Specific Assignment Guidelines

Practice Education - Reflective Report

Please note the guidelines of the reflective report are consistent across all academic years. The guidelines displayed below are applicable to all students of Occupational Therapy in TCD.

Reflective Practice:

Reflective practice is associated with learning from experience and is viewed as an important strategy for students and professionals to maximise their personal and professional learning.

Assignment overview:

All students must submit Reflective Reports post placement.

The following should be noted and adhered when designing and formulating your Reflective Report.

- Completion of this report is mandatory - regardless of placement outcome.
- This report requires the student to reflect in detail on at least two seminal learning experiences (not single-occurrence clinical events) which occurred over the course of their placement and relate this learning to specific competency development (as per Assessment Form) i.e. how did the learning from this experience link with competency development?
- Synthesis and Analysis are required. The student is not just “reporting” on or “describing” an event.
- Avoid story-telling the events, instead the focus of the reflective report should be on demonstrating your personal insight and the shift in behaviour or attitude linked with competency development (and strategies which might make or made that happen).
- Not a whistle-blowing or “venting” exercise. Students need to demonstrate an ability to focus on their own responsibility and role in the learning process from all experiences (both positive and negative).
- Reflective models can be used to frame reflections (example: Gibb’s, Kolb’s or Schon’s Reflective Cycle) but the Report must link back to learning and development in relation to the required competencies (see Practice Education Assessment Report for full details of all necessary competencies)
- Assignment Cover Sheet must be included with the reflective report.
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- All regulations/protocols regarding the maintenance of client and site confidentiality and data protection must be adhered to (see handbook).

- The report must be submitted to the Practice Educator Coordinator by 12pm on the day that falls five working days after the end of the student’s placement.

- Set word count for this report is a minimum of 1,500 to a maximum of 2,000 words.

- Your PE may ask to see your Reflective Report

Models of Reflective Practice:

Using models of reflective practice encourages a structural process to guide the act of reflection.

There are a number of models of reflective practice discussed throughout the literature. One of the most commonly used models of reflective practice is Gibb’s Reflective Cycle but there are many others also.

Please note that students are encouraged to use ANY model of reflective practice that has been discussed in the context of the pre-placement modules. Students are encouraged to select whichever model most effectively promotes their learning.

Students also need to relate their learning to competency development as per the Student Assessment Form i.e. Communication, OT process, Occupation, Professional Behaviour, Professional Development.

**Practice Education Level 1 (PE1) i.e. Junior Freshman students have to relate their learning to the one general competency section they have in their Assessment Form only. At least three of the stated criteria must be reflected upon in the Reflective Report **

Example:

There are 6 stages in Gibb’s Reflective Cycle (see below). This model (and many others) can be easily adapted to assist your reflections link with professional competency development.

1. Description – what was the experience and context of it? What competency area or areas does this fall within i.e. Communication, OT process, Occupation, Professional Behaviour, Professional Development?

2. Feelings – what are you thinking and feeling about what happened? Be professional - avoid superlative and emotive language.
3. Evaluation – what was good, bad and/or novel about the experience? What was your own performance/contribution to the experience and aftermath?

4. Analysis – what may have helped or hindered this experience? What were the extraneous and the internal factors that may have contributed to this experience? i.e. On reflection of this event I realise that my prioritization and time management was not as good as it should have been and this is an area I will have to work on for the remainder of the placement.

OR

On reflection I realise that my knowledge of how Occupational Therapy models apply to treatment planning and intervention is lacking and this is something I need to work on for the future.

5. Conclusion – what could you have done differently to improve the outcome of this experience? What were the gaps in your competency set that influenced your behaviour or reaction? What were the attributes in your competency set that assisted you respond in an appropriate manner? What competency areas could be enhanced to assist you deal with such a clinical scenario in the future?

6. Action plan – what can you to ensure you will be better equipped to cope with a similar event? How will you take opportunity to address the development of this competency in your next placement/ in your future practice?

Assessment criteria:

The following are examples of some of the criteria by which reflective reports will be assessed:

- Length and presentation
- Evidence of understanding of reflective models
- Evidence of synthesis and application to competency development
- Evidence of key learning
- Evidence of self-awareness/insight

Assessment process:

Completion of a satisfactory Reflective Report is mandatory following each placement.

The Practice Educator Coordinator and/or Regional Placement Facilitator will review each reflective report, make comments and give feedback to assist students in developing more in depth reflective critical thinking and clinical reasoning skills, if so required/appropriate.

The Practice Educator Coordinator and/or Regional Placement Facilitator will give each reflective report a “competent” or “not competent” grade. A “not competent” grade will require the student to resubmit the report by a specific date.
Students should be aware that any breaches of client confidentiality in their reflective reports will result in a “not competent” grade and request for resubmission.

All returned reports should be included in student’s continuing professional development folder.