

Nursing: Professionalism in Context Assessment 1

The following are general comments about the structure and content of an academic essay written for university – they are not prescriptive and intended as an educational guide only.

Assignment task:

This assignment is a reflective essay for the subject 'Professionalism in Context'. The assignment focus is to justify reasons for an electronic portfolio in the Nursing Profession.

(This is not a reflective essay based on what has been learnt throughout a course nor is it part of a reflective journal; however, it is a deep analysis and reflection on this task and highlights changes in thinking.)

Electronic portfolios (ePortfolios) are utilised in nursing to enhance efficiency when recording professional development. As aspiring nurses, students are required to understand the importance of ePortfolio engagement. Appropriate content and structure are used to appeal to prospective employers and medical authorities. Incorporating a formal design in my ePortfolio was achieved through analysis of articles and online resources. Material used in the portfolio provided an insight into personal career objectives as a student nurse. Further design ideas were attained through meeting professional requirements set by the Nursing and Midwifery Board of Australia (NMBA). The use of evidence and reflection in profiles are fundamental to communicating career progression. Nursing ePortfolios enable knowledge and skills to be conveyed to professional bodies, while individuals develop from novice to expert.

A professional design for the ePortfolio was achieved through analysis of peer reviewed journal articles. According to Katerattanakul & Keng (2008), the inclusion of core, contextual, visual, and accessible data is fundamental to an ePortfolio. As a result, options for curriculum vitae and assessment material were included to meet intrinsic requirements. Furthermore, the presence of accessible qualities is outlined by distinct links on the top of the page. The contrasting colour scheme combined with minimal scrolling is employed in the online profile, meeting visual and contextual requirements (Katerattanakul & Keng 2008). Professional profiling in this manner allows communication with a wide variety of readers. Mills (2009) proposes that an assessment portfolio conveying learning accomplishments is appropriate for novice nurses. The use of an educational portfolio for students is further emphasised by Hawks (2012). My profile is identified as an educational portfolio through reflecting on clinical performance, preceptor evaluation, and assessment material. The integration of reflection is used to support learning objectives and professional development (Casey & Clark 2009). As I progress in my career, artefacts will be used as evidence to support my reflections. Technical, practical, and emancipatory reflections will be included in the online profile to outline competencies (Mills 2009). Incorporating the literature into my ePortfolio will promote engagement with the medical community.

Understanding the use of effective communication strategies were emphasised through the critique of online nursing profiles. Appearance and content of electronic resources were evaluated to gain insight into professional design. Hawks (2012) suggests that ePortfolios are required to be concise in order to engage with a broad audience. Succinct examples were utilised as a model for my personal profile (Gurung 2015; Leonard n.d.). In contrast, Jimenez (n.d.) utilised information that was personal and irrelevant to the nursing profession. Further engagement is achieved through an established introduction with emphasis on the individual. Latoures (n.d.) provides a welcoming introduction through advertisement of her name in the title. My ePortfolio has adopted this technique in order to engage with potential employers. Organisation of profiled information is just as important as content in portfolios (Katerattanakul & Keng 2008). Failure to structure data

Comment [RT1]: The opening sentence in the Introduction is a strong statement and is addressing the assignment task. The tone and use of language is appropriate for this type of essay.

Refer to: <http://www.uts.edu.au/current-students/support/helps/self-help-resources/academic-writing>

Comment [RT2]: These statements clearly outline the background and research to this essay.

Refer to: <http://www.uts.edu.au/current-students/support/helps/self-help-resources/academic-writing/essay-writing>

Comment [RT3]: Evidence and reflection form the background and support direction for the body of work to follow. The introduction has a clear outline of how, what and where this reflective essay will meet the assessment criteria.

Comment [RT4]: A new topic sentence outlines the analysis of journal research and forms the core discussion for this paragraph. The reflective questions: 'What theory proves to be useful and why? What have I learnt from this?' form part of the answers for justifying this approach. Refer to: <http://www.uts.edu.au/current-students/support/helps/self-help-resources/academic-writing/reflective-writing>

Comment [RT5]: These expressions are good examples of transitional words linking statements to the topic sentence.

Comment [RT6]: Refer to Comment RT5.

Comment [RT7]: Refer to Comment RT6.

Comment [RT8]: This comment ties the theory and reflection together and is an illustration of how the topic sentence has expanded the writer's ideas through the paragraph.

Comment [RT9]: Another sentence on reflection which ties in with the assignment question.

Comment [RT10]: The last sentence of the previous paragraph is a summary for the paragraph. At the same time it forms a link to the topic sentence of the next. This is clearly shown here.

Comment [RT11]: Another reflective sentence that links to theoretical concepts.

Comment [RT12]: This in-text reference signifies that the date is not known.

appropriately is depicted in Henderson (n.d.), where a combination of links all over the profile distracts the reader. A clear layout was used in my ePortfolio in an attempt to avoid confusion. As I progress in my nursing career I hope to employ links affiliated with clinical experience and competencies into the portfolio. The profile of Gurung (2015) & Leonard (n.d.) emphasise a simple, yet structured means of representing future competencies. Analysis of professional profiles have been utilised to enhance the design of my ePortfolio.

Comment [RT13]: Another example of the effective use of the reflective element to support the argument of why ePortfolios are valuable in the field of nursing.

The ePortfolio needs to adapt with career progression to reflect professional development. Growth from novice to experienced nurse must be reflected in the profile through use of evidence (Hawks 2012; Mills 2009). As an assessment portfolio, the design of the profile is aimed at acquiring and reflecting on learning objectives. However, a greater focus on self-evaluation may change the classification of the ePortfolio from educational to learning. Although alterations are required to represent professional growth, an ePortfolio must maintain specific features. Katerattanakul & Keng (2008) established that career eagerness, leadership, and intellectual understanding are key components of a portfolio. In addition, competent clinical judgement is required in nursing profiles. Integration of fundamental elements into my current ePortfolio will aid in future development. Through editing the current layout and content I have established a solid foundation for my professional profile. Removal of the unnecessary Professional Identity material and the addition of a clinical evaluation link, reflect my current stage of development. Additional information in the 'professional development' tab can be introduced upon registration to aid in reregistration. Evolution of the ePortfolio is designed to mirror my progression as a nurse. Therefore the profile requires consistent review to appropriately reflect lifelong learning (Hawks 2012). A profile aimed at being dynamic allows efficient reflection of skills throughout a profession.

Comment [RT14]: A strong statement supporting the reflectiveness of this essay and linked to the same paragraph's topic sentence.

The ePortfolio design aims to incorporate continuing professional development through analysis of skills and reflection. Registered nurses are required to complete 20 hours of continuing professional development (CPD) annually in accordance with the Nursing and Midwifery Board of Australia (NMBA) (AHPRA 2013; AHPRA 2010). Hours are used to mark a commitment to evidence based nursing and provision of holistic care (Ceely 2010). In addition, nurses are required to declare competent practice to maintain registration (Mills 2009). The importance of professional development is illustrated by graduate nurses reducing mortality rates (Casey & Clark 2009). Communication of CPD with regulatory bodies can be marked in ePortfolios for appraisal. Documentation can be used to support professional registration as evidence in online profiles. Professional profiles can outline competencies and reflection to further support CPD. Future additions to the 'professional development' folder on my ePortfolio can aid in registration. However, as a student nurse my professional development is reflected through clinical and academic assessment. Inclusion of a 'clinical performance and assessments' link has provided a means to reflect and submit supporting documentation. Furthermore, a review of my curriculum vitae by the UTS Careers Office increased the professional structure of the ePortfolio. The current structure of my ePortfolio is inclusive of a 'professional development' folder which can be updated to include CPD.

Comment [RT15]: This sentence highlights the linking process of one paragraph to the next as well as a mini conclusion to this particular paragraph.

Comment [RT16]: This topic sentence has a direct link to the previous sentence (see also Comment RT15).

ePortfolios are utilised in the nursing profession to depict professional development, clinical judgement, and lifelong learning. Analysing current literature and peer portfolios aids in creating an efficient profile design. As a student nurse, implementing a dynamic strategy is important in marking progress from novice to experienced nurse. Growth in the nursing profession is reflected through CPD which can be illustrated in ePortfolios. Adapting the portfolio is important in meeting professional demands and communicating with regulatory bodies or potential employers. Continued profile maintenance will aid in developing my ePortfolio in my career.

Comment [RT17]: This section of the paragraph illustrates the depth of reflection and adds meaning to the assignment task.

Comment [RT18]: The reasons are clear as to why ePortfolios are justified along with further explanations of why it is important to continue this process and the benefits to one's career. There is a logical progression and change in the student's thinking.
<http://www.uts.edu.au/current-students/support/helps/self-help-resources/academic-writing/reflective-writing>

References

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- Katerattanakul, P. & Keng, S. 2008, 'Factors affecting the information quality of personal web portfolios', *Journal of the American Society for Information Science and Technology*, vol. 59, no. 1, pp. 63-76.
- Latoures, R. (n.d.), *Renee Latoures*, ePortfolio, viewed 20th August 2015, <<http://reneelatoures.myefolio.com/>>.
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- Mills, J. 2009, 'Professional portfolios and Australian registered nurses' requirements for licensure: developing an essential tool', *Nursing and Health Sciences*, vol. 11, no. 2, pp. 206-10.

Comment [RT19]: The references are in strict alphabetical order with the first line overhanging. This allows the reader to quickly confirm an in-text reference used by the student.

Comment [RT20]: Note that the reference contains the date viewed and the hyperlink as this reference was accessed online.



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