



NURS20166 Learning and Teaching in the Clinical Setting

Term 2 - 2019

Profile information current as at 02/05/2024 01:06 am

All details in this unit profile for NURS20166 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This course provides you with a comprehensive framework for planning, guiding and evaluating learning activities in the clinical setting. You will explore theories and concepts that underpin adult learning to support your teaching in the clinical environment. You will develop the skills and knowledge to foster a culture of learning that includes engagement with health professionals and others in the clinical setting, to share knowledge and practices that support person-centered care.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Workplace Project**

Weighting: 50%

2. **Reflective Practice Assignment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback survey qualitative section

Feedback

"This unit was relevant to my position at work, and relevant for nursing/ nursing leaders in general." AND "I enjoyed developing and presenting a teaching session. This felt like a very practical learning experience that I can continue to use during the advancement of my career."

Recommendation

Content will be reviewed and updated to ensure that the links to clinical practice remain current.

Feedback from Student feedback survey qualitative section

Feedback

"The teacher was awesome also, engaging with the students." AND "Adele is fantastic. She really helps us all to reach our goals. She is very understanding patient and a genuine person. Adele was always there for us by email and zoom and her support means so much"

Recommendation

Maintain communication with all students enrolled in the unit across the term.

Feedback from Student feedback survey qualitative section

Feedback

"Enjoyed the unit. Everything well explained and easy to navigate." AND "I really enjoyed the readings"

Recommendation

Review and update unit profile as per policy and update the Moodle site, checking links work as well as provide links to updated resources.

Feedback from Student feedback survey qualitative section

Feedback

"Clearer instructions, conflicting information in tasks."

Recommendation

Review all instructions, including assessment instructions in the unit, and through a process of peer review, ensure that instructions are clear in all areas of the unit profile, Moodle and other sections.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply clinical education theoretical frameworks to your specialty
2. Explain a philosophy for teaching practice relevant to the clinical context
3. Construct an educational plan for a specific health/patient education context
4. Conduct and evaluate a clinical educational session
5. Examine the ethical and legal issues related to clinical teaching and learning.

NA

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Workplace Project - 50%	•		•	•	
2 - Reflective Practice Assignment - 50%		•			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge					
2 - Communication					
3 - Cognitive, technical and creative skills					
4 - Research					
5 - Self-management					
6 - Ethical and Professional Responsibility					
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Workplace Project - 50%								
2 - Reflective Practice Assignment - 50%								

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Adele Baldwin Unit Coordinator
a.baldwin@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to learning and teaching in the clinical setting Clinical learning and teaching in the international and national context	Nil	<ul style="list-style-type: none">• Readings related to the topic• ZOOM tutorial - Introducing the unit of study, identifying milestones, discussion on the assignments• Discussion Forum - Tell us a little about yourself and what you hope to learn from this unit of study.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The teaching and learning cycle Teaching principles Gibbs cycle for reflective practice	Nil	<ul style="list-style-type: none">• Prescribed readings• ZOOM Tutorial - Planning your workplace project

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching principles Fundamentals of learning success	Nil	<ul style="list-style-type: none">• Prescribed readings• Discussion Forum - Reflection on practice

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for adult learning Planning the learning experience	Nil	<ul style="list-style-type: none">• Prescribed readings• Discussion Forum - Reflection on practice

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
The importance of communication in learning and teaching Considering a personal model of teaching	Nil	<ul style="list-style-type: none"> • Prescribed readings • ZOOM Tutorial – Knowing yourself

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nil		

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching methods in clinical practice <ul style="list-style-type: none"> • Simulation • Peer learning • Mentoring in practice • Problem based learning • Reflections • Case studies • Ward rounds and hand over • The teaching moment 	Nil	<ul style="list-style-type: none"> • Literature search on one teaching method • Discussion Forum - Reflection on practice <p>ASSESSMENT 1 DUE: Wednesday 28th August 2019</p> <p>Workplace Teaching Project Due: Week 6 Wednesday (28 Aug 2019) 11:55 pm AEST</p>

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Developing a positive environment for teaching <ul style="list-style-type: none"> • Using learner strengths and abilities • Organisational space and place • Preparation 	Nil	<ul style="list-style-type: none"> • Prescribed readings • ZOOM Tutorial – Identifying learning strengths – avoiding the square peg in a round hole

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Using evidenced based practice in teaching Testing learner knowledge Setting learning goals Teaching clinical skills	Nil	<ul style="list-style-type: none"> • Discussion Forum - Reflection on practice

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Providing effective feedback Planning next steps Managing performance	Nil	<p>ZOOM Tutorial – Managing difficult situations</p> <p>Assessment 2 Part A Due Wednesday 18th September.</p> <p>Reflective Practice Assignment (50%) Due: Week 9 Wednesday (18 Sept 2019) 11:55 pm AEST</p>

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Barriers to effective teaching and learning Common challenges Finding solutions Workplace conflict		Discussion Forum - Reflection on practice

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinical leadership Clinical governance	Nil	ZOOM Tutorial – Continuing practice development for quality care ASSESSMENT 2 Part B Due: Wednesday 2nd October, 2019

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and evaluating learning outcomes Planning the annual learning cycle	Nil	Discussion Forum - Reflection on practice

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Workplace Teaching Project

Assessment Type

Workplace Project

Task Description**Assessment 1: Workplace Teaching Project**

Weighting: 50%

Due Date: Friday 28th August 2019 (Week 6)

Return Date to Students: Friday 11th September (Week 8)

This assessment addresses the following learning outcomes:

1. Apply clinical education theoretical frameworks to your specialty.
3. Construct an educational plan for a specific health/patient education context.
4. Conduct and evaluate a clinical educational session.

ASSESSMENT

This assessment has two parts and both Part A and Part B are must be submitted to complete the assessment.

PART A LESSON PLAN AND RECORDING OF EDUCATION SESSION: requires you to submit a lesson plan for an educational session on a topic related to your specialty. This lesson plan should use the provided Proforma (up to 300 words). You are also required to produce a 15 min video/zoom recorded education session presenting the planned topic. The lesson plan and the recording must be submitted to successfully complete this component of assessment.

Weight: 25% **Word Length:** 300 words**LESSON PLAN:** Use the provided Lesson Plan Proforma

The lesson plan should:

Identify the topic from your specialty on which you will educate your learner.

Categorize the learner/audience characteristics to be considered in lesson delivery. The learner may be a colleague/student nurse/patient.

Identify the context of delivery

Identify the learning outcomes (maximum 5) of the education session using Bloom's taxonomy (Adams, 2015; Su, 2011)

Outline the content of the education session

List the learning resources you will require to undertake the education session

Identify how you will assess the learning outcomes

Bloom's Taxonomy references

Adams, N. E. (2015). Bloom's taxonomy of cognitive learning objectives. Journal of the Medical Library Association, 103(3), 152-153. doi: 10.3163/1536-5050.103.3.010

Su, W. M., & Osisek, P. J., (2011). The revised bloom's taxonomy: Implications for educating nurses. The Journal of Continuing Education in Nursing, 42(7), 321-7. <http://dx.doi.org.ezproxy.cqu.edu.au/10.3928/00220124-20110621-05>**RECORDED EDUCATION SESSION:** The recording of your education session provides you with evidence of your

skills to undertake a teaching session in the clinical setting.

After developing your lesson plan organise your venue and the necessary equipment to provide and record your education session – this may also include a learner.

Your recording may be a video or a Zoom recording.

Record the education session

Introduce yourself to the learner and provide the overall aim of the education session

Ensure that your learning outcomes and required content are addressed

Ensure that your learner is engaged in the session

Demonstrate assessment in the education

Provide feedback on learning

Conclude the learning session

Upload your recording for assessment.

Lesson Plan Proforma

Context

Venue:

Number of Learners:

Learner characteristics:

Time available:

Learning Outcomes

By the end of the lesson the student/learner/client will be able to:

Content

Explain here what you will include in the session to achieve your aims (outcomes)

Resources

Explain here the resources you will use to facilitate the learning & teaching in the session eg literature, media, white boards, group work, discussion, practical experience under supervision

Assessment

Explain here how you will assess whether or not your clients have met your session's learning objectives e.g. written assessment, aural assessment, practical assessment or combination of all.

Explanation of Lesson Plan Proforma- please also refer to course readings

CONTEXT

The context informs the teacher about the situation of teaching, certain elements of which will affect the delivery of the lesson.

These include:

Venue: indicates to the teacher the resources available for the education session e.g. bedside has limited resources for teaching a patient/client how to manage their asthma.

Number of learners: indicates the formality of the teaching and required resources e.g. teaching 1 person to administer a puffer is different to providing a formal lecture to 150 persons on asthma and the use of puffers.

Learner characteristics: in particular age, level of education, technology literacy: this is important as it informs the teacher about the level of the information required and the resources that may be able to be used, e.g. in educating a 25 year old man on administering insulin you may provide links to YouTube to support the learning, whereas in educating a 65yr old man on the same phenomena, who is not computer literate, you may provide literature/drawings to support their learning.

Time available: this informs the teacher about the time for teaching, the depth of the information to be provided and

extra resources needed to support the learning.

LEARNING OUTCOMES

The outcomes are the knowledge and skills to be gained by the learner. Bloom's taxonomy is a useful resource for developing outcomes

Outcomes are described as behavior, for example:

By the end of the session the learner will be able to:

Explain what physiological changes occur with pulmonary oedema

Identify triggers for their asthma

Demonstrate how to self-administer insulin subcutaneously

Justify the assessment undertaken of a person with chest pain in the emergency department

CONTENT

The content is the information that you will cover to ensure that your learners meet the learning outcomes i.e. they reflect the learning outcomes. These can be dot point listed in your lesson plan.

RESOURCES

Those items that the teacher or learner may use to facilitate teaching and/or learning.

For example: discussion, literature handouts, lecture notes, DVDs, music.

Equipment: lecture theatre, DVD player & TV, recordings, whiteboards, x-rays, pathology reports, wound care equipment, IV therapy equipment, role play, incentives.

ASSESSMENT

Assessment and evaluation are undertaken to determine the effectiveness of the learning and teaching and may include such things as answering questions, demonstrating skills, tests/quizzes, and feedback from learners.

PART B ESSAY: requires you to evaluate your education session, including an explanation and justification of the educational theoretical framework used and how this framework underpinned your planned teaching session.

Weight: 25%

Word length: 1500 words

Your essay should introduce the reader to your educational theoretical framework and explain how the components of your framework have guided your education session.

The content of the essay should:

identify your topic and the context of the clinical education

describe your educational theoretical framework and justify how it supports the way in which you approach teaching in the clinical setting.

evaluate the effectiveness of your clinical education session.

critically review the literature relevant to your educational theoretical framework. The discussion should be substantiated with reference to the contemporary literature (last 10 years), with no less than 12 peer reviewed journals cited to support the discussion.

The essay should conclude with a summary of how your educational theoretical framework will be reflected in your lesson plan and teaching session.

Essay Format

The assessment should be written in essay format and include a title page, a content page, be set out with appropriate headings, and be page numbered.

Font size is Calibri 11 or Times New Roman 12 and double spaced

The report should include an introduction, body and conclusion.

Your report should be substantiated with reference to the contemporary literature (last 10 years), with no less than 10 peer reviewed journals cited.

You should use the American Psychological Association (APA) abridged guide Term 1 2019 referencing style

Refer to the marking rubric prior to writing the essay.

Assessment Due Date

Week 6 Wednesday (28 Aug 2019) 11:55 pm AEST

Please upload your Project here

Return Date to Students

Week 8 Wednesday (11 Sept 2019)

Results will be uploaded with feedback.

Weighting

50%

Minimum mark or grade

50

Assessment Criteria

Assessment 1, Part A Rubric

High Distinction 85-100%	Distinction 75-85%	Credit 65-75%	Pass 50-65%	Fail Below 50%
Lesson Plan 10/25 The lesson plan is presented concisely and logically All 5 sections of the lesson plan have been clearly addressed	There is clear evidence that the lesson plan is presented clearly and concisely There is clear evidence that all five sections of the lesson plan have been addressed	There is evidence that there has been some attempt to present the lesson plan concisely and logically There is evidence that there has been some attempt to address all five sections of the lesson plan	There is little evidence that the lesson plan is either concise or logical in presentation There is little evidence that all 5 sections of the lesson plan have been addressed	Neither concise or logically presented There is no evidence that the 5 sections of the lesson plan have been addressed
Education Session Content 10/25 The education session clearly follows the lesson plan with the content being very clearly appropriate to the topic and the audience. There has very clearly been appropriate use of relevant resources for the context of the session. Assessment of learning was clearly evident	The education session follows the lesson plan with the content being clearly appropriate to the topic and the audience. There has clearly been appropriate use of relevant resources for the context of the session. Assessment of learning was clearly evident	There is evidence that the education session follows the lesson plan with aspects of the content being appropriate to the topic and the audience. There has been some appropriate use of relevant resources for the context of the session. There was limited evidence of assessment of learning	There is little evidence that the education session follows the lesson plan or that the content is appropriate to the topic or the audience. There has been little appropriate use of relevant resources for the context of the session. There was limited evidence of assessment of learning	There is no evidence that the presentation follows the lesson plan.
Presentation style 5/25 The presenter very clearly engaged with the learner/s in a respectful and safe manner effectively communicating both verbally and non-verbally. The presentation very clearly flowed logically	The presenter clearly engaged with the learner/s in a respectful and safe manner effectively communicating both verbally and non-verbally. The presentation clearly flowed logically	There is evidence that the presenter engaged with the learner in a somewhat respectful and safe manner and attempted to communicate both verbally and non-verbally. The presentation flowed logically	There is little evidence that the presenter engaged with the learner in a respectful and safe manner. There is little evidence of effective communication, verbally and non-verbally. The presentation did not continuously flow	There is no evidence of learner engagement. There is no evidence of respectful communication. The presentation did not flow
TOTAL MARKS /25				

Marking Rubric Assessment 1 Part B

High Distinction 85-100%	Distinction 75-85%	Credit 65-75%	Pass 50-65%	Fail Below 50%
STRUCTURE Efficiency & organisation 10% An articulate essay. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion.	A well written essay. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion.	Appropriately written essay. There is an appropriate introduction which mostly introduces paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close.
Presentation 10% Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.	A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).
Substantiation of discussion 5% Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 12 contemporary* peer reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 1 or 2 exceptions. A minimum of 12 contemporary* peer reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 9 -11 contemporary* peer reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 5 or 6 exceptions. Between 7- 8 contemporary* journal articles have been cited.	Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, or with reference to the current peer reviewed literature. Less than 6 contemporary* peer reviewed journal articles have been cited.
Referencing 5% Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
ARGUMENT AND APPROACH 70% Relevancy & depth 35%				

High Distinction 85-100% The content is entirely relevant and comprehensively addresses the task. The essay very clearly demonstrates an understanding of your educational framework that underpinned the development of your lesson plan and delivery of your educational session. The content is logically discussed and is within the set word count. Critical analysis 35% There is excellent critical analysis in the justification of your selected educational framework that underpins your education session on the selected topic.	Distinction 75-85% The content is very relevant and clearly addresses the task. The essay clearly demonstrates an understanding of your educational framework that underpinned the development of your lesson plan and delivery of your educational session. The discussion proceeds logically and is within the set word count. There is clear critical analysis in the justification of your selected educational framework that underpins your education session on the selected topic.	Credit 65-75% The content is relevant, and the approach mostly addresses the task. The essay demonstrates an understanding of your educational framework that underpinned the development of your lesson plan and delivery of your educational session. The discussion mostly proceeds logically and is within the set word count. There is critical analysis in the justification of your selected educational framework that underpins your education session on the selected topic.	Pass 50-65% The content is mostly relevant and partly addresses the task. The essay lacks content to fully demonstrate an understanding of your educational framework that underpinned the development of your lesson plan and delivery of your educational session. The discussion is at times repetitive or lacks cohesion; and is within the set word count. There is some attempt at critical analysis in the justification of your educational framework that underpins your education session on the selected topic. A tendency to describe rather than analyse.	Fail Below 50% The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the set amount. There is very little, or no evidence of critical analysis in the justification of your selected educational framework that underpins your education session on the selected topic.
TOTAL MARKS	/100	Late penalty (if applicable)	%	Final Grade

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Please upload your word document into the drop box provided.

Learning Outcomes Assessed

- Apply clinical education theoretical frameworks to your specialty
- Construct an educational plan for a specific health/patient education context
- Conduct and evaluate a clinical educational session

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Reflective Practice Assignment (50%)

Assessment Type

Reflective Practice Assignment

Task Description

Assessment 2: Reflective practice assignment **Assessment Types:** Essay

Word Count: 3000 **Weighting:** 50% **Score:** /100

Due Date:

Part A due: Wed. 18th Sept. 2019 (Week 9) Word Count: 1000 Weighting: 15

Part B due: Friday 4th Oct. 2019 (Week 11) Word Count: 2000 Weighting: 35%

This assessment addresses the following unit learning outcomes:

2. Explain a philosophy for teaching practice relevant to the clinical context
5. Examine the ethical and legal issues related to clinical teaching and learning.

This assessment has two parts. Both parts need to be completed to meet the requirements of this assessment.

Part A

In this essay you are required to write your educational philosophy. In this part of the assessment you may write in the first person.

Part B

Review the following scenario and analyse the legal and ethical issues related to educating staff in this situation. Conclude with how you would address the immediate situation and follow up with clinical education?

Scenario: While supervising a registered nurse administering Morphine intravenously in an acute setting you notice that the RN has not discarded the excess medication and has left it in the syringe with the ampoule taped to it at the

bedside.

Format

When you begin writing follow the guidelines and required format:

You should use the APA Formatting Checklist (Academic Learning Centre, 2019)

Your essay should be page numbered and include a title page

Font size is Calibri 11 or Times New Roman 12 and double spaced

Your essay should have a clear introduction, body and conclusion

The discussion should be substantiated with reference to the contemporary literature (last 10 years), with no less than 12 peer reviewed journals cited to support the discussion.

You should use the the American Psychological Association (APA) abridged guide Term 1 2019 referencing style

Refer to the marking rubric prior to writing your essay.

Return Date to Students: Friday 18th October 2019

Assessment Due Date

Week 9 Wednesday (18 Sept 2019) 11:55 pm AEST

Submit assignment via Moodle site

Return Date to Students

Week 11 Wednesday (2 Oct 2019)

Results will be uploaded online

Weighting

50%

Minimum mark or grade

50

Assessment Criteria

Assessment 2 Part A Reflective Assignment Rubric

STRUCTURE

Efficiency & organisation 10%

An articulate essay. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion.

A well written essay. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion.

Appropriately written essay. There is an appropriate introduction which mostly introduces paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion.

Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.

The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close.

Presentation 10%

Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.

A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).

A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).

An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).

Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).

Substantiation of discussion 5%

Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer reviewed journal articles have been cited.

Discussion is generally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 1 or 2 exceptions. A minimum of 15 contemporary* peer reviewed journal articles have been cited.

Discussion is partly substantiated with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 12 -15 contemporary* peer reviewed journal articles have been cited.

Discussion is occasionally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 5 or 6 exceptions. Between 8- 108 contemporary* journal articles have been cited.

Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, or with reference to the current peer reviewed literature. Less than 8 contemporary* peer reviewed journal articles have been cited.

Referencing 5%

Accurate APA referencing. No errors.

Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).

Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).

Occasionally accurate APA referencing. 4 consistent errors (made multiple times).

APA referencing not used, or more than 5 inaccuracies.

ARGUMENT AND APPROACH 70%

Relevancy & depth 35%

The content is entirely relevant and comprehensively addresses the task. The essay very clearly demonstrates a reflection on your teaching philosophy. The content is logically discussed and is within the set word count.

The content is very relevant and clearly addresses the task. The essay very clearly demonstrates a reflection on your teaching philosophy. The discussion proceeds logically and is within the set word count.

The content is relevant, and the approach mostly addresses the task. The essay very clearly demonstrates a reflection on your teaching philosophy. The discussion mostly proceeds logically and is within the set word count.

The content is mostly relevant and partly addresses the task. The essay lacks content to fully demonstrate a reflection on your teaching philosophy. The discussion is at times repetitive or lacks cohesion; and is within the set word count

The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the set amount.

Critical analysis 35%

There is excellent critical analysis in the reflection of your teaching philosophy which is very clearly substantiated by the reflection and clinical education literature	There is clear critical analysis in the reflection of your teaching philosophy which is clearly substantiated by the reflection and clinical education literature.	There is evidence of analysis in the reflection of your teaching philosophy which has been mostly substantiated by the reflection and clinical education literature	There is little analysis evident in the reflection of your teaching philosophy. There has been some substantiation of the analysis with the reflection and clinical education literature	There is very little, or no evidence of critical analysis in the reflection of your teaching philosophy
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*Contemporary = less than 10 years old

Assessment 2 Part B Rubric

STRUCTURE

Efficiency & organisation 10%

An articulate essay. There is a succinct and compelling introduction which introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion.

A well written essay. There is a clear and appropriate introduction which introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion.

Appropriately written essay. There is an appropriate introduction which mostly introduces paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion.

Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident.

The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close.

Presentation 10%

Excellent presentation of assignment. The submitted written material is very well-presented, follows the formatting requirements and is free from errors.

A very good presentation of assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).

A good presentation of assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).

An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).

Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).

Substantiation of discussion 5%

Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer reviewed journal articles have been cited.

Discussion is generally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 1 or 2 exceptions. A minimum of 15 contemporary* peer reviewed journal articles have been cited.

Discussion is partly substantiated with logic, examples, and with reference to the current peer reviewed literature, with 3 or 4 exceptions. Between 12 -15 contemporary* peer reviewed journal articles have been cited.

Discussion is occasionally substantiated with logic, examples, and with reference to the current peer reviewed literature, with 5 or 6 exceptions. Between 8- 108 contemporary* journal articles have been cited.

Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, or with reference to the current peer reviewed literature. Less than 8 contemporary* peer reviewed journal articles have been cited.

Referencing 5%

Accurate APA referencing. No errors.

Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).

Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).

Occasionally accurate APA referencing. 4 consistent errors (made multiple times).

APA referencing not used, or more than 5 inaccuracies.

ARGUMENT AND APPROACH 70%

Relevancy & depth 35%

The content is entirely relevant and comprehensively addresses the task. The essay very clearly demonstrates a reflection on the legal and ethical issues related to the scenario. The content is logically discussed and is within the set word count.

The content is very relevant and clearly addresses the task. The essay clearly demonstrates a reflection on the legal and ethical issues related to the scenario. The discussion proceeds logically and is within the set word count.

The content is relevant, and the approach mostly addresses the task. The essay demonstrates a reflection on the legal and ethical issues related to the scenario. The discussion mostly proceeds logically and is within the set word count.

The content is mostly relevant and partly addresses the task. The essay lacks content to fully demonstrate a reflection on the legal and ethical issues related to the scenario. The discussion is at times repetitive or lacks cohesion; and is within the set word count.

The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the set amount.

Critical analysis 35%

There is excellent critical analysis in the reflection of the legal and ethical issues related to the scenario which is very clearly substantiated by the reflection and clinical education literature.

There is clear critical analysis in the reflection of the legal and ethical issues related to the scenario which is clearly substantiated by the reflection and clinical education literature.

There is evidence of analysis in the reflection of the legal and ethical issues related to the scenario which has been mostly substantiated by the reflection and clinical education literature.

There is little analysis evident in the reflection of the legal and ethical issues related to the scenario. There has been some substantiation of the analysis with the reflection and clinical education literature.

There is very little, or no evidence of critical analysis in the reflection of the legal and ethical issues related to the scenario.

*Contemporary = less than 10 years old

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Explain a philosophy for teaching practice relevant to the clinical context
- Examine the ethical and legal issues related to clinical teaching and learning.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem