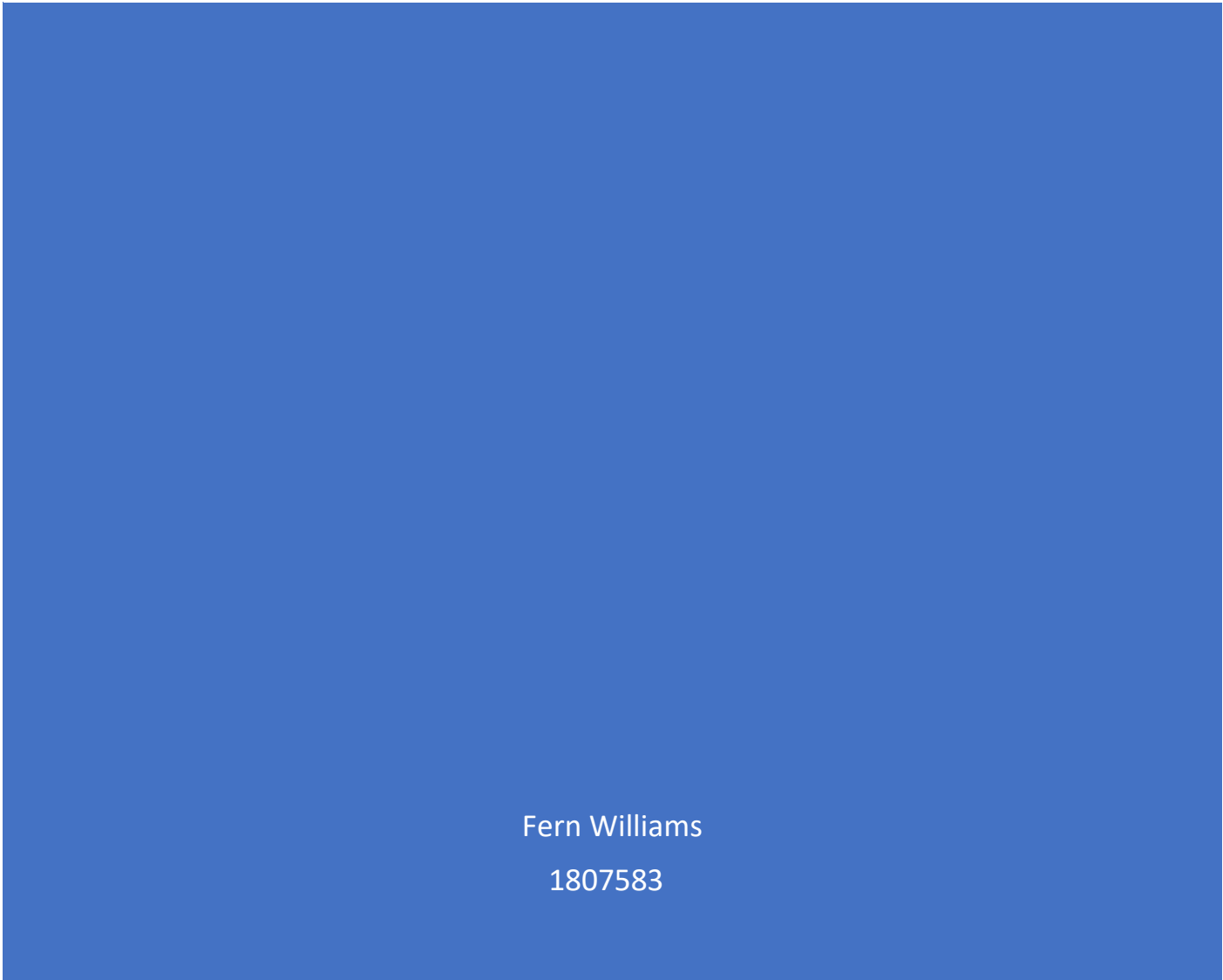




PERSONAL ACADEMIC DEVELOPMENT E-PORTFOLIO



Fern Williams

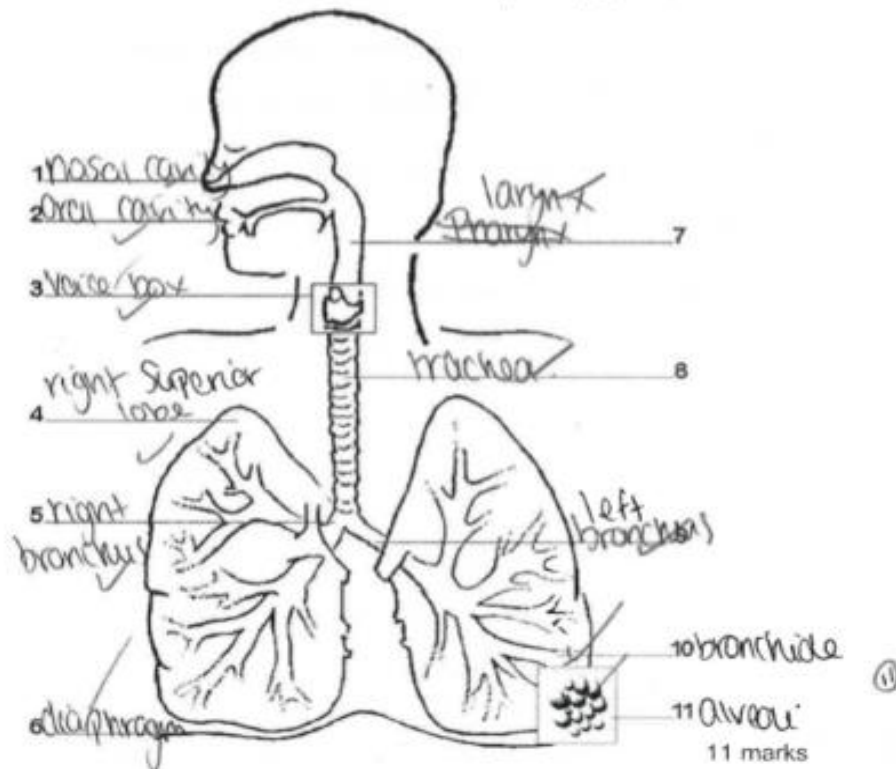
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Exam 3 for Anatomy and Physiology

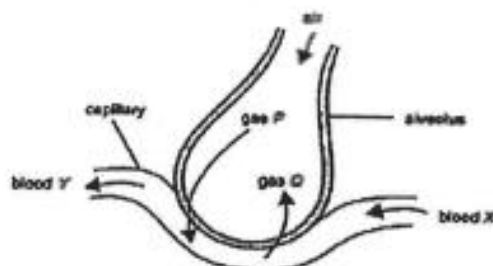
Results: 6290 Name: Fern Williams
Date: 26/3/19

Please read the answers carefully you have two hours to complete the exam please ensure you only circle one answer

1. Label the following diagram of the respiratory system.



2. Diagram below shows the gaseous exchange in an alveolus.



a. Identify the gases labelled P and Q.

Gas P: Carbon dioxide ✓

Gas Q: Oxygen ✓

(2 marks)

b. Name the process involved in the gaseous exchange in the alveolus.

pulmonary respiration X diffusion (1 mark)

c. What causes gas P to diffuse into the bloodstream?

osmosis. concentration gradient (1 mark)

d. What happens to gas P as it enters the blood capillary?

becomes oxygenated. ✗ yes it does but it goes back to heart to go to body

3. Describe pulmonary ventilation (breathing) in detail including inspiration and expiration, changes in pressures. (8 marks)

Air inhaled = rib cage expands as rib muscle contracts.
Diaphragm moves down.
Higher pressure outside.

Air exhaled = rib cage relaxes as rib muscle relaxes.
Diaphragm moves up. ✓
lower pressure outside. (10)

4. Name the six functions of the respiratory system (6 marks)

Homeostasis of pH ✓
Control of temperature ✓
Exchange of gases ✓
Dispel of waste ✓

5. Where in the respiratory tract is air filtered, warmed and humidified 1 mark

Nasal cavity (nose) ✓

6. Describe in detail the process of digestion (15 marks)

Mechanical chewing + grinding of food.

Salivary amylase helps break it down, moistens food.

Lips + tongue form a bolus (ball of food) ✓

Bolus moves down the oesophagus by the process of peristalsis which is an involuntary wave like contraction.

Enters the stomach, where ^{protease} it is churned up to create chyme. ^{pH 1-2 kills bacteria}

(13) * Bile emulsifies fat + neutralises the stomach contents (chyme). ^{small intestine duodenum} ^{pancreatic enzymes?} ^{1 mark}

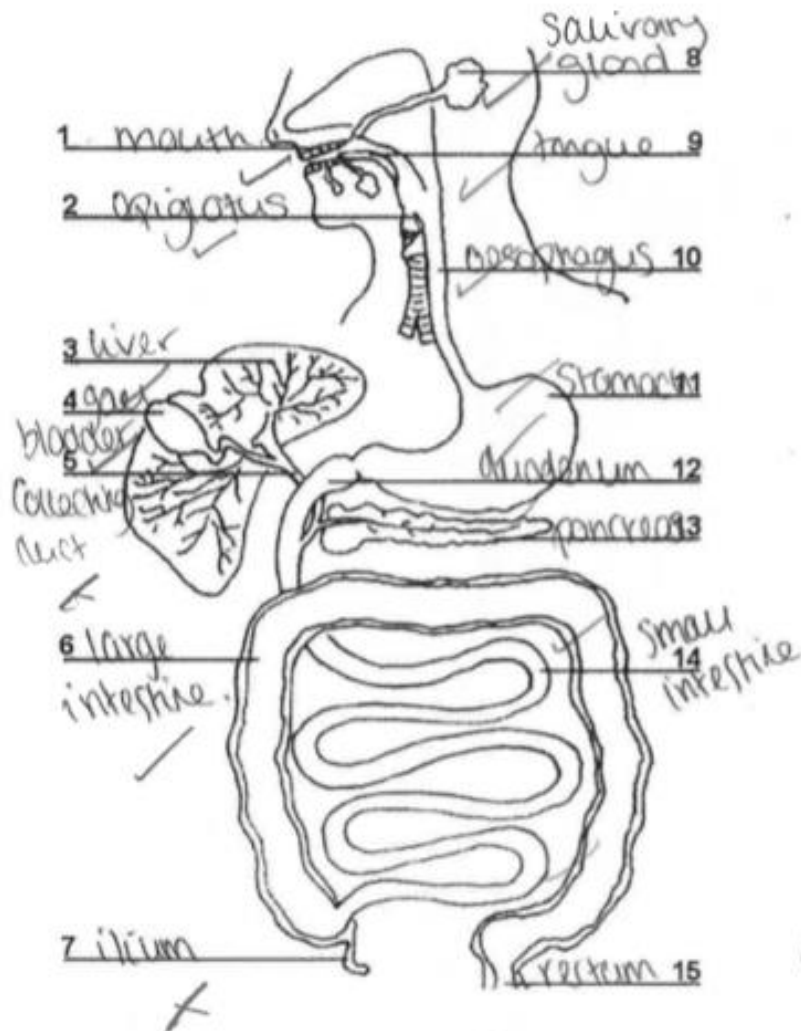
Enters small intestine, nutrients absorbed.

Enters large intestine, absorption of water, K⁺ + B.

Stored in rectum before it leaves the body through anal sphincter. Sphincter.

* made in the liver + stored in gall bladder.

7. Label the following diagram of the alimentary canal



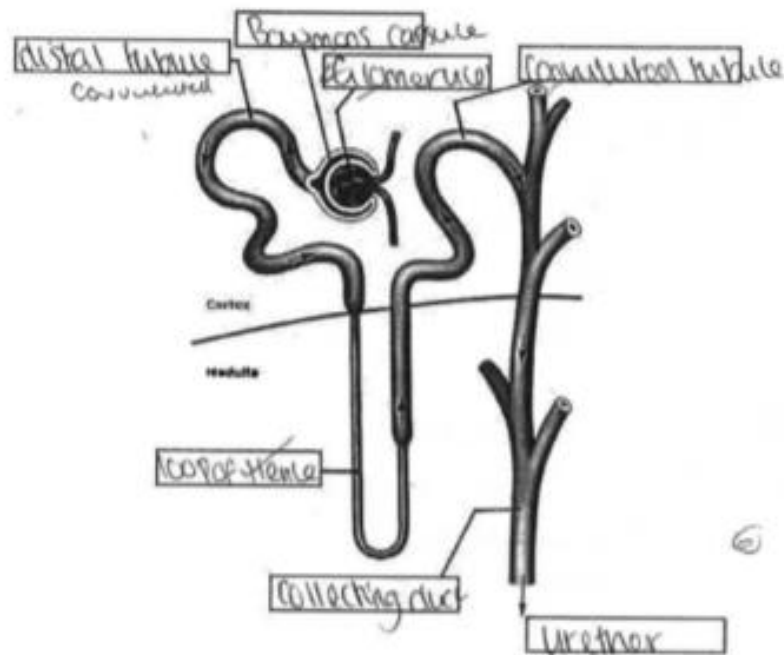
8. What are enzymes?

Enzymes break down large molecules

+

(15)

9. Label the following diagram of a nephron



10. Describe the process of ultrafiltration 10 marks

Urine is filtered by the glomerules
 Enters the ~~distal convoluted~~ proximal convoluted tubule makes
 its way down through the loop of Henle.
 makes its way into proximal convoluted tubule and
 down into the collecting duct before it leaves through
 the urethra.
 Nutrients are absorbed in the loop of Henle. ⑥

11. Describe why excretion is so important in the body 3 marks

Excretion Absorbs Nutrients ✓

12. The renal system does not play a direct role in regulating which of the following?

- a. Blood solute concentrations
- b. Blood temperature
- c. Blood Ph.
- d. Blood pressure ✓

13. Which of the following anatomical portion of a nephron connects the Bowman's capsule to the loop of Henle?

- a. Distal convoluted tubule
- b. Proximal convoluted tubule
- c. Collecting duct
- d. Connecting tubule ✓

14. What is the main functional unit of the kidney?

filtrate urine ✓

15. Urine is formed in a three-step process: which of the following gives the correct order in which these steps take place in the nephron?

- a. Tubular secretion, tubular reabsorption, glomerular filtration
- b. Tubular reabsorption, tubular secretion, glomerular filtration
- c. Glomerular filtration, tubular reabsorption, tubular secretion ✓
- d. Glomerular filtration, tubular secretion, tubular reabsorption

16. Which of the following is least likely to be present in the glomerular filtrate (the filtrate produced by the nephron before it enters the loop of Henle) of a healthy adult nephron.

- a. Amino acids
- b. Glucose
- c. Electrolytes
- (d) Large molecules of protein



17. Where is bile made and where is it stored?

bile is made in the liver and stored in the gall bladder

18. Name the process by which foods go down the alimentary canal.

Peristalsis

19. Where does most of the digestive process take place?

Stomach

20. Where is the respiratory system housed?

~~lungs~~ chest X. Thoracic cavity

21. Where in the respiratory system does gas exchange take place?

alveoli



22. Involuntary breathing is controlled by

- a. The pulmonary arterioles.
- b. The bronchioles.
- c. The alveolar capillary network.
- (d) Neurons located in the medulla and pons.



23. What is the middle section of the kidney called?

24. What is the functional unit of the kidney called?

25. Where in the gastrointestinal tract does most digestion and absorption take place?
Small intestine → duodenum + ileum

26. During exercise, the concentration of carbon dioxide in the blood increases.

Explain what causes this increase.

Greater volume of ^{created} CO₂ being breathed in.

27. During digestion what are proteins broken down into?

Protease x amino acids

28. What are the finger shaped projections in the small intestine that help absorb nutrients?

villi ✓

29. What nutrient is not digested and helps keep the digestive system healthy?

Water x cellulose

30. Chyme enters the small intestines

a. What is the first part of the small intestine called? duodenum ✓

b. What is the food now called? waste product x chyme

c. Two fluids are secreted into the duodenum. One is bile – what is the other? gastric juices ✓

d. What do both the fluids help to restore?

e. What is the other purpose of the bile?

emulsifies fat

Neutralises stomach contents ✓

Focus group study of women's views and experiences of maternity care as delivered collaboratively by midwives and health visitors in England

**Fern
Williams**



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- 3. Background.
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- 4. Aim.
- 5. Study design.
- 5. Sample.
- 5. Data collection.
- 6. Ethical considerations.
- 7. References

Introduction

Research is important within nursing as it has a large influence on the current and future profession of nursing practice, therefore making it a vital component of educational process. According to Polit and Beck (2006) nursing research is 'systematic inquiry designed to develop knowledge about issues of importance to nurses, including nursing practice, nursing education and nursing administration'. Research is vital for practice of professional nursing as it allows nurses to make informed decisions as each phase of the nursing process would be clarified as research progresses. Research allows nurses to identify different factors and enables them to learn about something that they may have little knowledge of. Research allows nurses to determine best practice which is effective and allows them to improve patient care, research also allows nurses to respond to changes within the healthcare environment, patient populations and the government regulations. As research progresses the practice of nursing changes continuously. (Tingen et al, 2010).

Research process

In order to find the research paper you will need to log on to Mytsd on the university website. From there you will need to go to the library and learning resources, then go to the online library section. Then chose the database by subject option out of the list of drop downs and then chose the subject of Sport, Health & Outdoor Education. If you then chose the option to browse ProQuest Central and enter a search word such as midwife. You will need to filter the research to full text and peer reviewed only. The

first search shows up with 43,829 results, then filter it down to only scholarly journals which decreases the number to 43,756. Then filter the results to the last 5 years and filter the research paper to be from the United Kingdom only, with these filters in place it will bring the available research number down to 1289. The research paper that was chosen was the second one on the list. (UWTSD Library Website, 2019)

Background

The background of a study will provide context of the information which is discussed throughout the research paper, background information may include both important and relevant studies. The background of a study will also discuss the problem statement, rationale and research question. The background links the introduction to the research topic and ensures there is a logical flow (Enago Academy, 2019). The purpose of this study is to look at how interprofessional collaboration is promoted across health services including maternal and child health services. The research paper looks at midwives and health visitors working together and communicating together throughout the pregnancy and after birth regarding the wellbeing of mother and baby (Public Health England). The study looks at the collaboration between midwives and health visitors and showed that practice varied and is influenced by interlinked structural and individual factors. The research paper looks at the a recent study of the continuity of care with doctors which demonstrated that greater continuity of care was associated with lower mortality (Gray et al, 2018). The research paper looks at the perspectives of women on models of care which involve interprofessional collaboration between midwives and health visitors. The research paper suggests that more research needs to be done on women's experiences of continuity of care models, which include health professionals working together (Raisa et al, 2018)

Abstract

An abstract is a short, powerful statement that describes the larger piece of work. (The Writing Centre, 2019). There are two different types of abstract, you can have an informative abstract or a descriptive abstract. An informative abstract is between 200 and 250 words, it is made up of four sections which are an aim, method, results and conclusion and it is more informative than a descriptive abstract (Writing Tutorial Services, 2011). A descriptive abstract is shorter than an informative abstract and is around 150 words, a descriptive abstract gives a general description of what is in the research paper and doesn't give any results or conclusions from the paper (The Writing Centre, 2018). The abstract within this research paper is an informative abstract as it contains small heading which are background, methods, results, conclusion and keywords. (Raisa et al, 2018).

Literature review

A literature review is a search and evaluation of the literature that is available on a given subject or topic area. There are four main objectives to a literature review, to survey the literature in a topic area, to synthesise information into a summary, a literature review critically analyses the information which is gathered and it presents the literature in an organised way. A literature review shows the reader that there is an understanding of the topic area (Royal Literary Fund, 2019). There is a range of literature used within this study with the majority of literature being up to date literature from the last 10 years. There is one part of dated literature which is from 1997, Bhaskar. A realist theory of science. 2nd ed. London: Verso; 1997. Within the research paper there is a range of literature of used , there are articles from the department of health, chief nursing officers, some of the literature used has been sourced from government publications (Raisa et al, 2018).

Aim

An aim is a statement of intent, it sets out what you hope to achieve by the end of the research and is usually written in broad terms (Writing Dissertations, 2019). By having aims it enables the researcher to break down that aim into smaller targets which could make it easier to achieve. An aim also provides a framework to create plans around. (Business Case Studies, 2019). An aim could be seen as the knowledge and understanding that is needed in order to answer the research question and well designed aims create clear links between the research and the question that motivates the research (Parker Derrington, 2014). Pat Thomson 2014 describes an aim as what you hope to do, the overall intention of the research, she also says that aims are generally broad but not beyond possibility (Pat Thomson, 2014). The aim of this research paper was not clearly stated. From reading the paper you could gather that the aim of the paper was to improve women's perspectives of interprofessional care from both midwives and health visitors (Raisa et al, 2018).

Study design

There are two main types of study design, qualitative research and quantitative research. Qualitative research is an approach which seeks to describe how and why people act in certain ways. This type of research may involve transcribing and analysing interviews or participant observations. Quantitative research seeks to identify factors or relationships in a sample (Care Search, 2017). Quantitative research emphasises objective measurements, mathematical or numerical analysis of data, it focuses on gathering numerical data and generalising the results (Babbie, 2010). Mixed methods is a research approach which uses both qualitative and quantitative data within the same research study (Bower et al, 2013) Mixed method research uses a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence (Invanka, 2006). This research paper is a qualitative research paper as it looks at how women feel about the interprofessional collaboration between midwives and health visitors (Raisa et al, 2018).

Sample

In terms of research a sample is a group of people, objects or items that are taken from a larger population for measurement. The sample should be representative of the chosen population to ensure that there is generalised findings from the research (Education Centre, 2006). The target group for this research paper are pregnant women and new mothers. In order to participate in the research mothers had to be over 18 years of age, have a child less than 18 months old and must be able read and speak English. The participant were recruited through face to face contact in Children's Centres, through word of mouth and by social media (Raisa et al, 2018). Twenty two women which met the criteria showed an interest in participating in the research, they did this by providing their contact details. Out of the twenty two women, twelve of those participated across three focus groups (Raisa et al, 2018).

Data collection

There are many different ways that data could have been collected, some of the different ways include interviews, questionnaires and focus groups. There are three different types of interviews, structured, unstructured and semi structured (Statistics Solutions, 2019). A structured interview is generally formal and organised and may include several interviewers, a structured interview would tend to have the same questions for each interviewee (Drexel University, 2019). An unstructured interview is an interview with no specific set of questions, the interviewer would normally have in mind the topics that they wish to cover. Unstructured interviews flow like an everyday conversation and are more informal and open ended (Yolanda Williams, 2019). A semi structured is a meeting in which the interviewer does not follow a formalised list of questions. They will ask more open ended questions which allows for a discussion with the interviewee rather than a straight forward question and answer format (The Balance Careers, 2019). This research paper used focus groups in order to collect their data. A focus group is common in qualitative research, it normally consists of a small number of participants from within the target group. The participants are brought together and led through discussions (Sampson Quain, 2019). In order to gain participants an email was sent out to 74 children's centres in and around London, 10 centres responded with three saying that they would participate, the researcher then decided to focus on two Children's centres. All the focus groups were audio recorder following written consent from all participants. As groups participants shared their own experiences of midwife, health visitor care. the audio recordings were transcribed verbatim by a professional transcription agency and were checked for accuracy. Thematic analysis was applied to the data corpus in order to find themes. The first author led data analysis using QSR NVivo (International QSR: QSR NVivo for Mac 11.4.1. 2014). Out of the study 22 women showed interest in the study by providing contact details, 12 of those women participated across three focus groups (Raisa et al, 2018).

Ethical considerations

Ethical considerations are critical in research, they are the norms or standards for conduct that distinguish between right and wrong. Ethics help to determine the difference between what is acceptable and unacceptable in terms of behaviour (CIRT, 2019). It is important to have ethical considerations as research ethics serve to protect the rights of participants and ensures that they are not exposed to unnecessary harm. Ethics also ensure that methodological approaches are appropriate to the study aims (Elsevier, 2018). Ethical standards prevent the falsifying of data and therefore promotes the truth of research (CIRT, 2019). This research paper does have ethical approval as it is stated in the data collection section that ethical approval was given from the Centre for Maternal and Child Health Research, School of Health Science in June 2017 (Raisa et al, 2018).

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<https://writingcenter.unc.edu/tips-and-tools/abstracts/>

<https://wts.indiana.edu/writing-guides/pdf/writing-abstracts.pdf>

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file:///C:/Users/Acer/Documents/A_focus_group_study_of_women's.pdf

<https://www.rlf.org.uk/resources/what-is-a-literature-review/>

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<https://learn.solent.ac.uk/mod/book/view.php?id=116233&chapterid=15294>

<https://www.caresearch.com.au/caresearch/tabid/2638/Default.aspx>

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<https://smallbusiness.chron.com/focus-group-research-method-17464.html>

STUDENT SELF FEEDBACK FORM LEVEL 4

You will need to submit AT LEAST ONE of these and link it to one of the assignments you are submitting. We recommend self-assessing your interview write up. Use the criteria on the last page below to help you self-assess.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
For this assignment I feel that I used a large range of literature relating to the assignment brief. I think I used appropriate literature for the assignment. I could have possibly looked into different sentence starters rather than using the same one	10	7
2. Knowledge and Understanding Skills		
I think I had a good understanding of the task and after doing research I think I had more knowledge as to what was needed in the assignment. Within this assignment I did leave out a couple of sections which lowered my mark, if I had a good understanding of the task this would not have happened.	20	10
3. Cognitive and Intellectual Skills		
I think I used limited cognitive and intellectual skills throughout the assignment and would have improved my mark had I used more of the skills needed.	20	10

4. Practical Application Skills		
I feel that I applied good practical skills throughout the assignment I was able to link my research into the assignment. I think I was able to identify some of the strengths and weaknesses of the research paper.	25	15
5. Transferable Skills for Life and Professional Practice		
I feel that I was able to structure the assignment in the correct format which I will be able to use again in the future, and I think my sentences flowed well into one another.	25	15

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Assignment 2 for Managing Organisations

Event Risk Assessment:

Title: Walk from Starbucks to the gym.

Date: 2/4/19

Event Description	Risk assessment walk from Starbucks to the gym.
Department:	UWTSD
Event Location:	Carmarthen campus, UWTSD
Event Organiser (Module Lead) Name	Amanda Owens
Student Event Manager	Lisa Davies
Numbers of students attending	5
Students with additional needs (please describe)	N/A
Numbers of staff attending	N/A
Number of first aiders attending	5
Start Date:	2/4/19
Return Date:	2/4/19
Event Details:	Meeting at Starbucks at 9.30am, walking to the gym and assessing the risks along the way
Route:	Leave the quad via the main entrance and follow the pavement down to the gym.

Examination and Description of Health and Safety Legislation Included (500 words)

The Disability Discrimination Act works to protect people with disabilities, including those which are blind or partially sighted, from discrimination (RNIB, 2019). Under the Disability Discrimination Act 1995 (DDA) it is essential that there is access available to those with a disability, this could be having access to goods, facilities, housing and transport (nidirect, 2019). As part of the risk assessment it is essential to consider whether a disabled individual would be able to take part, this could mean having access to ramps instead of stairs and ensuring that there is handrails in place.

The Equality Act 2010 legally protects people from discrimination the workplace and wider society. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations, the Act also sets out new ways in which it is unlawful to treat someone. Under this Act it is against the law to discriminate against anyone because of age, gender, being pregnant, a disability, race/nationality, religion, sex or sexual orientation. People are protected from discrimination in work, in education, as a consumer or when using a public service (Gov.uk, 2019). As the risk assessment will be carried out in a university the Equality Act 2010 would mean that anyone was able to take part in the activity no matter what their gender, sex or race might be.

The Workplace (Health, Safety and Welfare) Regulations 1992 (WHSWR) concern the minimum safety and health requirements for the workplace. The regulations apply to all places of work unless there is other legislation that takes precedent. Under WHSWR the employer must maintain the workplace and contents so that they remain safe and without risk to other individuals. Within the risk assessment this could be ensuring that hand rails are not loose and paving stones are not wobbly. The Act also states that floors and traffic routes should be of adequate strength and should be the right type of surface whether it's for vehicle or pedestrian. This part of the Act should ensure that pavements do not become slippery when they are wet, if they do it could be because they have the wrong surface or could be due to leaves on the floor.

The Health and Safety at Work Act 1974 makes it clear that a safe working environment should be provided, this includes protective clothing. The biggest risk comes from slips and trips which can be caused by inappropriate footwear but can also be the surface of the ground (Health and Safety at Work guidance, 2019). Under this Act all students involved in the risk assessment should ensure that they have suitable footwear, ideally trainers or flat shoes, flipflops and sandals should be avoided as they are likely to cause a trip or fall.

<https://www.rnib.org.uk/information-everyday-living-your-rights/disability-discrimination-act-dda>

<https://www.nidirect.gov.uk/articles/protection-against-disability-discrimination>

<https://www.gov.uk/discrimination-your-rights>

<https://www.tuc.org.uk/sites/default/files/footwear.pdf>

<https://www.aisolutions.co.uk/Community/Knowledge/Topic/564/900/Workplace-Health-Safety-Welfare-Regulations-1992>

Event Risk Assessment

Ref	Hazard / Task / Activity Area of Concern	Persons at Risk	Existing Controls	Describe Any Further Controls Actions Needed	Actions By Whom	Action By When
1	Slippery Pavement due to weather conditions	All individuals taking part	Ensure students are wearing suitable footwear			
2	Alanna was carrying a cup of coffee	Kath and Alanna	There's a lid on the cup			
3	Uneven surface to walk on	All individuals taking part	Walk tidily instead of running, use the hand rail when needed			
4	Oncoming cars in the car park	All individuals taking part	Use of zebra crossings in the car park, look left and right before crossing			
5	Suitable footwear	Lisa was wearing flip-flops	Everyone had trainers on apart from Lisa who had flip-flops on	Ensure that Lisa wear's trainers		

Review of Risk Assessment (250 words minimum; to be completed after event)

Review Date:	30/04/19
On completion of the walk from Starbucks to the university gym, it was made obvious that there were some risks along the way. The first risk that was identified was that pavements were slippery and wet, this was due to the fact that it had been a windy night and had rained for most of the morning. The risks that were identified were that individuals taking part could slip on the pavement. A way to overcome this risk would have been to ensure that everyone taking part had suitable footwear on i.e trainers. This brings us on to the second risk which was that one of the students was wearing flip flops. This was a risk as the student could have easily tripped and fallen whilst walking down to the gym. To ensure that this was not to happen again it should have been in writing that all individuals should wear suitable footwear. Another risk that was identified on the walk to the gym was that a student was carrying a fresh cup of coffee, the risks here could be that the individual trips and either spills coffee on herself or another member of the team, a lid was then fitted on to the coffee cup to reduce the chance of the coffee being spilt on individuals. A big risk that was identified was that in order to get to the gym students had to walk through the carpark, the risks here would be that someone could have been hit by a car if they were not paying attention, in order to overcome this risk zebra crossings should have been used so that cars would stop to let the students cross the car park safely.	

FULL RISK ASSESSMENTS MUST BE COMPLETED FOR ALL VISITS

NOTES:

- (i) In the event of any student or member of staff listed below failing to attend for whatever reasons his/her name must be given to the Faculty Secretary.**
- (ii) For purposes of Health Insurance the Tutor-in-Charge of the visit must make known to all members participating in the visit, the provisions contained in the relevant Insurance Notes.**
- (iii) The Event Manager must deliver to Module Lead of the proposed Educational Visit ALL names and mobile numbers of all Students who have agreed to participate in the Activity.**

Assignment 1 for Communication and Counselling

This assignment will include a reflection of the importance of communication and counselling skills and will include an identification of a variety of communication and counselling skills which will be applied to the Humanistic theory of Carl Rogers. The assignment will include a critique of a counselling session between counsellor and client. It will outline the negative and positive areas of the counselling session and how the session could be related to Carl Rogers.

The session started with the counsellor welcoming the client into the room by opening the door and asking them to come in. As the client entered the room the counsellor asked 'How are you today?' this would put the client at ease as it shows that the counsellor is open and welcoming in a positive way, encouraging the client to open up to them **(Kuhnke, 2016)**.

The counsellor asks the client to take a seat. The client and counsellor were sitting opposite each other, the counsellor sat with her arms crossed and so did the client. By sitting with her arms crossed this shows negative body language, by showing negative body language this could make the client withhold information about how they are feeling. Negative body language could also be a sign that the client is nervous. Body language can indicate how someone else is feeling without a verbal message about how they are feeling, this is done by observing their expressions, eye contact, posture **(Lewis, 2012)**.

To start the session the counsellor explained what the session was going to include, the counsellor did this by outlining what was going to be discussed and what the aim of the session was. By doing this it made the client aware of what was going to be discussed, this would have calmed the client as they were not going to be put on the spot by anything that was asked. The counsellor explained that everything said during the session was said in confidence and that confidentiality would only be broken if the counsellor thought that either the client or someone else was at harm. This would make clients feel that they are able to talk openly about their feelings **(Bond, 2014)**. This is applied in all health care settings as it is important the service user understands everything that is going to happen and talk them through the process. Confidentiality is essential within healthcare as there is a policy that has to be followed by all professionals within each sector **(Ting, 1999)**.

The counsellor sat up straight with her hands on her lap while the client remained sitting with her arms crossed, sitting in this position the counsellor is now sitting more openly which should encourage the client to do the same. Congruence allows the client to build a trusting relationship with the counsellor. As the counsellor is sitting openly this should encourage the client to mirror this as Rogers believes that the client is likely to mirror this behaviour. Congruence within the therapist and the relationship between client and counsellor, if the client accepts the empathy and experience shown by the counsellor the deeper the process of therapy will be **(Rogers, 2013)**. The client and counsellor have a relationship as they both allow time for the other to speak, this shows that they respect each other, this shows unconditional positive regard (UPR) **(Rogers, 2013)**. The counsellor also uses simple terms that the client is going to be able to understand **(Jones, 2002)**.

The client continues to open up about how they were feeling, prompted by questions that were being asked, the counsellor acknowledged this by nodding her head and using eye contact. This showed that the counsellor was paying full attention to the client. It was evident that the client was now far more relaxed as she was now sitting with unfolded legs. This shows that the client was comfortable in the environment. The counsellor paraphrased what the client was saying, by doing this the counsellor is ensuring that she has understood what was meant and is also showing empathy and that they understand everything that the client is saying. Empathy is one of Carl Rogers' core conditions **(Rogers, 2008)**.

The counsellor is showing attentive behaviour which encourages the client to talk openly and it shows the client that the counsellor is positively listening. The counsellor is doing this by sitting opposite the client with her hands on her lap and her back straight, she is sitting with an open posture. This shows that the counsellor is paying attention to the client and that she is showing positive body language. The counsellor is also using open ended questions, by doing this it allows the client to open up about how they are feeling and to think more about why they are feeling a certain way **(Wills, 2008)**. The counsellor is using questions such as 'Why do you feel like this?' and 'What makes you feel like that?'. By using open ended questions the client has to give details about how they feel, they also motivate the client to talk as it shows that an interest is being paid as to what is said.

The counsellor ends the session with a summary of what has been discussed. A summary is a valuable part of the session as it allows the counsellor and the client to recap on everything that has been discussed and it enables the counsellor to set achievable goals for the client to work towards. A reflection allows the client to feel understood as it shows that counsellor has taken everything in from the session **(McMahon, 1998)**.

To conclude this assignment the counsellor has used the core conditions throughout the counselling session. The counsellor has used open ended questions which has allowed the client to express how she is feeling. Both client and counsellor have used positive body language, the client has done this by then end of the session and the counsellor has done this throughout. The assignment has also explained the values of these skills in a healthcare environment and how it is important to use the skills with all individuals.

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Interview right up

On the 15th of March 2019 I participated in a group interview relating to Nursing and Health studies. There were three individuals on the interview panel and there was five students being interviewed. On the interview panel there was Elizabeth Langdon who works for Careers Wales and there was also two 2nd year nursing students. During the interview we were asked 4 different question relating to nursing and we each had to answer individually.

The first question which was asked was 'tell us about the main skills and qualities you feel you possess which make you suited to working as a nurse or other health professional'. For this question I received an 'm' which means that I met the answers needed.

Christopher Johns designed his model for structured reflection though analysing the dialogue between practitioners and their supervisors who worked with them throughout the learning experience (University of Nottingham, 2019). Johns model arose from his work in the Bunford Nursing Development Unit in the early 1990's. he envisaged this model as being used within a process of guided reflection. Johns focus was about uncovering and making explicit the knowledge that we use in our practice. The framework uses five cue questions, which are then divided into more focuses to promote detailed reflection (Scribd, 2019). Using Johns reflective model. From using this model I feel that the main challenge for this question was thinking about what skills and qualities I have that would make me a good nurse, in this situation I felt that I was quite nervous as I was unsure as to how to answer the question as I find it difficult to think about good qualities that I have. I tried to answer the question as best as I could however did find it difficult especially as I didn't know the people on the panel which made me more nervous. If I was in a similar situation again I would take a moment to compose myself and think about what I was going to rather than saying the first things that come into my head. If I had answered the question in a different way I could have had a higher mark for this question and would have felt better about the whole experience. I feel that if I had prepared myself better for this interview I would have been much more relaxed and I feel that I would have been able to answer the questions in a better way.

For the second question which was 'why do you think communication is important when working as a nurse or health professional' I again was marked with an 'm'. for this question I did receive feedback from to members of the panel saying that answered this question well. Communication is the act of transferring information from one place, person or group to another. All types of communication involves at least one sender, a message and a recipient. The way a message is transmitted from the sender to the recipient can be affected by a vast range of things. This can include emotions, cultural situations, language barriers, age and body language. There are different types of communication including verbal communication, non-verbal communication, written communication and visual communication (Skills You Need, 2019). These four types of communication are essential when working within the health care profession, as a nurse I would need to be able to communicate with a range of people from young to old and people from different nationalities. If I was to use Johns model of reflection I would say that I felt a little calmer when asked this question as I think I had relaxed a little into the situation, with this question I did not want to repeat what another interviewee had said so I had to listen carefully and ensure that I was not repeating from someone else. Effective communication plays an instrumental role throughout a patient's healthcare experience with a large amount of responsibility falling on to nurses. A nurse is responsible for relaying information from the Doctor to the patient and must be able to communicate clearly in stressful periods. Good written and verbal communication in nursing is invaluable to all that are involved (UNM, 2019).

The third question asked us 'what is the best way for staff in tis sector to ensure dignity for all service users'. I feel that I could have answered this question much better if I had prepared more for

the interview and looked into possible questions that could have been asked. Dignity in care work focusses on the value of every person as an individual. It means respecting other's choices, views and decisions, it also means not making assumptions about how people wanted to be treated, dignity also means working with care and compassion. Dignity within social care ensures that individuals who receive care and support are able to make choices about the care that they wish to receive, this includes decisions about every day care needs such as personal care, meal and drink choices, communication, social interaction, pain management and moving and assistance (Skills for Care, 2019). For this question I felt that I did not have a good understanding of the word 'dignity' which made it difficult for me to be able to answer the question well.

The final question asked about an occasion when we have dealt with a challenging situation. For this question I received an 'e' which means that I exceeded. I feel that I answered this question well as I used the example of finding a job within the healthcare sector. I had been trying to get a job working with children as I would like to be a paediatric nurse, however this was difficult for me as each childcare setting that I spoke to insisted that I had a level 3 in childcare which I do not have. I had then found a job in a care home for the elderly in Ammanford as I do have a level 3 in Health and Social Care which helped me to secure the job. Using Johns reflective model the challenge here was thinking of a challenging situation which related to healthcare, as I was unable to think of anything I began to panic thinking that I was not going to be able to answer the question. I then realised that I could use the experience of finding a job within the healthcare sector as an example of a challenging situation. I wanted to answer the question in a way that related to healthcare as it was a nursing and healthcare interview. I would now be able to answer this question in a more professional way as I work within the healthcare setting and face challenges on a day to day basis.

Throughout the interview I feel that I could have used better eye contact. Eye contact is one of the most common non-verbal cues we have, it says a lot about who we are and making eye contact throughout an interview shows the employer that we are confident, focus and that we are personable (Job Interview Tips, 2019). Eye contact with an interviewer during an interview conveys a number of different messages with the most important being confidence and self-esteem which are both important qualities to have as an employee (Fusion Career Services, 2019)

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STUDENT SELF FEEDBACK FORM LEVEL 4

You will need to submit AT LEAST ONE of these and link it to one of the assignments you are submitting. We recommend self-assessing your interview write up. Use the criteria on the last page below to help you self-assess.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
For the interview right up I think I used a range of literature skills that were appropriate for the assignment.	10	7
2. Knowledge and Understanding Skills		
It took me a while to understand what was needed for the assignment and how to link Johns reflective model into my work. Once I had understood what was needed I think I had a good understanding of the task and was able to complete it quite easily.	20	13
3. Cognitive and Intellectual Skills		
I think I used quite a good range of cognitive and intellectual skills throughout the assignment however if I had spent more time on it I would probable have been able to improve on this.	20	12
4. Practical Application Skills		

I feel that I was able to apply good practical skills throughout the assignment and that I was able to link it back to the interview experience.	25	17
5. Transferable Skills for Life and Professional Practice		
From this assignment I have learnt how to apply Johns reflective model to my work, this is a skill that I will be able to use again in the future.	25	18

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		