

# ONCO 254: Reflective Writing

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**UNIVERSITY OF ALBERTA**  
WRITING ACROSS THE CURRICULUM



# Writing across the Curriculum

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## Class Presentation Slides

### Presentations for Students

[Review Paper: Earth and Atmospheric Sciences 467 \(PDF\)](#)

[Term Paper: Economics 512 \(PDF\)](#)

[Term Paper: Economics 211 \(PDF\)](#)

[Research Reports: Economics 399 \(PDF\)](#)

[Short Paper Assignment: Exploratory Paper: Nursing 303 \(PDF\)](#)

[Community Health Assignment Reflection Paper: Nursing 295 \(PDF\)](#)

[How to Write an Editorial Article: Sociology 365 \(PDF\)](#)

[Writing Persuasively: Mechanical Engineering 200 \(PDF\)](#)

[Writing the Literature Review Essay: Animal Science 120 \(PDF\)](#)

[Writing the Research Proposal: EAS 493 \(PDF\)](#)

[Teaching Writing: A Primer for Graduate Students \(PDF\)](#)

[How to Write a Literature Review: HUCO 510 \(PDF\)](#)

[How to Write a Thesis Statement: Religion 274 \(PDF\)](#)

[Examining the Term Paper: PERLS 204 \(PDF\)](#)

[Science, Technology, Society 200: The Short Essay \(PDF\)](#)

[Nursing 494: The Annotated Bibliography Scholarly Paper \(PDF\)](#)

[Human Ecology 201: The Research Essay \(PDF\)](#)

[Biology 107: The Scholarly Essay \(PDF\)](#)

[Biology 108: The Scholarly Essay \(PDF\)](#)

[Nursing 306: The Scholarly Paper \(PDF\)](#)

[Evaluating Writing in History and Classics Courses \(PDF\)](#)

[Sample Rubric Handout \(PDF\)](#)



# The Writing *Process*

## Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic



## Drafting/revising

- Get feedback on your draft/revise: work on higher order concerns: structure, argument, organization

## Editing

- Work on style and lower order concerns
- Proofread, consult checklist for assignment



5 steps:

1. Plan
2. Draft
3. Get Feedback
4. Revise
5. Repeat 3 & 4 as necessary



Genre:       1. (evidence-based) **narrative description**  
              2. (research-to-practice) **critical reflection**

Length:       1. 8-12 minutes  
              2. 300 – 500 words

Value:        25%

Due:         Nov. 3<sup>rd</sup> 2016

References:   APA 6<sup>th</sup> Ed.



A visual map presents a **concise summary** of the patient's journey. The map **highlights key steps** of a patient's experiences and their medical interactions.

This activity aims to give you a broader understanding of the **processes and procedures** associated with oncology **diagnosis and treatment** from the patient's perspective, and **better enable you to support patients** in real-life as they go through similar experiences.



**Summarize** the steps taken and **justify your reasoning** for each step, especially **how the steps relate/connect** to each other (i.e. pathology informs staging of the patient, staging informs the treatment of the patient etc). Please make sure you include at a minimum:

- Clinical presentation of the patient
- Diagnostic investigations (4 different possible tools)
- Biopsy Types (3 different types)
- Staging, pathology, pathological tests
- Potential routes of lymphatic spread; how this links to treatment decisions
- Possible treatment options (surgery, chemo, RT, etc)
- Possible prognostic/survival indicators



## Summary of course materials

- **includes** all steps of patient's journey
- accurately **presents** key components in a correct and thoughtful order
- **describes** each step of the journey in detail; highlights key steps

## Analysis

- **explains** relationships between the steps/processes (provides links)
- **justifies** each step (gives rationale/reason/purpose)
- **illustrates** concepts with appropriate examples

## Originality/design

## Format

## References



Reflect on **how your perspective may have or may not have changed** through the assignment: you are free to reflect on what is **meaningful** to you.

- What? **Report** the facts and events of your experience, objectively.
- So What? **Analyze** the experience. What does it mean to you?
- Now What? **Consider** the future impact of the experience on you and your future practice.

Purpose: link the course materials, and your experience engaging with those materials, to your perspective/understanding and practice.



Purpose: link the course materials, and your experience engaging with those materials, to your perspective/understanding of the topic/field and your professional practice.

- **How** has this assignment changed or not changed your perspective on the patient's journey through oncology?
- Might these key insights influence your interactions with future patients? If so, **how**?
- **How** could you use and implement this new knowledge into your delivery of patient care?
- **How** has this assignment influenced your perspective on inter-disciplinary teams and/or inter-professional practice?

“How”: difference between *reflection* and *critical reflection*



## Reflection:

- Communicates author's thoughts with clear writing structure.
- Demonstrates in-depth reflection on, and personalization of, concepts.
- Includes insightful reflection; aims to inspire deeper thinking about the concept/idea.
- Discusses concepts relevant to visual map and materials.
- Follows “what, so what, now what” format.



“...reflexivity involves a commitment to *attending to what we believe, think, and feel while examining how we came to hold those beliefs, thoughts, and feelings*” (Qualley 1998 p.41, emp added).

“*Critique and reassessment of the adequacy of prior learning, leading potentially to its negation, are the hallmarks of reflection*” (Mezirow 1991 p.110, emp added).

“Reflection is a *metacognitive* process that *occurs before, during and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters*” (Sandars 2009 p.685, emp added).



## Should not:

- offer a stream of consciousness narrative or personal story
- solely relate your experience/feelings
- be anecdotal



## Should:

- involve discovery, examination/evaluation, and critique
- take the form of meta-cognition: *thinking about thinking*
- consider different perspectives
- allow you to (re)consider your own starting assumptions/  
thought process
- expand your understanding of both your experience and the  
course content



## Cognitive tasks:

- **Summarize/describe** experience: what are the most important aspects for you?
- **Analyze:** what was most important/interesting/difficult/surprising for you? Why?
- **Synthesize:** how did the experience impact your perspective? How might this experience impact your practice?
- Don't attempt to cover every aspect of your experience: focus on the most *pertinent*, *compelling*, and *interesting* aspects.



## Strategies (Aronson 2011, p.203):

- link course content to past/present/future experience
- integrate mental and emotional experience
- adopt multiple perspectives to examine experience
- reframe experience in different contexts
- state lessons learned (or not)
- suggest areas for future learning or behavior/practice



## Brevity with clarity:

- Use active, declarative sentences
  - Avoid overly-long and complex sentences
  - Avoid passive constructions
- Avoid modifiers (adjectives, adverbs)
- Avoid emotional appeals or attempts to blatantly spin the issue/  
responses
- Be direct and explicit
  - “I argue that....”
  - “This shows....”
  - “Here we see....”



## Strategies:

- use clear, explicit topic sentences
- repeat key terms/themes/concepts used in introduction and/or other annotations
- eliminate unnecessary words (*BPH 32a*)
- reduce wordy phrases (*BPH 32b*)
- have clear sentences
- use clear, explicit subjects in your sentences (*BPH 32c*)
- use active structure: Subject-Verb-Object



- Get feedback from a “trusted reader”
  - Consider using other students in the course or the Centre for Writers
- Ask readers to read for specific purposes: thesis, structure, transitions, development of a particular paragraph or idea.
- Focus on higher-order concerns before lower-order ones



Aronson, L. (2011). Twelve tips for teaching reflection at all levels of medical education. *Medical teacher* 33(3): 200-5. DOI: 10.3109/0142159X.2010.507714.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.

Qualley, D. (1997.) *Turns of thought: Teaching composition as reflexive inquiry*. Portsmouth, NH: Boynton/Cook.

Sandars, J. (2009). The use of reflection in medical education: AMEE Guide No. 44. *Medical teacher* 31(8): 685-95. DOI: 10.1080/01421590903050374



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