

## Reflective Journal Requirements for Year 1 Pre Clinical Experience

For **ONE** hands-on placement and **ONE** service learning placement, a reflective journal needs to be completed:

Each journal entry consists of two sections:

- A. Include a short summary of the placement including setting, type of clients and roles/responsibilities. This can be presented in either written or photographic format. (Please note: permission must be gained from clients/staff if they are included in photographic images).
- B. The second part is a personal reflection of the experiences gained from involvement in this placement and consists of the following:

### Entry One

Describe your thoughts and expectations prior to commencing your placement.

### Entry Two

*Hands-on:* Reflect on an issue of Communication or Professional Behaviour using the **STAR** format.

*Service Learning:* In 2-3 sentences, address what you have learned about yourself.

### and

Provide an example using the **STAR** format to address one of the following

### ISSUES

1. Does the situation/community program respect and promote human dignity?
2. Does the situation/community program promote family centred practice?
3. Are resources adequate for service delivery?

### Entry Three

Have your perceptions changed as a result of this placement? Refer back to your initial entry and provide examples from your experiences.

## Reflective Journal Requirements for Year 2 Pre Clinical Experience Hands-on hours

Students experiences must be “*hands on*”, including the ability to interact and actively assist clients under the overall guidance of a Physiotherapist.

A list of opportunities is located at Physiotherapy Reception with contact details provided. Students may source their own experiences at local sports clubs, aged care or paediatric facilities but these must be approved by the PCE coordinator.

Documentation: Complete 3 journal entries – an **Initial Entry**, a **STAR** entry and a **Final Entry** as described in the electronic workbook. Answer the reflective questions to gain insight into your learning and professional performance and how it can be improved. A marking rubric is provided for reference.

<b>Reflections Marking Rubric (Year 1 and 2 PCE)</b>		
<b>Key:</b> <i>Pass</i> - Satisfactory level of reflection <i>Fail</i> – Failure to submit or unsatisfactory level of reflection		
<b>Criteria</b>	<b>Pass</b>	<b>Fail</b>
<b>Initial entry</b>	Clear evidence of expectations of this experience.	No entry
<b>S: Clear record of Situation</b>	Clear description of specific situation without breaching confidentiality.	Confidentiality breached or situation not clearly described or documented.
<b>T: Task</b> clearly documented	Reader is able to clearly understand the task required of the student <i>and is aware of the expected outcome.</i>	Reader is confused about the task required of the student <i>and what the expected outcomes are likely to be.</i>
<b>A: Action</b> clearly documented	Reader is able to clearly understand the action undertaken by the student.	Reader is unsure about the action undertaken by the student.
<b>R: Result</b> clearly documented	Reader is able to see clearly the outcome of the action.	Reader is not able to see clearly the outcome of the action.
<b>Final entry</b>	Entry refers to the initial entry and addresses each point.	No entry or initial expectations not addressed.
<b>Grammar and clear sentence structure</b>	Correct grammar, spelling and sentence structure.	Poor and incorrect grammar, spelling and sentence structure.

## Reflective Journal Requirements for Clinical Placements - Years 2, 3 and 4

Self reflection is a graduate attribute and differentiates an effective practitioner from a capable practitioner. To become a reflective practitioner you must be able to recognise your own strengths and weaknesses and identify strategies that you could implement in order to improve your clinical practice.

Throughout this five (5) week clinical placement you will begin to reflect on your performance and identify areas and strategies that could improve your performance.

You will follow the **STARES** technique when recording your self reflections on your chosen topic

- **Situation** - Clearly detail the circumstances, background and/or conditions of the situation so that the reader has a good understanding of the issues.
- **Task** – Explain the task to be undertaken in order to reach a desired outcome
- **Action** – Describe your actions/interventions implemented to reach this outcome
- **Result** – Describe the result of your actions/interventions
- **Evaluation** – Reflect on and describe how effective your actions were in reaching the desired outcome. Include your strengths and weaknesses and how these impacted on the result.
- **Strategies** – Identify strategies that could be and/or were used to improve your actions to reach the desired outcomes.

The following pages details on the topics to be addressed, timing of your journal entries and the marking rubric.

You will need to complete and initial entry prior to going on placement, three entries while on placement and a final entry on the last day of placement.

This assessment is worth 20% of your total marks.

Entry	Topic	Time Frame
1 Initial Entry	Describe how you feel about this placement. Include your expectations as to the nature of the placement, how you think it will be structured, what you perceive your role as a student in the facility to be and your feelings about starting this placement including any concerns you have prior to going on placement.	Prior to starting placement
2	Topic One - Use STARES	Week one
3	Topic Two - Use STARES	By end of week 3
4	Topic Three - Use STARES	By end of week 5
5 Final entry	Review the placement and how your perceptions may have changed since your initial entry. Refer back to your initial entry and address each issue. Include examples from your experience to back up your claims. You need to deliver a take home message of skills and/or practices learnt	Last day of placement

Choice of topics - You must choose at least two topics from the Domains of Practice on the Assessment of Physiotherapy Practice (APP) form as listed below or you may choose to have all three entries from this list.

- Professional Behaviour
- Communication
- Assessment
- Analysis and Planning
- Intervention
- Evidence-based Practice
- Risk Management

Initial and final entry should be UP TO 600 words.

STARES entries should be UP TO 1,000 words.

**You will be assessed on your first and final entry and any ONE of you STARES entry chosen at random.**

Criteria	Fail	Pass	Credit	Distinction	High Distinction
<p><b>Initial entry</b></p> <p>Weighting 20</p>	<p>Entry omitted prior to starting placement.</p> <p>Name of facility or identifiable information is included breaching confidentiality.</p>	<p>Records own expectations for this placement.</p> <p>Records feelings about this placement what are you looking forward to and what are you concerned about.</p>	<p>Records expectations for this placement. Explains why.</p> <p>Records feelings about this placement what are you looking forward to and what are you concerned about. Explains why.</p>	<p>Records expectations for this placement. Explains why.</p> <p>Records feelings about this placement what are you looking forward to and what are you concerned about. Explains why.</p> <p>Outlines plan to deal with any concerns.</p>	<p>Records expectations for this placement. Explain why.</p> <p>Records feelings about this placement what are you looking forward to and what are you concerned about. Explain why.</p> <p>Outlines plan to deal with any concerns and explains rationale underlying plan.</p>
<p><b>'STAR' Situation, Task, Action, Result</b></p> <p>Weighting 20</p>	<p>Description of situation, task, Action and/or Results either missing or so limited that it is not possible to identify the issues</p> <p>Confidentiality breached.</p>	<p>Provides a limited description of Situation. It is difficult to identify the issue. Descriptions of Task Actions and Results have minimal detail and are confusing.</p>	<p>Some key points of information are missing from description of Situation.</p> <p>Some key points of information are missing from description of Task, Actions and Results resulting in some gaps.</p> <p>Identifies why this situation is relevant</p>	<p>Explains the Situation, Task, Action and Results in a detailed and logical manner</p> <p>Identifies why this situation is relevant</p> <p>Makes observations and informed opinions about the incident</p>	<p>Explains the Situation, Task, Action and Results in a detailed and logical manner</p> <p>Explains why it is relevant</p> <p>Makes observations and informed opinions about the scenario</p> <p>Raises questions raised as a result of the incident.</p>
<p><b>Reflective thinking evident in evaluation and strategies</b></p> <p>Weighting 30</p>	<p>Reflects on the overall situation/outcomes but NOT their own involvement</p> <p>Does not identify an improved plan of action for recurrence of scenario.</p> <p>No strategies identified on how to improve future practice or professional understanding</p>	<p>Limited evidence of reflection on own actions.</p> <p>Identifies an improved plan of action for recurrence of scenario</p> <p>Identifies strategies of how to improve future practice or professional understanding</p>	<p>Some evidence of reflection on own actions</p> <p>Identifies an improved plan of action for recurrence of scenario</p> <p>Identifies strategies of how to improve future practice or professional understanding</p> <p>Refers to relevant literature and/or current clinical practice to support ideas</p>	<p>Good evidence of reflection on own actions.</p> <p>Identifies an improved plan of action for recurrence of scenario and explains why these strategies might work</p> <p>Identifies strategies of how to improve future practice or professional understanding</p> <p>Refers to relevant literature and/or current clinical practice to support ideas</p>	<p>Good evidence of reflection on own actions.</p> <p>Identifies an improved plan of action for recurrence of scenario and explains why these strategies might work and hypothesis on possible outcomes</p> <p>Identifies strategies of how to improve future practice or professional understanding</p> <p>Considers the STAR from a different perspective or another person's viewpoint.</p> <p>Refers to relevant literature and/or current clinical practice to support ideas</p>

Criteria	Fail	Pass	Credit	Distinction	High Distinction
<b>Final Entry</b>  Weighting 20	No final or initial entry  Entry does not address points raised in initial entry	Reports on accuracy of initial expectations for this placement.  Reflects on initial feelings and if they were justified. What you were looking forward to and what you were concerned about.	Reports on accuracy of initial expectations for this placement and explains why they were correct or wrong.  Reflects on initial feelings and if they were justified. What you were looking forward to and what you were concerned about. Explains why.	Reports on accuracy of initial expectations for this placement and explains why they were correct or wrong.  Reflects on initial feelings and if they were justified. What you were looking forward to and what you were concerned about. Explains why.  Reports on the relevance and effectiveness their initial plans to deal with concerns.	Reports on accuracy of initial expectations for this placement and explains why they were correct or wrong.  Reflects on initial feelings and if they were justified. What you were looking forward to and what you were concerned about. Explains why.  Reports on the relevance and effectiveness their initial plans to deal with concerns.  Explains how future practice or professionalism will be shaped by experiences from this placement.
<b>Presentation and writing conventions</b>  Weighting 10	Structure does not follow defined STARES format  Exceeds maximum word length Initial and final entries 600 words STARES entries 1000 words  Poor sentence structure, spelling, grammar and/or word choice make the entries difficult to read and comprehend.	Structure follows defined STARES format  Complies with maximum word length  Sentence structure, spelling, grammar and/or word choice are satisfactory but still require considerable editing. No evidence of proof reading.	Structure follows defined STARES format  Complies with maximum word length  Sentence structure, spelling, grammar and/or word choices are satisfactory. Moderate corrections required.	Structure follows defined STARES format  Complies with maximum word length  Sentence structure, spelling, grammar and/or word choices are good. Some minor mistakes.	Structure follows defined STARES format  Complies with maximum word length  Sentence structure, spelling, grammar and/or word choice are excellent and no amendment required.