

UCSF CRITICAL REFLECTION FEEDBACK GUIDE

I. Read the entire reflection at least once before beginning feedback

II. Address Content

- A. Deal with emotions, note/acknowledge the reflector's experience and feelings
(*Rare: decide whether the situation is serious enough that it merits immediate intervention*)
- B. List the reflector's major concerns or themes
Note both what the reflector focuses on and what you see as key concerns, themes, and interests.
- C. Suggest additional issues, themes that reflector did not see
- D. Ask probing questions or make comments which: a) broaden, deepen, alter or confirm the reflector's interpretation of the experience and/ or b) suggest alternative perspectives that reframe the reflector's understanding of what happened, learning issues and opportunities.

III. Address Reflective Skill

- A. Consider the SOAP format and specifically address where/how they **succeeded**, i.e. Learner appropriately
 - Subjective**
 - Picked an appropriate experience about which to learn more through critical reflection
 - Discusses emotional as well as intellectual aspects of the experience
 - Links current experience to past experiences/ongoing challenges
 - Objective**
 - Made an effort to expand understanding by seeking feedback, researching a topic, etc.
 - Analysis**
 - Explicitly identifies a learning issue
 - Goes beyond anecdote to analysis, synthesis and interpretation
 - Plan**
 - Creates a SMART plan for ongoing learning or managing future similar situations
 - Notes when and how the plan's effectiveness will be assessed
- B. Offer a recommendation for improvement in critical reflection

IV. Summarize

- A. "Overall..." positive comment ... key suggestion(s) for next critical reflection in general.

Feedback should be specific, succinct, relevant and constructive.

REFLECTION FEEDBACK SCORING RUBRIC

Category		Criteria				Score
		3 <i>Good</i>	2 <i>Adequate</i>	1 <i>Inadequate</i>	0 <i>Problematic</i>	
CONTENT FEEDBACK						
1	Notes key issues raised by reflection	Specifies several learning issues/themes with relevance to ongoing professional development	Specifies just one learning issue/theme with relevance to ongoing professional development	Vague mention of themes or narrowly focused on theme(s) raised by learner and/or issues unlikely to have significance to ongoing professional development	No mention of key issues or themes	
2	Makes suggestions for further, deeper learning from the experience	Poses questions likely to prompt further thinking about the experience or provides in-depth discussion of learner's assumptions and/or issues raised	Directive comments about the experience or too many suggestions/ only one suggestion for further learning from the experience	Offers unrealistic or vague suggestions for further learning	Makes no suggestions to prompt further consideration of the experience	
REFLECTION FEEDBACK*						
3	Notes reflection steps learner did well	Specifies at least one part/aspect of reflection done well and how/ why it supports reflective learning	Specifies at least one part/aspect of reflection done well without clarifying how/why it supports reflective learning	Vague mention of strengths in reflection	No mention of reflective skills	
4	Suggests ways to improve reflective skill	Specifies 1-2 next steps in building critical reflection skills which follow from what was noted as being done well by the learner and/or 1-2 ways to improve steps done well enough	Specific comments on most or all components of reflective skill which may be helpful but with potential to dilute message or overwhelm learner	Suggestions made but specific next steps in reflective skill development not entirely clear or next step does not follow from what was noted as being done well by the learner	Makes no suggestions for next steps to build reflective skill	
GENERAL FEEDBACK						
5	Clarity and focus	Small digestible quantity – easy to understand key feedback point(s)	Requires effort to understand key feedback points	Too many points or points too diffuse – likely to overwhelm or be unclear to learner	No identifiable feedback point(s)	
6	Tone	Explicitly supportive / acknowledges learners' efforts/emotions	Professional and courteous	Abrupt or curt	Offensive, aggressive, or inappropriate	
Total Score						