

ITA intern reflective statement assessment and feedback form

Intern name

Ahpra registration

Intern training program

Stage of internship

0-3
Months

3-6
Months

6-9
Months

9-12
Months

About this form

This form is to be used by the supervisor to assess and provide feedback on the intern's demonstration of reflective practice, and to facilitate the creation of a development plan to enhance the intern's reflective skills where appropriate.

Instructions for interns

Once you have prepared your reflective statement on an appropriate incident or event, share and discuss it with your supervisor. The supervisor should use this form for assessment and feedback on your reflection, and then prepare a Development Plan together with you.

Instructions for supervisors

There is no numerical grade associated with this assessment and feedback process. Identify the descriptor in each row which best describes the intern's reflective statement and tick the corresponding box. Use this as the basis for your discussion with the intern on their reflective skills and explain your rationale. Discuss if there are any actions that can be taken to assist the intern to improve skills in reflection.

Section 1: Intern reflection assessment rubric¹

Section of reflective statement	A Non-Reflector includes...		An Incomplete Reflector includes...		A Reflector includes...	
Description of WHAT: activity, incident, or event (Section 1) <i>What happened?</i>		No description of the activity, incident, or event		Incomplete description of activity, incident, or event		Description of the activity, incident or event which is clear and chronological
Description of HOW: thoughts and feelings (Section 2) <i>How did I respond? How did I feel?</i>		No evidence of personal thoughts or feelings		Personal thoughts or feelings which may be implied, but not expressed		Personal thoughts or feelings which are expressed and described or explained
Interpretation of incident or event; description of learnings (Section 3) <i>Why did this happen the way it did? What have I learned?</i>		No evidence of understanding of key underlying factors or issues No evidence of new knowledge, feelings, or attitudes		Connection to key underlying issues/factors and outcomes which is incomplete Evidence of change in knowledge, feelings, or attitudes which may be implied, but not clearly expressed		Causative connections to key underlying issues/factors and outcomes Clear evidence of change in knowledge, feelings, or attitudes
Goal (Section 4) <i>What needs to be done differently next time?</i>		No change in approach suggested		Change, which is implied, but not expressed		Relevant and adequate change suggestions
Development plan (Section 5) <i>What do I need to learn and how will I learn it?</i>		No plan for future learning		Plan for future learning which is incomplete		Reasonable and relevant plans for future learning

¹adapted from Lucas et. al (2017) and The University of Otago

Section 2: Discussion and development plan on intern reflection

Discussion between supervisor and intern

What were the important points raised and discussed about the intern's reflection?

Development plan for reflection (SMART plan)

What should the intern do to improve skills in reflection?

A SMART plan is Specific, Measurable, Attainable, Relevant and Time-bound

Supervisor Name:

Date:

Signature:

Intern

Name:

Date:

Signature: