PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Student Teacher Name: Marlene Roderick **Establishment** UWTSD MicroTeach (PTLET) **Date:** 2.10.19

GRADE DESCRIPTORS: (When compared with an experienced teacher)

VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
U – Needs attention through further development and improvement

Context of observation
(e.g. class, ability, number of students; topic; main activities and organisation; ner features)
Flu / influenza

A SUBJECT KNOWLEDGE	VG	G	S	U
1 accuracy of knowledge of subject matter	✓			
2 understanding of context e.g. scheme of work, programme of study	✓			

B LESSON PLANNING AND PREPARATION	VG	G	S	U
1 detail and structure of plan	✓			
2 clarity and suitability of learning objectives	✓			
3 consideration of SpLDs, anticipated difficulties, health and safety, etc.	✓			
4 resources selected, prepared, organised	✓			
5 consideration of professional standards	✓			
6 consideration of appropriate cross-cutting enhancement theme(s)	✓			
7 consideration of active learning, learner engagement and skills development	✓			

C TEACHING	VG	G	S	U
1 lesson start, e.g. outlining content, aims and objectives	✓			
2 presentation: instructing, explaining, demonstrating	✓			
3 effective questioning	✓			
4 choice and variety of tasks/activities	✓			
5 variety and suitability of teaching strategies/methods/approaches	✓			
6 use of emergent technologies	✓			
7 pace of lesson, use of time	✓			
8 lesson ending, e.g. summarising, recapping key points, etc.	✓			

D CLASS MANAGEMENT AND CONTROL	VG	G	S	U
1 presence and voice projection	✓			
2 transitions – smooth	✓			
3 awareness, vigilance and intervention	✓			
4 use of praise and encouragement	✓			
5 management of tasks/learners/work groups	✓			

E MONITORING AND ASSESSING STUDENTS' PROGRESS	VG	G	S	U
1 monitoring understanding and progress during lesson	✓			
2 suitability of assessment strategies/methods/approaches	✓			
3 assessing achievement of learning objectives	✓			
4 giving feedback and setting targets for progress	✓			

F EFFECTIVENESS	VG	G	S	U
1 in setting high expectations for work	✓			
2 in conveying enthusiasm and challenging students	✓			
3 of students' engagement and learning in this lesson	✓			

Observer Signature: [signature] 2.10.19

General Notes and Comments:

Planning and Preparation

A lesson plan was produced that had clear learning objectives, and a clear scheme of work

Development/Delivery

Marlene delivered a confident lesson which had clear structure. She used PowerPoint and other supports such as a leaflet to deliver the learning. She made use of a pre-post evaluation questionnaire to test increase in learning. She has a great teaching style, which is very inclusive

Plenary / Conclusion

She presented the learning objectives and made use of formative & summative assessment throughout the session.

TARGETS FOR IMPROVEMENT

She is a highly knowledgeable teacher who has a supports ability to present complex information

She made use of ET (PPT)

Complete lesson evaluation.

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

LESSON PLAN

TOPIC: Public Health Influenza (Flu)		CLASS: HND Health and Social Care. Level 4
DATE: 02/10/2019	LENGTH OF LESSON: 30 minutes	NO IN CLASS: 7

ABILITY/SPECIAL EDUCATIONAL NEEDS:

- None for this session

AIM OF LESSON:

- Improving the awareness of influenza (Flu) in Wales.

LEARNING OBJECTIVES – The Learners Should Be Able To:

- Explore what is influenza (flu), the origin and the types of influenza
- Identify the methods used to control the disease and the current trends in influenza to gain an awareness
- Identify the economic and social impact of influenza.

V Good

PREVIOUS KNOWLEDGE:

- None-required

ANTICIPATED DIFFICULTIES:

- Time Constraint

RESOURCES/EQUIPMENT REQUIRED:

- Computer, PowerPoint, Video, Questionnaires, Pens and Informative leaflets.

HEALTH & SAFETY:

- Before the session a risk assessment was undertaken.

PROFESSIONAL STANDARDS

Please note WHEN and HOW relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

- **Areas of activity:**

  A4. Develop an effective learning environment is met by measuring the learner's basic knowledge at the start and at the end of the session through two questionnaires.

- **Core Knowledge**

  K3. How students learn; this is achieved by focusing on delivering the information through auditory, visual and kinesthetics course delivery.

- **Professional values**

  V4. Acknowledge the wider context in which higher education operate, recognising the implication for professional practice. This shall be covered in the presentation that is made specific to the health and social care learners.

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and WHEN and HOW they are met:

The session is about influenza (flu), additionally, it demonstrates how influenza impacts the economy and society by covering the direct cost, indirect cost and intangible cost in the presentation. It also looks at how society is affected by influenza by showing statistics.

The presentation gives advice to health workers on preventive measures to protect against contracting influenzas.

Health & Wellbeing

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION **Aim& objectives**		Introduce the subject & aims and objectives.	3 minutes
Questionnaire (1)	Understand the learner's base knowledge.	Give out questionnaire (1) for learners fill answer.	5 minutes
DEVELOPMENT **Presentation on influenza (flu)**	Increase the awareness of influenza (flu).	Deliver the presentation and Q&A session.	15 minutes
Questionnaire (2)	Understand knowledge after the session.	Questionnaire (2).	5 minutes
CONCLUSION	Recap aims and objectives	Reinforce learning Describe what the Teacher + Student are doing + Teaching Strategy	2 minutes

ASSESSMENT STRATEGIES USED (WHEN and HOW):

A questionnaire is used at the start and then at the end of the session to measure learners' knowledge change.

Formative ?
Summative ?
Pre Post Evaluation

Page Number_____

✓ [illegible].

INFLUENZA (FLU) MEASURABLE QUESTIONNARIE (1)

Please rate your knowledge of influenza or Flu by placing an **'X'** in the box below									
1-10 where 1 is equal to low and 10 is equal to excellent.									
1	2	3	4	5	6	7	8	9	10

- What is Influenza (flu)?

_____

_____

- What should you do to protect yourself from flu this season?

_____

_____

- Why do you need a flu vaccination every year?

_____

_____

- Where can you get a flu vaccine?

_____

_____

- What can you do if you get ill with flu?

_____

_____

- What are the symptoms of flu? (Please select multiple answers)

Swelling feet		Fatigue and weakness	
Chills and sweats		Nasal congestion	
Blotches on the tongue		Sore throat	
Cough		Cold sores	
Blisters		Headache	
Aching muscles		Fever over 100.4 F (38 C)	

INFLUENZA (FLU) MEASURABLE QUESTIONNARIE (2)

Please rate your knowledge of influenza or Flu by placing an '**X**' in the box below									
1-10 where 1 is equal to low and 10 is equal to excellent.									
1	2	3	4	5	6	7	8	9	10

- What is Influenza (flu)?

_____

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- What should you do to protect yourself from flu this season?

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- Why do you need a flu vaccination every year?

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_____

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_____

_____

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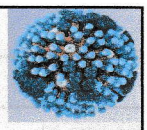
Cough		Cold sores	
Blisters		Headache	
Aching muscles		Fever over 100.4 F (38 C)	



PUBLIC HEALTH

INFLUENZA (FLU)

Marlene Roderick

1

AIM OF LESSON

Improving the awareness of influenza (Flu) in Wales.

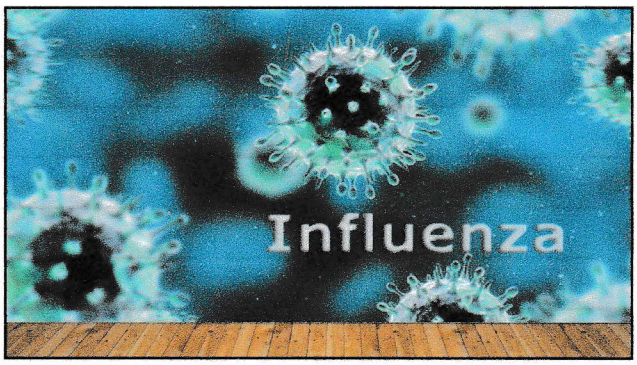
2

LEARNING OBJECTIVE

- Explore what is influenza (flu), the origin and the types of influenza.
- Identify the methods used to control the disease and the current trends in influenza to gain an awareness.
- Identify the economic and social impact of influenza.

3

V. Good
Clear Resources



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INFLUENZA

- Is a group of viruses and their common name is flu.
- Is a respiratory illness.
- Highly contagious.
- It spreads very fast from a person to one or many people.
- May cause mild to severe illness which can lead to death.
- Affects people in any age group.
- It can be worse for pregnant woman, children, elderly people or any person with other illnesses.
- Circulates worldwide (Public Health Wales, 2016)

5

ORIGIN

- Influenza is not thought of as dangerous but can be catastrophic.
- In 1918 was a virus that killed 40 to 50 million people. Influenza was known a pandemic and was called the Spanish flu. The reason for this name was due to it starting in Spain and spread from there around the world.
- From 1918 to 1920 the world faced a pandemic which was exasperated by poor public health resources.
- In 2009 Mexico was facing a new influenza virus. This type of influence was described by influenza H1N1 (World Health Organization, 2017).

6

TYPES OF INFLUENZA

There are three types of influenza. These are: -

- Type A and type B caused annual epidemics knows as a "Seasonal influenza".
- Type C causes a mild influenza.

7

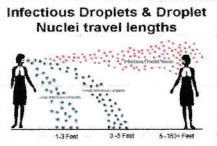
INCUBATION PERIOD

- Flu can be around all year, but it's very common around winter (between October to April).
- Normally the incubation is around one to four days (average 2 days).
- Many people recover in several days but it can take up to two weeks.
- For some people, it develops complications especially those groups of people who are at high risk (CDC; Centers for Disease Control and Prevention , 2016).

8

MODE OF TRANSMISSION

When an infected person sneezes, coughs or talks, the disease spreads droplets of saliva that contain the virus into the air.



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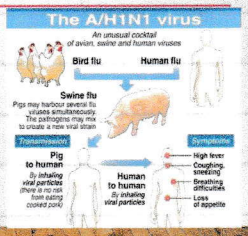
MODE OF TRANSMISSION CONT…

It can be transmitted from an animal/s to human/s.



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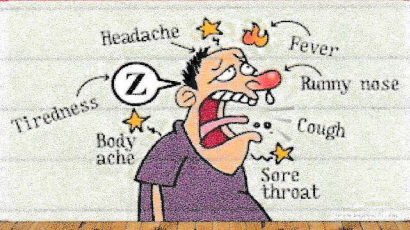
THE DIFFERENCE BETWEEN PANDEMIC AND EPIDEMIC

- New viruses or the mutation of an existing virus that spreads to several countries is called a pandemic.
- The spread of a virus from a group of people within a region is known as an epidemic.

11

SYMPTOMS



12

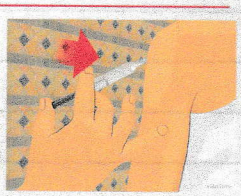
TREATMENT

- Usually healthy people don't need to see a GP for flu, because they can manage with the flu symptoms at home.
- Infected people can take painkillers or ant-inflammatory.
- in some cases the doctor prescribe antiviral medication for treatment and prevention of influenza (NHS Choices, 2015)

13

PREVENTION

FLU VACCINATION EVERY YEAR



14

PREVENTION

15

INDIVIDUAL, SOCIAL AND FINANCIAL IMPACT

- Influenza viruses have a big impact on society, mortality and financial resources.
- World Health Organization (WHO) estimates that in the world every year 3 to 5 million cases of severe illness appear with between 250,000 to 500,000 deaths (World health Organization, 2016).
- The annual cost of influenza is variable, however research states that it includes:
  - Direct Health cost approx. £4 billion
  - Indirect health cost approx. £12 billion
  - An intangible heath cost (Smith, et al., 2009).

16

THE EFFECT ON HEALTH WORKERS

- Influenza is a serious public health problem to health workers as they are constantly dealing with people who are ill.
- Health workers need to make sure that they get vaccinated to protect not only themselves and their families.

It is also their duty of care to protect their patients and service users from infections (CDC Centre for Disease Control and prevention, 2016).

17

THE IMPORTANCE OF FLU JAB IN HEALTH WORKERS

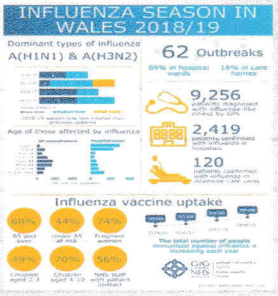
18

CAMPAIGNS IN WALES

- In Wales, a campaign is run to educate people on flu and to encourage all to get a flu vaccination.
- In Wales, the NHS offer a free flu vaccination for those group of people who are in high risk (Public Health Wales, 2016).
- In 2017/2018 Beat Flu Awards have encouraged more people to have the vaccination (Public Health Wales, 2019)

19

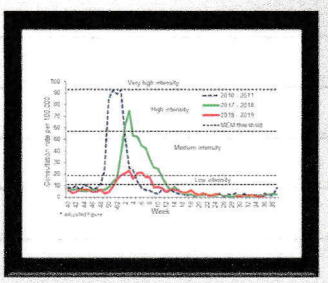
STATISTICS



20

STATISTICS

- A Graph showing the clinical consultation rate per 100,000 practice population in Welsh sentinel practices (as of 08/09/19) (Public Health Wales, 2019).



21

CONCLUSION

- Influenza is an unpredictable disease. Although there has been scientific advance in understanding influenza viruses, influenza constantly evolves and mutates. It is still unknown when and where the next pandemic will happen in the world and which virus will be responsible.
- Every year millions of people get flu, it is a serious disease that can lead to hospitalization or sometimes lead with death
- The best way to prevent influenza is having a flu vaccination every year. Having a flu vaccination, decreases GP consultation, pressure on A&E, the costs of hospitalization, serious illness and death.
- It is a big global public concern and very important that everyone is prepared to avoid or limit their chances of catching the virus.

22

?

THANK YOU
FOR
YOUR
ATTENTION
ANY QUESTIONS?

23

REFERENCES

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24

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25

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- World Health Organization, 2017. *Pandemic (H1N1).* [Online]
  Available at: http://www.who.int/csr/disease/swineflu/en/
  [Accessed 20 February 2017].

26

FLU VACCINATION ADVICE.

Tell the nurse before your flu vaccination if...

- You feel unwell, have a temperature, or an infection
- You are allergic to eggs
- You have had a reaction to a previous flu jab
- You are pregnant or breastfeeding
- You are allergic to any antibiotics

After you have had your flu vaccination...

- If you have a sore arm, apply a cold flannel
- If you have a headache or slight fever, drink plenty of water and painkillers may help
- If symptoms persist over 48 hours, contact your surgery

If you get any side effects, talk to your doctor, pharmacist or nurse. This includes any possible side effects not listed in the package leaflet. You can also report side effects directly via the Yellow Card Scheme at https://yellowcard.mhra.gov.uk/. By reporting side effects you can help provide more information on the safety of medicines.

References:

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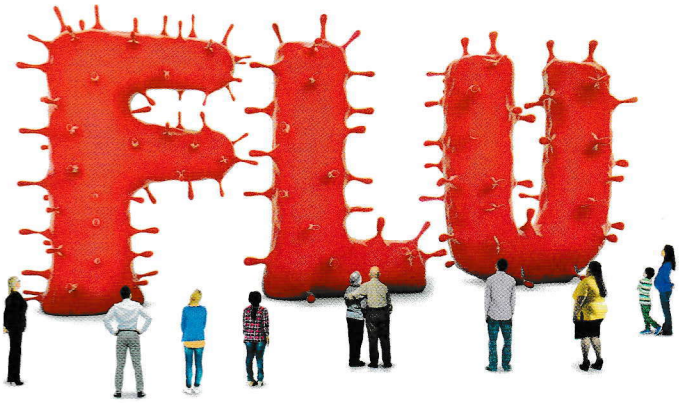

IT'S TOO BIG TO IGNORE.

DO YOU KNOW THE FACTS?

Information and advice for patients.

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FLU, THE FACTS.

What is flu?

Flu is an acute viral respiratory infection. It spreads easily from person to person[1]; at home, at school, at work, at the supermarket, on the train.

It gets passed on when someone who already has flu coughs or sneezes and is transmitted through the air by droplets, or it can be spread by hands contaminated with the virus[1].

Symptoms can include fever, chills, headache, muscle pain, extreme fatigue, a dry cough, sore throat and stuffy nose[2]. Most people will recover within a week but flu can cause severe illness or even death in people at high risk[1]. It is estimated that around 10,000 deaths in England and Wales are attributable to influenza infections annually[2,3].

Why should I get a flu vaccination?

Vaccination is the most effective way to prevent influenza[1].

Although anyone can catch flu, certain people can be at greater risk as a result of flu, as their body may find it hard to fight the virus.

If you are pregnant, 65 years or over, a child*, morbidly obese (with BMI≥40), suffer from severe asthma, chronic liver disease (cirrhosis, biliary atresia, chronic hepatitis), diabetes or immunosuppression, have a heart, kidney or lung condition, have suffered a stroke or transient ischaemic attack, you are considered at greater risk from flu. If you fall into one of the "at-risk" groups above or you are a carer or someone in close contact with immunocompromised individuals you are eligible for a free flu vaccination[4]. Speak to your healthcare professional today to book your free flu vaccination.

If you are not eligible for a free flu vaccination, you can still protect yourself and those around you from flu by getting a flu vaccination at a local pharmacy.

*Check with your GP about child age eligibility.

How does a flu vaccine work?

About 10 to 14 days after vaccination, your body makes antibodies that help to protect you against any similar flu viruses that may infect you. The flu vaccine will provide you with protection for the upcoming flu season[5].

Will a flu vaccination give me flu?

No. All injectable available flu vaccines are inactivated and do not contain live viruses. One vaccine, an intranasal vaccination, contains live attenuated viruses that have been weakened and adapted. None of the influenza vaccines can therefore cause flu[2].

However, a flu vaccination can take up to 2 weeks to begin working[5] so it is possible to catch flu in this period.

A flu vaccination is designed to protect you against the most common and potent strains of flu viruses circulating during the season. However, there is still a small chance you could catch a flu virus from a strain which is not included in your annual flu vaccine.

Flu vaccination does not offer protection against the common cold, so you may still catch cold viruses circulating in your community.

Why do I need a flu vaccination every year?

Influenza viruses are constantly changing and vaccines are developed to protect against the predicted strains each season so it is important to get vaccinated against the latest strains for the UK[2].

HELP PROTECT YOURSELF.
ASK ABOUT YOUR FLU VACCINATION HERE.