

Reflective Writing Rubric

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

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Reflective Practice / Self assessment

Reflective Practice is the process of self assessing your practice and identifying learning needs for continuous learning. Reflection can be a very powerful tool and is a process of purposefully thinking about an event or situation in clinical practice that provides meaning to your area of expertise. It assists you to identify areas of strength and areas you may wish to develop further. Reflective Practice can help to develop new approaches for our practice and prepare for new challenges. It can also help us to better understand our values, beliefs and the assumptions we make about situations, ourselves and others.

Reflective practice should be evident throughout specific competencies within your portfolio, however, you may find that you need to write about an event in your nursing practice that was significant for you. Chose an appropriate clinical example as evidence for a competency and write your reflection on this – on how you made a difference for (a) the client and (b) yourself.

Reflective writing in the development of a professional portfolio is an opportunity for nurses to put down on paper “how” they have gained insight into a situation. Reflection is largely concerned with looking back at an event in the practice setting – but with a view to the future (Hillard, 2006). The process of reflective writing requires the nurse to make links between thought and action, concept and praxis and is illustrated with perceptions and personal insight with clear links to a situation that has created an impact on the nurse, the patient, and/or a nursing colleague. Confidentiality of matters related to patient health-care information, the context of a situation, and the use of pseudonyms needs to be given careful consideration to ensure that confidentiality of health care information is maintained and privacy is not breached (NZNO, 2005). The PDRP assessor will use the “Reflective Writing Rubric:” to identify the writer’s depth of knowledge of the scenario, understanding of the issue and discussion of the events complexity to support level of practice.

There are many articles available on reflective practice and contain clinical examples. MCH library has books on this, one being “Becoming a Reflective Practitioner” by Christopher Johns. Many articles can be sourced on the internet –[www.google.com / reflective practice – nursing](http://www.google.com/reflective%20practice%20-%20nursing).

There are also articles available in Kai Tiaki and Nursing Praxis in NZ. The MCH librarians will be able to assist you with this or if you are an NZNO member, the NZNO library provides an excellent free service for members.

References.

Hillard, C. (2006). Using structured reflection on a critical incident to develop a professional portfolio. *Nursing Standard*, 21 (2), 35-40.

New Zealand Nurses Organisation. (2005). *Privacy, confidentiality and consent in the use of exemplars of practice and journaling*. [Pamphlet]. Author: Wellington.