

Foundations for Professional Health Practice Course Notes

FPH – Week 1 Notes – Academic Integrity and Reflective Practices

Academic Integrity Challenge Test

How can you breach academic integrity?

Cheating, Interfering with the learning of others, Plagiarism

Plagiarism is

using other people's words or ideas without crediting them

You cite a source by

using the authors' surname and date

What does interprofessional mean?

Two or more professions working collaboratively with a client

What is academic integrity?

Behaving honestly in your studies and taking responsibility for the integrity of your work

Credible sources are

journal articles, books, government publications

Paraphrasing is

to write the information into your own words and cite the authors of this work

Introduction to Academic Integrity – Online Module

Curtin Values and Academic Integrity

- Curtin students are expected to show academic integrity through behaving honestly in their studies and taking responsibility for the integrity of their work.
- How can you breach academic integrity?:
 - Cheating – e.g. cheating in exams/tests, using editing websites, using websites or other students' work to complete your work, or using your work from other units in this unit.
 - Interfering with the learning of others – e.g. when students give other students your assignment, and then the other students copies parts of that assignment; both students will be penalised.
 - Plagiarism – e.g. not citing the authors of the works used in your assignment
- Refer to the Academic Integrity at Curtin booklet in the Resources tab on Blackboard.
- Curtin takes academic misconduct seriously and there are serious penalties for students found guilty of academic misconduct.

Plagiarism = Stealing

- Plagiarism is the use of other people's words or ideas without crediting them.
- When completing a university assignment you are required to use credible information from credible sources (journal articles and books).
- You are then required to 'paraphrase' (write the information into your own words) and 'cite' the source using numbers or authors' name and date.
- If you do not paraphrase and cite, then you are plagiarising (stealing people's work) and you are not giving yourself the best opportunity to learn the information.

Definitions

- **Academic integrity:** behaving honestly and being responsible for your work.
- **Citing:** using the author's name and date to acknowledge their work.
- **Credible sources:** where information must come from in university assignments.
- **Paraphrasing:** writing information into your own words.
- **Plagiarism:** use of other people's words or ideas without crediting them.

Communications Toolkit Textbook – Chapters 1 and 2 – Notes

Chapter 1 – Making the Transition

Your First Semester at University

- Make a friend and get to know people.
- Get to know your faculty or department quickly.
- Become familiar with the many resources your library has to offer.

- Explore the university's website.
- Read your unit outlines.
- Create a study plan.

Presentation of Written Assignments

- If there are no guidelines we suggest you do the following:
 - Use a standard font such as Times New Roman, 12 pt (or a similar font).
 - Use 1.5 line spacing.
 - Leave one line space between paragraphs.
 - Set your margins at the usual default settings (generally 2.54cm at the top and bottom of each page, 3.17cm at the left and right).
 - Add page numbers to each page, either at the bottom centre or the bottom right.
 - Left align or justify your lines (ask your lecturer what they prefer).
 - Type internal headings or subheadings in bold, and do not centre them.
 - Print in black ink on only one side of plain A4 paper.
 - Attach any required assignment cover sheet.

Chapter 2 – Developing Effective Study Skills

Reading Skills

Technique 1: Developing an Overview

- You should use this technique with all texts when you initially open them; then you can select to either skim or scan, depending on the type of text you are reading and your purposes in reading it.
- First, look at any introductory material that will tell you about the text.
- Then look at the overall structure of the text to gain a sense of its context and organisation.
- Look at the structure of paragraphs without reading them. Are they generally long or short? This will give you some idea of the complexity of the text.
- Before you begin to read, consider your main purpose in reading the text.
- Now consider what you know about this text without starting to read it. Is it likely to be straight forward and familiar to you, or complex with new vocabulary?

Technique 2: Skimming

- Most suitable for a text that outlines a procedure, presents an argument or explains a concept or an idea in a straightforward, logically structured way.
- When you skim, you read only the main ideas in a text by going through the following procedure:
 - Read the entire introduction of this text.
 - Read the opening sentence of each paragraph.
 - Read the conclusion.
 - If some ideas are not clear, go back to the relevant sections and read them in more detail.
 - Depending on your purpose in reading, and the complexity and relevance of the text, make notes as you go or after you have skimmed the entire text.

Technique 3: Scanning

- Appropriate for all texts that present ideas or concepts, however complex, especially if your purpose is to find particular information, definitions, formulas or ideas, or to answer a particular question.
- Look for particular keywords or phrases.
- Pay attention to headings and to graphics.
- Look up keywords in an index or table of contents.

Strategies for Reading Complex Texts

Technique 1: Avoid It or Put It Off

- Bookmark or photocopy it and come back to it later in the research process.

Strategy 2: Look Up the Essential Words

- Learn to distinguish between words that are essential to the meaning of the passage and words that are peripheral.
- Look up only the essential words.

Strategy 3: 'Google' The Essential Words

- Helpful to read how other writers have used the same key words.

Strategy 4: Pay Particular Attention to Any Graphics in The Text

- Graphics often present clear overviews of large sections of text.

Strategy 5: Draw a Mind Map of the Information

- Draw a mind map or other graphic organiser that shows the relationships between ideas in a text.

Strategy 6: Make Notes As You Go

- Write the information in your own words as you read.

Note-Making Skills

Makin Notes in Lectures

- Anticipate the content and structure of what you are about to hear.
- Shape your notes using heading and subheadings.
- Focus on the main ideas.
- Abbreviate your notes.
 - Never write in full sentences.
 - Develop your own abbreviates of common words.

Making Notes from Your Reading

- Write down all bibliographic details of the text.
- Go through the process of developing an overview and skimming or scanning.
- Highlight
- Use annotations.

Studying for Exams

- Start early.
- Work in short, focused sessions.
- Study actively.
- Focus on relevant areas.
- Look back on old papers.
- Think about your strengths and weaknesses.
- Establish and informal study group.

In the Examination Room

General Tips

- Read the instructions carefully.
- Check how many marks each question is worth and adjust the time you spend on each question to suit its value.
- Read all the questions carefully.
- Before you proofread your answers, check back on the question to make sure you haven't forgotten a part of it.
- Never leave an exam before the end.
- Answer the set question.

Written Exams

- Handwriting is important – make it legible.
- Aim for clear, concise and correct English.
- Learn how to spell important words, and check them carefully when you proofread your answers.

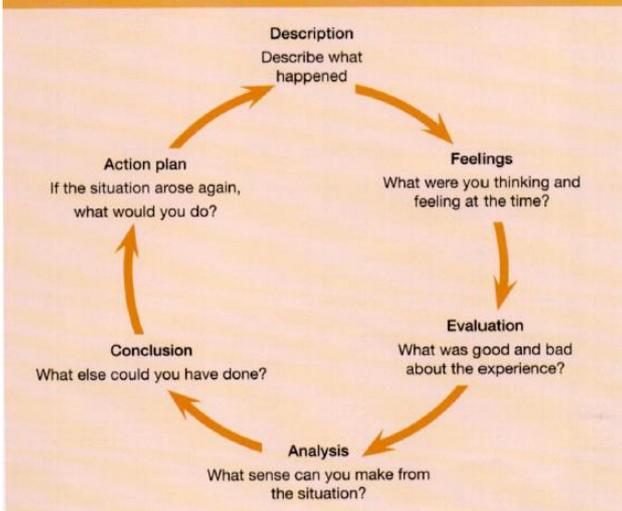
Models for Reflective Practice by Carmel Ashby

- Using a model for reflection helps you to look in detail at different aspects of an experience and to recognise the wider influences that contributed to it.

Definition of Reflection

- Reflection is active, purposeful thought applied to an experience to understand the meaning of that experience for the individual. The aim of this purposeful thought is to gain understanding, which then leads to changes in what we do, and new perspectives. Reflective practice requires critical appraisal of experiences, and the understanding we gain through it adds to our knowledge.

FIGURE 1. THE GIBBS REFLECTIVE CYCLE!



- The Gibbs model for reflection is easy to use. It encourages:

- a clear description of the situation
- exploration of feelings
- evaluation of the experience
- reflection to make sense of the experience
- conclusion – where other options are considered
- action – to examine what you would do if the situation arose again.

Keeping a Reflective Diary

- To use a reflective model effectively there must be a written record, e.g. in a journal or computer file.
- Two step process: make a brief record of an incident when it happens, and then go back and reflect on it later when you have time.
- Guidelines for keeping a reflective diary: use an A4 notebook; split each page; write a diary on the left side; use the right side for reflections/analysis notes; write up your experience on the same day if possible; use actual dialogue wherever possible to capture the situation; make a habit of writing up at least one experience per day; balance problematic experiences with satisfying experiences; challenge yourself at least once a day about something that you normally do without thinking/that you take for granted – ask yourself ‘why do I do that?’ (ie make the normal problematic); always endeavour to be open and honest with yourself – find the authentic ‘you’ to do the writing.

Why Use a Model?

- Using a model helps us to see the incident from different perspectives instead of focusing on our own reaction to it.
- Having a format for reflection also helps us to maintain the practice of reflecting.
- All the models or structures cover the same ground in different ways: thus there is recording of the incident, the emotions associated with it, what was good and bad about it, the evaluation or analysis (where you reflect on your findings to date to make sense of the incident) and finally what happens next (do you need to expand your knowledge or how could or would you handle a similar situation in the future?).
- Without a model we would be in danger of focusing on just one aspect of an incident as we reflect, or if it was a difficult incident, we may forget that some parts of it had gone well. Without a model, the scope of our reflection is likely to be limited, as is the potential for experiencing the benefits of reflection.

Empowerment

- Empowerment occurs as we discover lessons to be learnt from an experience as well as unrecognised knowledge and good practice.
- Structured reflection, by making us look at an incident in great detail from a variety of different angles, can add to our professional knowledge by exposing implicit knowledge in our day-to-day working practices.

- Implicit knowledge is that which is embedded in our practice, for example, we have all at times intuitively known what to do or say for the best. Usually we cannot say what exactly it was that made us behave in a certain way, but the outcome demonstrates that we have acted either appropriately or fortuitously.

Transformation

- Most, if not all, models for reflection require us to look at the emotional aspect of an incident and this can help us to discover what governed our reactions to a certain situation. This insight can lead to a deeper understanding of ourselves. It is this understanding of self that has transformative potential as it opens the door to making choices about how we wish to behave in the future.

Conclusion

- Using a model or framework helps us to critically reflect on incidents. Through critically reflecting we can learn from mistakes or mishaps and highlight our knowledge and expertise.
- Models help us to broaden our perspective and understanding, thus giving us the benefits of personal empowerment and transformation. Another benefit of critical reflection is that we can deal effectively with any emotional response to an incident.
- By recording our reflections in a journal we have a record of our learning and our professional development.

Key Points

- Using a model or framework helps us to critically analyse incidents
- There are a variety of models to choose from
- Most models cover the same ground: the emotional response; the good and bad aspects of the incident; how you could handle it next time
- To reflect effectively you need to write down your reflection
- Keeping a diary or journal is a helpful way to record your reflections
- The learning we gain through reflection can empower us
- As our perspectives are broadened and developed we can be transformed

Workshop Content

Interprofessional Capability Framework

