



FACULTY OF HEALTH SCIENCES
DEPARTMENT OF EMERGENCY MEDICAL
CARE AND RESCUE

PROGRAMME TITLE: Bachelor of Health Sciences in
Emergency Medical Care
PROGRAMME CODE: BHEMC1

Study Guide

2018

SUBJECT: Clinical Practice III
SUBJECT CODE: CNLP301
SAQA CREDITS: 30
DoHET CREDITS: 0.23
NQF LEVEL: 7

This module was revised on: January 2017
Revised by: Mrs Dagmar Muhlbauer

Table of Contents

1. Welcome.....	4
2. Using your online Moodle classroom.....	4
3. Introduction to the module	4
4. Module Pre-requisites.....	5
5. Module Co-requisites.....	5
6. Learning Outcomes	5
7. Module Resources.....	6
8. Learning Activities.....	6
9. Graduate Attributes.....	6
10. Assessments (100% course mark / continuous assessment) & Module Requirements.....	6
10.1 Clinical Placement Requirements	7
10.1.1 Minimum Skills Requirements.....	8
10.1.2 Patient Care Records	10
10.1.3 Clinical Learning Record Keeping - Fisdap®.....	11
10.1.4 Submission of documentation.....	12
10.2 General Information	13
10.2.1 Indemnity & Insurance	14
10.2.2 Uniform	14
10.3 Case Studies & Presentation	14
10.4 Reflective Journal	15
11. Module Outline	15
12. Activities to Promote Learning.....	16
13. Library Orientation.....	16
14. Scheme of Work.....	16
15. Copyright and plagiarism.....	17
16. Student Support	17
17. Quality Assurance and Enhancement	18
ANNEXURE 1	19
ANNEXURE 2	22

Name of Lecturer : Mrs D Muhlbauer
Office : 1st Floor, Department of Emergency Medical Care
& Rescue
Campus location : Ritson Campus
Telephone : 031 373 5764
Fax No : 031 373 5201
E-Mail : DagmarM@dut.ac.za
Lecturer consultation times: As required, by arrangement via the departmental secretary

Head of Department : Mr S Sobuwa
Campus location : Ritson Campus
Room number : 1st Floor, Department of Emergency Medical Care
& Rescue
Telephone : 031 373 5269
Fax No : 031 373 5201
E-Mail : SimpiweS@dut.ac.za

Departmental Secretary : Mrs L Meyers
Contact details : 031 373 5203
E-Mail : LeighM@dut.ac.za

Lectures : No
Practicals : Yes as per shift rosters provided
Tutorials : No

Lecture Venue : Not applicable
Practical Venue : Clinical learning as per shift rosters
Tutorial Venue : Not applicable
Duration : Please refer to the shift rosters

Relevant Policies and rules: Please refer to the Departmental and faculty handbooks as well as the Departmental Student Code of Conduct.

1. Welcome

Welcome to CLINICAL PRACTICE III 2018. The outcomes described in this guide are very important. It is against these outcomes that you will be assessed. Please refer to them regularly so that you can gauge your own competence. If you have any queries, please discuss them with the lecturer.

2. Using your online Moodle classroom

All taught subjects/modules have their own online classroom on the Moodle platform.

You can access your classroom at:

<http://dutmoodle.dut.ac.za/moodle/course/view.php?id=329>

If you are having difficulty logging in, ask your lecturer for assistance.

3. Introduction to the module

This module is linked to the subject Emergency Medical Care IIIA and IIIB. This module forms the clinical learning component of EMC III and has specific outcomes and assessment criteria as detailed below. Clinical Practice III consists of mentored pre-hospital and in-hospital shifts where you will be expected to manage patients under the direct supervision of a registered practitioner up to an Advanced Life Support level.

There are no formal lectures for this module. Clinical Practice III will assist you to integrate your knowledge and skills from your first and second year of study with the theory of Advanced Life Support practice which you will acquire during the 2018 academic year. You will be required to place your focus on the “big picture” by consciously trying to link the different components of the learning experience as well as develop innovative and critical thinking skills.

This module assumes that, as mature adult learners you will at all times participate and engage meaningfully in the learning experience and in so doing assume full responsibility for your own learning. You are personally responsible for your own academic advancement.

Mentors within the pre-hospital and in-hospital setting will provide you with a learning environment in which they will offer meaningful feedback to you as the student, but you as the student are the key factor in enhancing this relationship.

Only the students who consistently display and prove practical competence will be found to be successful. This implies total and complete commitment and dedication from you as the student to ensure that all of the objectives are achieved for this module with specific reference to the skills required.

4. Module Pre-requisites

Successful completion of Emergency Medical Care IIA, Emergency Medical Care IIB and Clinical Practice II.

5. Module Co-requisites

None

6. Learning Outcomes

On completion of this module, the learner should be able to:

- a. Demonstrate an ability to perform the required clinical skills and procedures relevant to the emergency care environment up to an **advanced life support level**.
- b. Compose, appraise and present patient case studies.
- c. Demonstrate an ability to assess, diagnose and institute appropriate management strategies for critically ill and injured patients.
- d. Demonstrate knowledge and ability on how to utilize the emergency medical care equipment available to emergency care practitioners up to an advanced life support level.
- e. Demonstrate team and individual ability of functioning within an emergency service's daily operational matters which will include the checking of the emergency vehicle and emergency medical care equipment, including intensive care equipment.
- f. Demonstrate knowledge and skills on producing accurate patient report form records which document the exact details relating to the incident including patient management.

7. Module Resources

There are no prescribed textbooks for this module. Shift rosters, attendance registers and skills summary sheets will be provided as well as a reflective journal.

8. Learning Activities

Total credit value : 30 credits

Total notional hours : N/A as rostered shifts until the requirements for the module is met

9. Graduate Attributes

The graduate attributes that will be developed and/or assessed in this module are:

- Professionalism
- Coordination
- Delegation
- Communication
- Confidence
- Leadership
- Teamwork
- Decision making
- Debriefing
- Pre-planning

These graduate attributes will be assessed during the rostered shifts by the mentors, the clinical documentation completed as well as in the case study submissions.

10. Assessments (100% course mark / continuous assessment) & Module Requirements

A mark is awarded for this module based on the reflective journal, case study submissions as well as the case study presentation. The student will need to submit three case studies based on patient's they have managed in the pre-hospital and/or in-hospital environment during their clinical work for the current academic year. The student will then select one of these case studies to present to their peers. Both the case studies and presentation will be marked according to the Departmental Guidelines for Case Studies. The case study presentation will be reviewed by the

lecturer. The student needs to achieve an overall result of 50% or more for the reflective journal, case studies as well as the presentation.

The student will be required to submit a completed reflective journal which demonstrates a level of academic maturity when reflecting on the relevant sections within the journal.

Herewith is a breakdown as to how your final mark will be generated for Clinical Practice III.

Reflective Journal	Case Study 1	Case Study 2	Case Study 3	Presentation
10%	20%	25%	35%	10%

Other requirements that must be satisfied in order to **pass** the module Clinical Practice III include:

- Compliance with the minimum number of rostered shifts as rostered by your module lecturer. A signed attendance register will need to be completed as evidence of this. The attendance register needs to be signed at the start and end of the shift.
- Compliance with the **minimum** number of pre-requisite practical skills as detailed in the study guide. The skills must be signed off by the appointed mentor on the Clinical Placement Attendance Register and they must be captured on Fisdap®.
- Submission of **100** Patient Care Records which have been captured on Fisdap®.
- A completed reflective journal (as provided) related to your clinical work experience which is then appraised by the module coordinator.

10.1 Clinical Placement Requirements

Clinical learning will commence from the **23rd March 2018** and continue until the **20th October 2018**. A clinical placement roster will be provided by the relevant module coordinator which the student will be required to follow. If the student must make any deviations to the roster, then he/she should first discuss this with the relevant coordinator. The onus is on the learner to complete all shifts and he/she is responsible for arranging any missed shifts directly with the facility concerned. The lecturer may conduct impromptu visits to follow up on shift attendance and the lecturer may request a location pin via WhatsApp at any stage during your rostered shifts.

Failure to attend rostered shifts could result in disciplinary procedures being initiated as per the Departmental Student of Conduct. Failure to complete your rostered clinical learning shifts, **100** patient care records, **minimum** clinical skills as stated and reflective journal will prevent the student from passing **CLINICAL PRACTICE III** and therefore registering for **CLINICAL PRACTICE IV**. Thus the learner is encouraged to consult with the relevant module coordinator as necessary if they are struggling to meet these requirements.

You will be rostered in the following clinical learning areas throughout the year (inclusive of weekends and recesses):

Clinical Placement Area
Emergency Department
ALS Response Unit
Theatre

The relevant module coordinator will closely monitor the student's progress throughout the year, and should a student have sufficient skills within a certain clinical area, the student may be re-rostered at an alternate clinical area to address clinical procedures with which the student may be struggling.

Should you find that you are behind in skills and patient numbers or that you are not benefiting from a certain practical area, please feel free to make an appointment with your module coordinator to discuss the problem. This should be done timeously, and not at the last minute.

10.1.1 Minimum Skills Requirements

Minimum Skill Requirements	Minimum Number Required
12-Lead ECG Monitor: Application & Interpretation	10
3-Lead ECG Monitor: Application & Interpretation	10
Airway Assessment	15
Arterial Blood Gas Interpretation	10
AVPU Score & Interpretation	50
Bag-Valve-Mask Ventilation	5

Minimum Skill Requirements	Minimum Number Required
Bag-Valve-Tube Ventilation	5
Blood Glucose Measurement & Interpretation: Glucometer	3
Blood Glucose Measurement & Interpretation: Visual	3
Blood Pressure Measurement & Interpretation: Manual	50
Blood Pressure Measurement & Interpretation: NIBP	6
Clearance of Cervical Spine	5
Clinical Assessment & Interpretation of Findings: Abdomen	2
Clinical Assessment & Interpretation of Findings: Cardiovascular System	2
Clinical Assessment & Interpretation of Findings: Genito-Urinary System	1
Clinical Assessment & Interpretation of Findings: Head & Neck	4
Clinical Assessment & Interpretation of Findings: Musculo-Skeletal System	2
Clinical Assessment & Interpretation of Findings: Respiratory System	5
Declaration of Death	3
Dressing of a burn	2
GCS Score & Interpretation	10
General Physical Assessment & Interpretation: Medical	30
General Physical Assessment & Interpretation: Trauma	20
History Taking & Interpretation	50
IM Medication Administration	2
Interpretation and Use of a Capnograph: Digital &/or Waveform	12
IV Fluid Administration – Volume Resuscitation	10
IV Infusion – Peripheral Cannulation	25
IV/IO Medication Administration	10
Manual Airway Manoeuvre	5
Mask Oxygen Administration	5
Nasal Cannula Oxygen Administration	5
Nasogastric Intubation	5
Nebulised Medication Administration	5
Nebulised Oxygen Administration	5
Oral Endotracheal Intubation – Routine (Non-RSI)	5
Notification of Death	2
On-scene Discharge	10
Peak-flow Meter: Use & Interpretation	2

Minimum Skill Requirements	Minimum Number Required
Pulse Measurement & Interpretation	20
Pulse Oximeter: Application & Interpretation	10
Respirations Measurement & Interpretation	20
RSI In-Hospital – Clinical Decision Making	4
RSI In-Hospital – Management & Control	4
RSI In-Hospital – Medication Administration	4
RSI In-Hospital – Oral Endotracheal Intubation	4
RSI Pre-Hospital – Clinical Decision Making	5
RSI Pre-Hospital – Management & Control	5
RSI Pre-Hospital – Medication Administration	5
RSI Pre-Hospital – Oral Endotracheal Intubation	5
Suturing	2
Temperature Measurement & Interpretation	2
Urinary Catheterisation: Female	1
Urinary Catheterisation: Male	1
Use of a Mechanical Ventilator	5
Use of a Full-Spine Board & Spider Harness/Straps	5
Use of a Head Immobiliser	5
Use of a Supraglottic Airway Device	5
Use of a Pressure Dressing	5
Use of a Scoop Stretcher & Spider Harness/Straps	5
Use of a Splint	2
Use of an OPA	5
Use of Mechanical Ventilator: NIV	1
X-ray Interpretation: Chest	5

All of these skills must be signed off by a registered practitioner and captured on the Clinical Placement Attendance Register as well as Fisdap®. Each clinical skill must be signed off by a preceptor and referenced to the Fisdap® record. Please design a referencing system that is simple and easy to follow and please use the same format throughout. An example is provided on the attendance register.

10.1.2 Patient Care Records

You will be required to complete a minimum of **100** Patient Care Records which have to be captured on Fisdap®.

10.1.3 Clinical Learning Record Keeping - Fisdap®

The DEMCR will be utilizing Fisdap® which is an online application and database to schedule clinical placements and to collect, collate, store and describe student experiences after every shift worked and every patient contact. The database also allows the respective module coordinator to remotely monitor and evaluate the progress and quality standard of student's experiences during clinical learning.

Students will be rostered across a variety of clinical settings depending on their year of study and the module currently undertaken. Students are required to carry a portfolio of attendance as well as a small inconspicuous note book. The portfolio of attendance includes registers that must be completed for every individual clinical placement worked (Clinical Placement Attendance Register). The register must be signed by the most senior individual accountable for the student's overall preceptorship on that specific shift as well as individuals responsible for providing supervision and oversight of clinical skills completed by the student. This can be more than one individual person. The register also comprises a declaration and conditions for preceptorship that both preceptors and students have to sign and abide by.

Students are requested to not fill in the details of their patient interactions while on shift. Students must record applicable information into their inconspicuous notebooks which is then later transferred into Fisdap®. Students are allowed **7 days** to enter applicable patient contact experiences into Fisdap®. After 7 days the allocated shift will be locked for data entry. Students are required to establish a referencing system that connects their portfolio of attendance and Fisdap®. The following referencing formula is used: Initial/day/month/year/patient contact number, e.g. DM/30/01/2018/01.

Students are required to access Fisdap® through the link www.fisdap.net. Once on the website, students can either create a new member account or use the login details provided to them by the respective module coordinator. The website provides simple to understand videos to help students navigate through the application and document their experiences after each shift and each patient contact. Students should speak to their respective module coordinators should they required assistance with Fisdap® or any other aspect of clinical learning.

10.1.4 Submission of documentation

The Clinical Placement Attendance Registers need to be handed in for auditing purposes on the following dates:

- 23rd April 2018
- 28th May 2018
- 23rd July 2018
- 27th August 2018
- 17th September 2018
- 23rd October 2018 (last submission date)

A skill audit report will be completed at each of these hand in dates by the relevant module coordinator and a DropBox® system will also be used to monitor individual as well as group progress where you will be able to compare your progress to your classmates on a weekly basis. Please do not wait until the end of the year to submit your clinical documentation for the first time, as should there be any issues and/or shortfalls, this leaves limited time to remedy the problem. The submission of your documentation allows an opportunity for your module coordinator to assess where you are with regards to patient numbers and skills. If you submit throughout the year, your module coordinator can make alternate arrangements if you appear to be battling to reach the targets.

If you do not submit any documentation prior to the final submission date (23rd October 2018) and you are then unable to meet the minimum patient and skills requirements as stated in this study guide, you will **not** be afforded any additional time in which to obtain the requirements.

10.2 General Information

!! Warning Message!!

Be forewarned that there is a special type of thief that roams the streets of Durban. This thief is on the hunt for EMC clinical learning documentation which contains all of the documentary evidence of the shifts you have worked and the patients you have seen. Needless to say if this is stolen, you may have a major crisis on your hands.

Here are some tips to prevent falling into this disastrous situation:

- 1) Do not carry all of your clinical learning documentation with you***
- 2) Ensure that you make regular photocopies of all of your documents and store them in a safe place***
- 3) Routinely upload your clinical learning records onto Fisdap® as we will then have an electronic record of your shifts, patients and skills.***
- 4) Meet the submissions deadlines stipulated above and then I will have a record of your completed clinical records.***

Consider yourself cautioned!

Should you wish to work additional hours besides the shifts which you have been rostered for whether in-hospital or pre-hospital, you are expected to inform your coordinator. A shift will then be opened on Fisdap® for you to capture the shift data.

10.2.1 Indemnity & Insurance

You may be required to sign an indemnity form that indemnifies the company being utilized for your clinical practice. If you are under 21 years of age, the form will have to be signed by your legal guardian or parent.

Please ensure that you have also familiarized yourself with the Department's policy document on the process to follow in the case of an IOD or needle stick injury.

10.2.2 Uniform

It is important to remember that at all times during your clinical road work; you are marketing yourself for future employment. Hence, you are expected to be neat and tidy at all times. The appropriate departmental uniform must be worn with the correct boots and relevant badges. When working in the in-hospital environment, you will be required to wear your clinical scrubs. Please ensure that your hair is neat, you are cleanly shaven and that your fingernails are short and clean.

No alternatives are acceptable – so don't ask!

10.3 Case Studies & Presentation

Please ensure that you are familiar with the Departmental guidelines relating to the writing and presentation of case studies. As detailed earlier on in the study guide, you will be required to submit three case studies as well as present one of these case studies to your lecturer.

The due dates for the case studies are as follows:

- Case Study 1 21st May 2018
- Case Study 2 30th July 2018
- Case Study 3 1st October 2018

Please ensure that you familiarise yourself with the marking template which is attached as Annexure 1.

You will also be required to present one of your case studies to your peers and lecturer on the **25th October 2018**. Your presentation may not exceed 15 minutes.

You are welcome to make use of any approach you deem applicable; however, you are required to notify me one (1) week in advance of any special audio-visual or presentation needs over and above the standard data projector. I will endeavour to make these available.

Your presentation will be assessed by your module lecturer. The marking template for the presentation is attached as Annexure 2.

10.4 Reflective Journal

A reflective journal is a record of feelings, impressions and thoughts. The journal is used to encourage self-reflection in order to plan for future practice and evaluate the effects of change. The process prompts you to enter into a discussion with yourself about events and experiences that you encounter during your clinical practice. One of the main purposes of a reflective journal is to gather evidence to support the achievement of your learning outcomes in clinical practice. The journal should help you to be positive and self-reliant in your learning by formally maintaining a record of all critical / significant events experienced throughout the year.

The reflective journal needs to be completed and submitted by the **23rd October 2018**. This is the final date for submission. Should you wish to hand it in earlier, you are more than welcome to do so.

11. Module Outline

The learner must be able to:

1. Demonstrate a professional and ethical approach to communication during clinical field work.
2. Accurately perform the clinical skills and procedures according to the knowledge gained in the subject Emergency Medical Care.
3. Compose cases studies on patients in a detailed manner according to the departmental guidelines.
4. Present clinical case studies in a logical manner to a group of peers.
5. Accurately appraise the other student's case study presentations according to the departmental guidelines.
6. Correctly manage incidents and patients within the advanced life support scope of practice.

7. Correctly select and operate the emergency medical care and intensive care equipment in the pre-hospital and in-hospital environment.
8. Accurately check the emergency vehicle and emergency medical care and intensive care equipment according to the appropriate checklists.
9. Accurately report incident's and patient's information on the patient report forms.

12. Activities to Promote Learning

During the course of this module you will be required to submit your progress on an on-going basis. Your shift roster may be altered to meet your individual needs to ensure that you achieve the required outcomes for this module. Additional shifts may also be rostered as and when needed to ensure that you meet the requirements.

13. Library Orientation

A formal orientation to the library was conducted as part of your first year of study at the Durban University of Technology. Should you require any further assistance with the location of resources in the library, please engage with the Faculty of Health Sciences Library Representative: Mr. Dennis Mpumlwana in person or either on dennism@dut.ac.za or (031) 373 2565.

14. Scheme of Work

23/03/2018	Clinical learning shifts start
23/04/2018	Submission of clinical learning documents for auditing
21/05/2018	Case Study 1 due
28/05/2018	Submission of clinical learning documents for auditing
23/07/2018	Submission of clinical learning documents for auditing
30/07/2018	Case Study 2 due
27/08/2018	Submission of clinical learning documents for auditing
17/09/2018	Submission of clinical learning documents for auditing
01/10/2018	Case Study 3 due
15/10/2018	SEQ
20/10/2018	Clinical learning shifts end
23/10/2018	Submission of clinical learning documents for auditing

23/10/2018	Reflective Journal due
25/10/2018	Case Study Presentations

Rosters will be provided for the four clinical practice blocks and you will also be rostered on the online Fisdap® system.

15. Copyright and plagiarism

The University is a community striving to discover, construct and communicate knowledge for the benefit of society. To this end, academic integrity is a commitment to the fundamental values of honesty, trust, fairness, respect and responsibility. Sharing, collaborating and innovating from existing knowledge must be encouraged, but knowledge workers must give credit to others whose work they have used, showing how they have built on it. Without this care by the academic community, the work of knowledge construction is meaningless.

Students are reminded to make sure that they are familiar with the DUT “Plagiarism Policy and Procedures for Staff and Students” which was implemented on the 1st January 2009.

16. Student Support

The following support services are available for all students registered for this module: student counselling, academic development, mentoring and tutorials. As the module lecturer, I am available for consultation on either a Thursday or a Friday but by appointment only.

After each assessment, students who have underperformed will be identified as “at risk” and they must then organize a meeting with the module lecturer:

- The student must then complete the pre-interview form (Annexure 1).
- The student must then bring this completed form with to the appointment
- Meeting with the student is held
- Minutes are captured by the lecturer
- Students are referred to the Faculty Academic Development Officer who will assist students and refer if required to student counselling for assistance with study techniques and time management

- Students are assisted by the subject lecturer for content, teaching and/or assessment related issues and additional tutorials are provided if needed
- Student provides lecturer with feedback on outcome of referrals
- If a student reports that they have not been adequately assisted, then this is reported to the HOD for further action.

17. Quality Assurance and Enhancement

Student feedback will be elicited through the administration of a subject evaluation (SEQ) questionnaire. The SEQ will be administered on the **15th October 2018**.

I also welcome feedback at any stage from all students registered for this module. Any feedback received will be considered as an attempt to improve on the offering of this module. Any changes that need to be made will be discussed with the class as a whole, and amendments will only be made provided there is agreement from all of the students and that the amendments are for the benefit of the students.

ANNEXURE 1



CASE STUDY MARKSHEET

Student name: _____

Student number: _____

Module: _____

ASSIGNMENT STRUCTURE	TOTAL MARKS	MARK ACHIEVED
General neatness / presentation	1	
Page numbering	1	
Title page	1	
Table of contents	1	
Length	1	
Headings for body	1	
Line spacing	1	
Font size	1	
Font style	1	
Full justification	1	
TOTAL	10	A =
ASSIGNMENT PRESENTATION	TOTAL MARKS	MARK ACHIEVED
Spelling	2	
Appropriate terminology relevant to module	2	
Grammar	2	
Paragraph structure	2	
Clear and logical flow	2	
TOTAL	10	B =

ASSIGNMENT CONTENT		TOTAL MARKS	MARK ACHIEVED
Satisfactory introduction	Introduces topic	4	
	Presents aims	4	
	Appropriate choice of case	4	
Discussion	Depth of discussion	8	
	Accurate description of case: pre-hospital, in-hospital & outcome	8	
	Adequate review of relevant literature	8	
	Logical and meaningful integration of literature review and actual case	8	
	Demonstrates understanding of content	8	
Appropriate use of formal and scientific writing styles		6	
Conclusion	Summarizes main points	6	
References	Content is supported by references	4	
	References are appropriate	4	
	Correct method	4	
	Search strategy	4	
TOTAL		80	C =

A + B + C =	%
--------------------	----------

Plagiarism of published work – automatic failure	
Plagiarism of another student’s work – automatic failure	
Late submission (-10% per day to max of 5 days (-50%), then 0%)	

ANNEXURE 2



FACULTY OF HEALTH SCIENCES

DEPARTMENT OF EMERGENCY MEDICAL CARE AND RESCUE

CASE STUDY PRESENTATION MARK SHEET

Student name: _____

Module: _____

Date: _____

INTRODUCTION	(10)	
Did the introduction capture your interest? (5)		
The introduction was concise and captured my interest	(5)	
The introduction was long-winded and did not capture my interest	(3)	
There was no introduction	(1)	
Did the introduction link into the topic and motivate the particular patient was chosen? (5)		
The introduction provided strong links to the content of the case presentation	(5)	
The introduction provided some loose links to the content of the case presentation	(3)	
The introduction provided no links to the content of the case presentation	(1)	

PREPARATION	(15)	
Was there sufficient evidence that the topic had been researched? (8)		
There was evidence of extensive and focused research	(8)	
There was evidence of general research	(4)	
There was no evidence of relevant research	(1)	
Was there evidence that the student has spent time preparing for the presentation? (7)		
The student presented in a confident manner and did not need to consult their notes extensively	(7)	
The student appeared nervous and unfamiliar with the material, consulting their notes regularly	(4)	
The student exhibited no evidence of preparation and merely appeared to read the notes they had prepared	(1)	
CONTENT	(25)	
Did the content relate to and expound upon the introduction? (5)		
The content was directly related to and relevant to the introduction	(5)	
The content linked to the introduction but did not adequately expound upon it	(3)	
The content had little relevance to the introduction and the information was 'sketchy'	(1)	
Was the content sufficient to provide insight into the patient's condition? (15)		
The content provided excellent, interesting and specific information on the patient's condition	(15)	
The content provided good, interesting but generalised information on the patient's condition	(10)	
The content provided only basic information on the patient's condition	(5)	
The content provided very little information on the patient's condition	(1)	
Did the content follow a logical pattern? (5)		
The content was presented in a structured manner that promoted understanding and learning	(5)	
The content was presented in an unstructured manner and hampered the learning and understanding process	(1)	
PRESENTATION	(20)	
Did the learner employ good communication strategies? (10)		
Eye contact	(2)	
Adequate volume	(2)	
Tone displayed interest	(2)	
Clear pronunciation	(2)	
Spoke at a speed that was neither too fast nor too slow	(2)	

Did the student use the allocated time effectively? (10)		
The student used the time allocated to present their case effectively	(10)	
The student did not use enough time and the presentation was too brief	(5)	
The student used too much time and took longer than 10 minutes	(5)	
INTERPERSONAL SKILLS	(5)	
Did the student engage the class in a manner that encouraged active involvement? (5)		
The student encouraged active involvement from the class	(5)	
The student encouraged some involvement from the class	(3)	
The student was apathetic and did not encourage any involvement from the class	(1)	
CHOICE AND USE OF MEDIA	(10)	
Did the student employ any form of media? (10)		
The student employed a form of media that was relevant and integrated it in a manner that enhanced the learning experience	(10)	
The student employed a form of media that was inappropriate and did not integrate it in a manner that enhanced the learning experience	(5)	
The student did not employ and form of media	(1)	
OVERALL	(15)	
Did the case presentation form a positive learning experience? (15)		
The presentation contributed to my medical knowledge and provided me with information that I will be able to use in practice	(15)	
The presentation had some areas that contributed to my medical knowledge, but, was lacking in other areas	(8)	
The presentation did not contribute to my medical knowledge and I did not find it a positive learning experience	(1)	
TOTAL MARKS:		
FINAL PERCENTAGE:		

Comments:

Assessor's name : _____

Qualification : _____

Signature : _____



FACULTY OF HEALTH SCIENCES

DEPARTMENT OF EMERGENCY MEDICAL CARE AND RESCUE

STUDENT UNDERTAKING – CLINICAL PRACTICE III (CNLP301)

I _____ (ID number _____ &
Student number _____)

The undersigned hereby state that I have read the study guide for the module: Clinical Practice III (CNLP301) and I state that I fully understand the contents thereof and agree to uphold and abide by all the policies, rules, regulations and deadline dates as set out therein. I also understand that ignorance of these policies will not be admissible as a defence at any point during the year.

Signed at _____ this _____ day of _____ 20 ____

Student (Full Names) _____

Student Number _____

Signature _____