more difficult than I had expected. I agree with Smith (2020) who suggests that many students find ...'

- f. Require to write one A4 sheet reflective writing report relevant to the clinical exposure you have taken under course unit

Example 1

The role of the community health team I was part of in this task was to offer the most appropriate package of care for the patient after her release from the hospital. It was important to ensure that the patient's independence was maintained (Foster, 2014) while providing the best support in terms of safety and nutrition (NHS England, 2015). I found the home visit slightly uncomfortable as it was difficult for me to strike a balance between showing care and not being too imposing. Instead of talking so much I could have focussed more on listening and encouraging the patient to express her preferences. Next time I will try to be more receptive to the patient's wishes and concerns.

1.4 Evaluation criteria for the reflective writing

This might be self-assessment or a peer assessment.

Content	Expert (> 90%)	Proficient (> 75 % to 90%)	Competent (> 50% to 75 %)	Criteria not met	
				Need to improve 30% to 50%	Rewrite < 30%
Depth of reflection exploring issues, analyzing context, critical thinking	Demonstrate a conscious and thorough understanding of the scenario and the subject matter.	Demonstrate a thoughtful understanding of the scenario and the subject matter.	Demonstrate a basic understanding of the scenario and the subject matter.	Demonstrate a limited understanding of the scenario and the subject matter. This reflection needs revision.	Demonstrate little or no understanding of the scenario and the subject matter. This reflection needs revision.
Use of textual evidence and historical context links to theory comparing & contrasting exploration of the possibilities	Use specific and considerable examples from the event to support claims in your own writing, making insightful and applicable connections between issues. Fully comprehends and has insight into what has made a difference to own practice and makes effective links to changes that have positively influenced patient care.	Use relevant examples from the event to support claims in your own writing, making applicable connections between the issues. Understands what has made a difference to own practice, to patient care.	Use examples from the text to support discussion with some connections made between the issues. Understands there has been a difference to own practice.	Uses incomplete or vaguely developed examples to only partially support discussion with no connections made between the issues. Unable to say if there is a difference to own practice	No examples from the scenario are used and claims made in your own writing are unsupported and irrelevant to the issues at hand. No indication there has been a difference to own practice.

<p>Language use appropriate, convincing, depth of thought, creative & original</p>	<p>Use sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.</p>	<p>Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.</p>	<p>Uses basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.</p>	<p>Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.</p>	<p>Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.</p>
<p>Coherence and Style structure is evident</p>	<p>Demonstrate control of the conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.</p>	<p>Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.</p>	<p>Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.</p>	<p>Demonstrate little or no control of the conventions, making comprehension almost impossible.</p>