



# REFLECTION GUIDE AND RUBRIC

## **What is Reflection?**

Reflection is a thinking process that occurs before, during and/or after situations with the purpose of developing greater understanding of oneself and events so that future encounters can be improved.

You may have participated in forms of reflections such as journaling, narrative writing, structured reflection with prompts, and oral processes like debriefing.

Initially, reflection may feel awkward as reflection is not necessarily intuitive. Practice over time can help to develop the reflective habit of mind necessary for competent professional practice.



## **Why Reflect?**

A reflection is an important tool for self assessment and practice improvement.

## **Why Do Teams Reflect?**

The high stakes nature of health care combined with the diversity of personal background, education, and professional perspective among team members demands an ongoing process to navigate differences and improve processes.

## **How Do Teams Reflect?**

Two reflective steps can enhance team function:

- Individuals deliberate on their contributions to the task and team process.
- Teams generate plans for improved performance while considering outside sources and their shared reflection on individual and collective performance.

While individual reflection is valuable; intentional collaborative analysis by all team members is necessary to plan for and implement change that is feasible.

## **How is a reflection different from other papers?**

Reflection Assignments		Traditional Academic Assignments
<b>Content</b>	Candid analysis of personal experience	Critical analysis of scientific question or hypothesis
<b>Style</b>	First person narrative	Formal writing style
<b>Sources</b>	External sources are sought and applied to personal experience in order to deepen thinking and improve practice	Academic literature is cited to support the thesis

## **A reflection answers 3 questions:**

- What?** The facts of an event.  
**So what?** The impact of an event.  
**Now what?** The plan for individual or team improvement.





<b>How to Write a Reflection (Reflection Guide)</b>		<b>How Reflections Will Be Graded (Rubric)</b>		
<b>Stages of Reflection</b>	<b>Questions To Guide Your Reflection</b>	5 criteria, maximum 2 points each, no half points		
		<b>0</b>	<b>1</b>	<b>2</b>
<b>What?</b> Briefly describe the event, issue, or situation.	<ul style="list-style-type: none"> <li>What happened?</li> <li>What was your professional and team role in the event?</li> <li>How did other team members, including the patient/family, contribute?</li> </ul>	Description is absent.	Description is vague or lacks relevance.	Description is relevant and concise.
<b>So What? (Impact)</b> Interpret the event and its impact.	<ul style="list-style-type: none"> <li>How did you feel? What did you think? What did you learn? Why might this be important?</li> <li>How does the event relate to your personal ethics or values?</li> <li>What expectations/assumptions did you have? Were they confirmed or challenged?</li> <li>What were your personal or professional strengths and/or limitations in relation to the event?</li> <li>What other factors, big or small, may have affected the event?</li> </ul>	Interpretation and impact are absent.	Interpretation and impact are vague or lack depth or relevance.	Interpretation and impact demonstrate personal insight.
<b>So What? (Analysis)</b> Test your analysis against one or more sources*.	<ul style="list-style-type: none"> <li>Bring in an additional source and use it to support or challenge the <b>So What (Impact)</b> section above.</li> <li>The source is cited using an acceptable format*.</li> <li>You may disagree with the source but you should discuss why you disagree with it.</li> </ul>	Sources and analysis are absent.	Sources and analysis are superficial or lack relevance.	Sources are relevant and the analysis demonstrates insight into the event being discussed.
<b>Now What?</b> Based on your analysis of the experience, outline a plan for your learning needs or changes to practice.	<ul style="list-style-type: none"> <li>Discuss how this experience will shape your future practice.</li> <li>Comment on what you might still need to learn, and how you would go about learning it.</li> <li>Is anything still unclear? How might you deal with anything that's still unclear?</li> </ul>	Implications for future action not identified.	Planning for future action is incomplete, vague, or not feasible.	Planning for future action is clear, specific, and realistic.
<b>Clarity &amp; Organization</b> of writing. Note: 1 point will be deducted for papers that do not follow the required format (e.g. file type, line spacing, word count).		Writing disorganized, difficult to interpret.	Writing shows some organization.	Ideas clearly and logically conveyed.

\* There are three general types of sources that may be used.

<b>Type of source</b>	<b>How to cite the source</b>
Resources posted in the course eClass site, e.g., readings, videos, and discussion forums.	[Title]. Retrieved from the [course title] eClass site on [date].
Personal experiences, e.g., clinical experiences, personal life experiences, conversations, events attended, etc. The date may be approximate if you don't remember the exact day.	Personal experience. [Very brief description, e.g., Conversation with a patient]. [Date].
Published or online sources, e.g., articles, videos, textbooks, websites, professional standards of practice, legislation, etc.	Any citation format on the UofA Library Citation Guides page ( <a href="https://guides.library.ualberta.ca/citing">https://guides.library.ualberta.ca/citing</a> ) is acceptable, e.g., APA, Chicago, MLA, etc. Simply posting a link is not sufficient.