ITA intern reflective statement - Assessment and feedback form

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| **Intern name** | Click or tap here to enter text. | **Ahpra registration** | Click or tap here to enter text. |
| **Intern training program** | Click or tap here to enter text. | **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. Identity 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 rubric[[1]](#footnote-1):

| **Section of reflective statement** | A ***Non-Reflector*** includes… | | An ***Incomplete Reflector*** includes… | | A ***Reflector*** includes… | |
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| Description of  WHAT: activity,  incident, or event (Section 1)  *What happened?* |  | 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)  *How did I*  *respond? How did*  *I feel?* |  | 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)  *Why did this*  *happen the way it did? What have I learned?* |  | 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)  *What needs to be*  *done differently*  *next time?* |  | No change in approach suggested |  | Change, which is implied, but not expressed |  | Relevant and adequate  change suggestions |
| Development plan  (Section 5)  *What do I need to*  *learn and how will*  *I learn it?* |  | No plan for future learning |  | Plan for future learning which is incomplete |  | 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?*

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| Click or tap here to enter text. |

**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

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| Click or tap here to enter text. |

**Supervising pharmacist name:** Click or tap here to enter text. **Date:** Click or tap to enter a date.

1. adapted from Lucas et. Al (2017) and The University of Otago [↑](#footnote-ref-1)