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THE UNIVERSITY of ADELAIDE

JAMES COOK UNIVERSITY AUSTRALIA

Clinical Reflective Skills Development Framework

LEVEL OF STUDENT AUTONOMY

FACET OF SKILL DEVELOPMENT	Level 1 *Student requires a **high degree of structure/guidance***	Level 2 *Student works with **some** degree of **structure/guidance***	Level 3 *Student works **independently** within provided guidelines*	Level 4 *Student works in an innovative manner with **minimal reliance on guidelines***	Level 5 *Student works with **self-determined** guidelines appropriate to the context*
A. *INITIATIVE* *Student **establishes** professional role within their scope of practice*	Requires a high degree of guidance to identify and adapt to professional role.	Able to restate professional role requirements, but requires some guidance to identify and adapt to position.	Able to establish professional role requirements, and identifies and adapts to the position with minimal oversight.	Readily establishes professional role requirements and identifies and adapts to position in a variety of contexts.	Highly developed sense of professional role in all clinical contexts
B. *USE OF TECHNOLOGY* *Student utilises relevant resources and technology to **find** and **generate** information/data*	Uses basic/limited technology with a high degree of guidance to find and generate information/data relevant to clinical practice.	Uses an adequate level of technology with some degree of guidance to find and generate information/data relevant to clinical practice.	Uses a good range of technology to collect and record evidence-based information relevant to clinical practice. Self-selects sources from several prescribed methodologies.	Uses a wide range of technology to collect and record evidence-based information relevant to clinical practice. Self-select sources within structured guidelines.	Demonstrates independence in using a comprehensive range of technology to collect and record evidence-based information relevant to clinical practice. Self-selects sources within self-determined guidelines.
C. *LEARNING & EVALUATING* *Student **evaluates** performance in order to set goals to establish lifelong **learning** skills*	Evaluates data/information related to clinical performance at a basic level.	Evaluates information/data related to clinical performance using prescribed criteria.	Adequately evaluates information/data related to clinical performance using self-determined criteria within structured guidelines.	Comprehensively evaluates information/data related to clinical performance using self-determined criteria within structured guidelines.	Rigorously evaluates information/data related to clinical performance using self-generated criteria based on experience, expertise and the literature.
D. *SELF MANAGEMENT* *Student uses reflective practice to **organize** realistic goals*	Uses reflective practice to reproduce existing knowledge/prescribed goals in a basic format.	Uses reflective practice to develop existing knowledge/prescribed goals using a recommended structure and process.	Uses reflective practice to develop existing knowledge/prescribed goals using recommended structures and self-determined processes.	Uses reflective practice to develop and expand existing knowledge/prescribed goals using self-determined processes, and minimal reliance on recommended structures.	Uses reflective practice to develop and expand existing knowledge/prescribed goals using self-determined structures and processes.
E. *PROBLEM SOLVING* *Student **synthesises** and **analyses** data to create solutions in a range of clinical contexts*	Attempts to analyse an issue of minimal significance as a basis of reflection. Needs high degree of guidance to connect existing knowledge & personal opinions.	Analyses an issue of minimal significance as a basis of reflection. Moderate degree of guidance required to connect existing knowledge and personal opinions.	Analyses an issue of moderate significance as a basis of reflection. Needs limited guidance to connect existing knowledge & personal opinions.	Thoroughly analyses an issue of high significance as a basis of reflection. Independently connects existing knowledge and personal opinions.	Skillfully analyses an issue of high significance as a basis of reflection. Independently and skillfully connects existing knowledge and personal opinions.
F. *COMMUNICATION* *Student **communicates** knowledge and understanding through interpersonal communication and teamwork*	Uses mainly 'lay' language and/or requires considerable guidance to communicate specified knowledge and understanding.	Uses some discipline-specific language to demonstrate self-selected knowledge and understanding from a stated perspective and for a specified audience.	Uses discipline-specific language to demonstrate knowledge and understanding from a scholarly perspective for a specified audience	Uses discipline-specific language to demonstrate knowledge and understanding from several perspectives for a self-selected audience	Uses sophisticated discipline-specific language choosing appropriate genre to extend knowledge and understanding, from diverse perspectives for a range of audiences.

Adapted from WBD Framework developed by Sue Bandaranaike and John Wilson, by Cathy Snelling and Sophie Kerenicoles.

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