

EXAMPLE: COMPLETED FORM FOR ASSESSMENT AND FEEDBACK FORM – ITA REFLECTIVE PRACTICE – WRONG CUSTOMER SCENARIO

Intern name	Intern	Ahpra registration	PHA0000XY234DR
Intern training program	XYZ-ITP	Stage of internship	<input type="checkbox"/> 0-3 months <input type="checkbox"/> 3-6 months <input type="checkbox"/> 6-9 months <input checked="" type="checkbox"/> 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 <i>Non-Reflector</i> includes...		An <i>Incomplete Reflector</i> includes...		A <i>Reflector</i> includes...	
Description of WHAT: activity, incident, or event (Section 1) <i>What happened?</i>	<input type="checkbox"/>	No description of the activity, incident, or event	<input type="checkbox"/>	Incomplete description of activity, incident, or event	<input checked="" type="checkbox"/>	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>	<input type="checkbox"/>	No evidence of personal thoughts or feelings	<input type="checkbox"/>	Personal thoughts or feelings which may be implied, but not expressed	<input checked="" type="checkbox"/>	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>	<input type="checkbox"/>	No evidence of understanding of key underlying factors or issues No evidence of new knowledge, feelings, or attitudes	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	Causative connections to key underlying issues/factors and outcomes Clear evidence of change in knowledge, feelings, or attitudes

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

Section of reflective statement	A <i>Non-Reflector</i> includes...		An <i>Incomplete Reflector</i> includes...		A <i>Reflector</i> includes...	
Goal (Section 4) <i>What needs to be done differently next time?</i>	<input type="checkbox"/>	No change in approach suggested	<input type="checkbox"/>	Change, which is implied, but not expressed	<input checked="" type="checkbox"/>	Relevant and adequate change suggestions
Development plan (Section 5) <i>What do I need to learn and how will I learn it?</i>	<input type="checkbox"/>	No plan for future learning	<input type="checkbox"/>	Plan for future learning which is incomplete	<input checked="" type="checkbox"/>	Reasonable and relevant plans for future learning

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?

Intern ability to make the connections between what happened and the likely contributing factors.
 Empathy with the staff and understanding that the intern could have easily been in the staff shoes.
 Development plan was really good. Intern initiative and responsibility shows they are well prepared to be an independent pharmacist, as they considered how to support pharmacy assistants as well.

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

Should include all pharmacists and interns as well in the plan. Did not identify that pharmacist locums are particularly at risk especially since they work solely or with fewer staff. Requested intern to develop a plan to support locum pharmacists.

Supervising pharmacist: Supervisor

Date: DD/MM/YYYY