

## **Assignment Description**

### **Reflection on Week One Residency**

Based on your Week One Residency experience you are to write a reflective paper that addresses the following:

- a discussion of the purpose and value of reflective practice,
- a synopsis of yourself as a reflective beginner,
- a discussion of your personality assessment and how it did (or did not) meet your expectations,
- a discussion of how you can communicate and work with others with your personality traits in mind,
- a summary of your participation and level of engagement in class and teamwork activities during week one

Your paper should be no more than five pages (1250 words) in length and should incorporate relevant literature to support your observations and synthesis, where appropriate.

### Rubric A

Learning Outcome	Criteria Exceeds Expectations A+ A A-	Criteria Fully Meets Expectation B+ B	Criteria Approaches Expectations B-	Criteria Does Not Meet Expectations F
<b>Communication</b> 1.1 Produces effective written material  (33%)	Paper demonstrates deep personal and reflective thought. Uses well-chosen examples to analyze and clarify thoughts and feelings.	Paper is written in a personal and reflective manner. Uses examples to clarify thoughts and feelings.	Paper is somewhat personal and reflective.	Paper provides limited evidence of personal reflection.
<b>Critical Thinking</b> 3.1 Applies critical thinking to the integration of knowledge and practice  (33%)	Shows depth of analysis in explicitly and critically evaluating relevant assigned or available information for accuracy, reliability or authority.	Explicitly and critically evaluates relevant assigned or available information, for accuracy, reliability or authority.	Relevant assigned or available information is somewhat critically evaluated for accuracy, reliability or authority.	Little or no evaluation of relevant assigned or available information for accuracy, reliability or authority.
<b>Knowledge</b> 5.5 Engages in meaningful self-assessment and self-awareness to enhance leadership skills, positive relationships, and professional goals.  (34%)	Seeks feedback and objectively considers both praise and constructive criticism. Provides a full description of different kinds of feedback, and what use has or could be made of it.	Seeks feedback and objectively considers both praise and constructive criticism. Gives clear examples of how feedback has been useful.	Seeks feedback and objectively considers both praise and constructive criticism. Provides an example of how feedback has been useful.	Limited description of feedback and how it could be useful.
<b>Comments:</b>				

Your mark for this assignment is \_\_\_\_.

This assignment is weighted at 30% of your final grade for the course.

### Rubric B

Learning Outcome	Criteria Exceeds Expectations A+ A A-	Criteria Fully Meets Expectation B+ B	Criteria Approaches Expectations B-	Criteria Does Not Meet Expectations F
<b>Communication</b> 1.1 Produces effective written material  (30%)	1. Paper is organized coherently, concisely and completely with well-developed paragraphs connected by smooth transitions. 2. Structure used makes it easy for reader to identify main points and sequence of ideas. Main points are clearly defined and supported with evidence. All sources effectively enhance the text. 3. Text is legible and accurate and meets APA standards for formal writing with no errors or omissions.	1. Paper is organized coherently, concisely and completely. 2. Structure used makes it easy for reader to identify main points and sequence of ideas. Main points are clearly defined and supported with evidence. Some sources enhance the text. 3. Text is legible and accurate and meets APA standards for formal writing with few minor errors or omissions.	1. Paper would benefit from an organizational edit for clarity and coherence. 2. Some logic and structure to the paper enabling reader to generally identify main points and to follow the sequence of ideas. Main points are clearly defined. 3. Text is legible and generally meets APA standards for formal writing with some errors and/or omissions.	1. Clarity and coherence are inadequate. 2. Structure is not logical, making it difficult for the reader to identify main points and to follow the sequence of ideas. 3. Text is at times illegible with frequent errors in following APA standards for formal writing.
<b>Leadership and Teamwork</b> 2.2 Demonstrates leadership in modeling values and practices that encourage trust, knowledge sharing, empowerment and mutual success.  (35%)	1. Provides rich and detailed evidence supported by some examples of reflection on personal participation, encouraging a supportive group ethos, and providing feedback to classmates and instructors in a constructive manner.	1. Provides evidence supported by some examples of reflection on personal participation, encouraging a supportive group ethos, and providing feedback to classmates and instructors in a constructive manner.	1. Provides some evidence of reflection on personal participation, encouraging a supportive group ethos, and providing feedback to classmates and instructors in a constructive manner.	1. Provides little or no evidence of reflection on personal participation, encouraging a supportive group ethos, and providing feedback to classmates and instructors in a constructive manner.
<b>Knowledge</b> 5.5 Engages in meaningful self-assessment and self-awareness to enhance leadership skills, positive relationships, and professional goals.  (35%)	1. Reflects upon his or her decisions, actions and choices with a sincere desire for self-improvement. Provides a rich and detailed description of personal insights and how course activities and resources have validated, challenged or changed thinking.	1. Reflects upon his or her decisions, actions and choices with a sincere desire for self-improvement. Identifies personal insights and how course activities and resources have validated, challenged or changed thinking.	1. Reflects upon his or her decisions, actions and choices with a sincere desire for self-improvement. Makes some mention of how course activities and resources have validated, challenged or changed thinking.	1. Provides little or no evidence of how course activities and resources have validated, challenged or changed thinking.
<b>Comments:</b>				

Your mark for this assignment is \_\_\_\_\_. This assignment is weighted at 30% of your final grade for the course.

Rubric C

Traits	Criteria Exceeds Expectations A- A A+	Criteria Fully Meets Expectation B B+	Criteria Approaches Expectations B-	Criteria Does Not Meet Expectations F
<b>Focus &amp; Details</b>  20%	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
<b>Organization</b>  20%	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
<b>Voice</b>  20%	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
<b>Word Choice</b>  20%	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>  20%	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
<b>Reviewer's Comments</b>				