

Supplemental Table 1: Template for Assessment Reflection

Students should be aware that the following proforma is based (modelled) on that which is EXPECTED by AHPRA for recording all continuing professional development (CPD) activities for qualified practitioners (to maintain registration). Inclusion in your assessment in this course not only connects the activity as an authentic assessment task, but it also offers reflection on and evidence of tangible learning against learning outcomes.

Details of activity

Name of activity	Literature search and assessing evidence
Subject	MRS110
Marks	35% of subject in total Written task: 30% of subject weighting Reflective task: 5% of subject weighting
Context	The ability to source evidence from the available literature and other resources is a skill expected across multiple AHPRA domains and in the CSU graduate learning outcomes (GLOs). This combined with the ability to then evaluate suitability and reliability of information, and effectively communicate it are essential learning outcomes for CSU graduates and those entering the MRS profession. In MRS100 these skills were introduced in the form of a referenced essay. Your writing style and evidence based skills will be further refined in this task; and scaffolded toward higher order knowledge and capabilities as you progress through the course. To that end, this task provides a crucial foundation for your studies ahead and the capabilities you are required to demonstrate as a registered MRS practitioner post-graduation.
Actions	This task comprises a number of steps: <ol style="list-style-type: none"> 1. Plan. While you need some context from theory based classes, you need to start to develop a plan for your approach to this task from week 1. Set milestones. Plan your approach and convolve foci on the topics. 2. Search. Identify key databases or resources (and justify) you will rely on. Identify your specific topic of interest and develop key words that will assist in refining your search. Search in a purposeful way (not random) for information that provide evidence in both directions of safety. 3. Evaluate. Using your understanding of what constitutes reliable sources of information in health, evaluate identified resources as being suitable for inclusion or otherwise. Tabulate this data and include as appendix A in your submission. The table should include the citation of each resource and your justification for either including or excluding from your annotated bibliography. 4. Organise. Now that you know what information you will include in your annotated bibliography, organise the information in an order that provides logical sequencing. Plan how you will write and what central theme(s) you will construct your writing around.

	<p>5. Write. Consider the professional language and style requirements. Consider the target audience you are writing for. Continually reflect on your writing against your defined theme(s) to stay on track and focussed. Avoid padding, be succinct but include your own insights. In the first draft, don't write to a word count, write to the task and theme(s). Your second and third draft can be refined toward more succinct communication.</p> <p>6. Reflect. Use the template below to provide reflection on your learning from this task. Keep this reflection worksheet aside until you receive feedback on your task.</p> <p>7. Submit. Ensure you submit via EASTS before the due date/time.</p> <p>8. Feedback. Read and digest feedback provided for you as an individual and importantly the broader group feedback on the task (common threads). Use the remainder of this template (below) to reflect on your feedback and overall learning. Submit this proforma as the second part of the task (via EASTS) and include as an artefact in your portfolio.</p>
Date due	Written task: Friday of week 6 Reflective task: Friday of week 11
Location of activity	Self-directed
Substantive or general CPD activity?	Substantive for the annotated bibliography and general for the reflection
Details of activity	Refer to subject outline
<p>Learning outcomes of activity</p> <p>(these outcomes provide excellent fodder for your reflection and arm you with the insight to interpret the task and rubric for highest quality product)</p>	<p>Specific learning outcomes of this task:</p> <ul style="list-style-type: none"> • Demonstrate skills and capabilities in identifying, sourcing and evaluating evidence based literature. • Demonstrate understanding and application of occupational radiation safety in nuclear medicine, radiography and radiation therapy. • Demonstrate skills and capability in planning, critical thinking and effective communication of complex ideas. • Demonstrate skills and capability as a reflective practitioner and life-long learner. <p>Subject learning outcomes addressed by this task:</p> <ul style="list-style-type: none"> • recognise and describe clinical problems, and identify, assess and access appropriate and credible resources to provide evidence • recognise radiation risks in MRS environment and understand key radiation safety principles • recognise and describe appropriate radiation safety management in the workplace to ensure safety • recognise and describe appropriate radiation safety management and explain legislative and regulatory requirements for managing radiation and incidents • describe principles of x-ray production and radiation detection • recognise and describe appropriate equipment safety standards and quality control/assurance

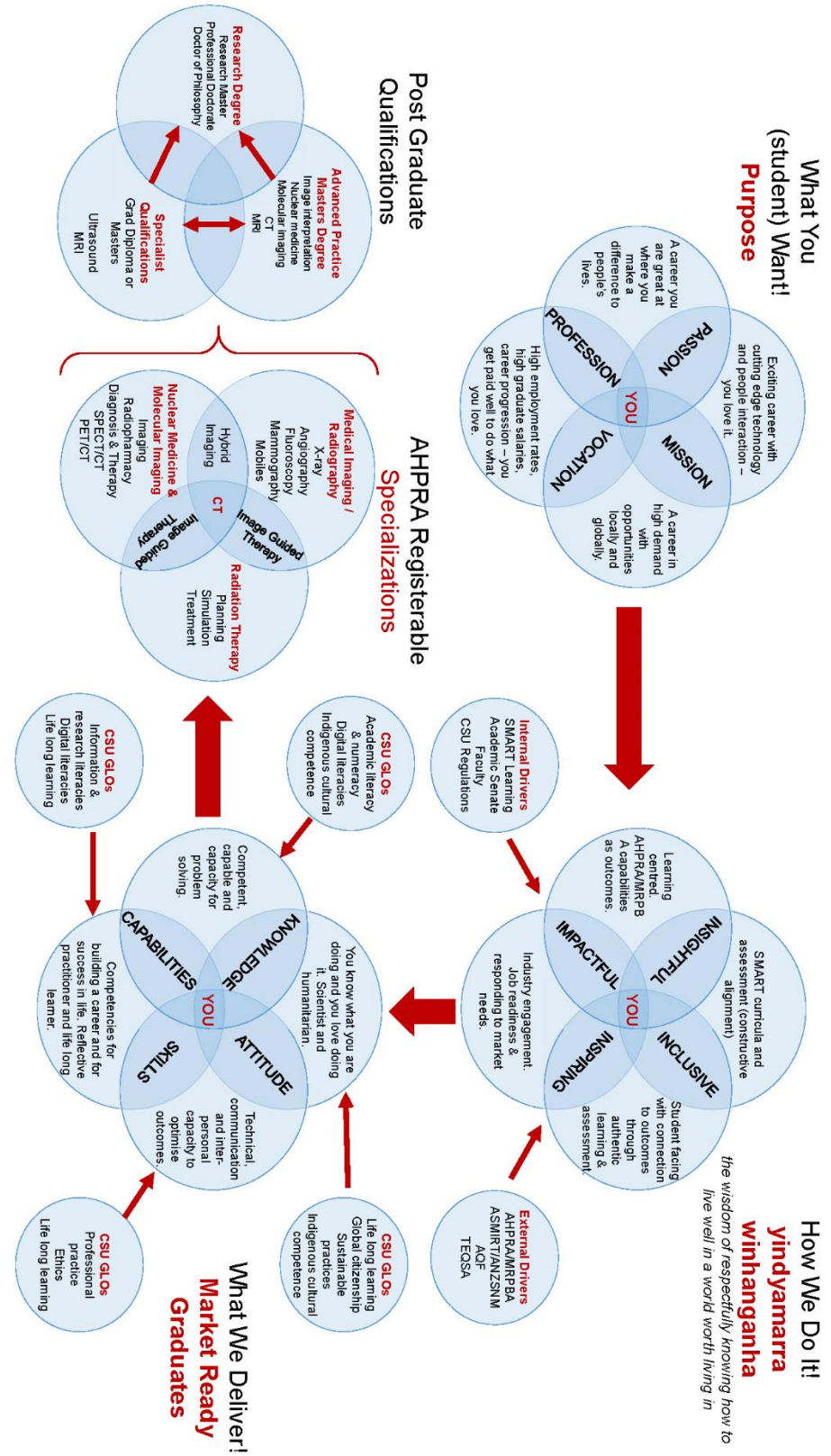
	<ul style="list-style-type: none"> • be able to demonstrate at an introductory level critical, analytical, and reflective skills in a range of contexts including clinical problem solving, research and empirical practice, and academic and professional discourse, • be able to identify and utilise effective communication skills in a variety of settings using a variety of media. <p>AHPRA domains evidenced by this task:</p> <ul style="list-style-type: none"> • 3.1 Apply critical and reflective thinking to resolve clinical challenges • 3.2 Identify ongoing professional learning needs and opportunities • 4.1 Implement safe radiation practice appropriate to their division of registration • 4.4 Maintain safety of self and others in the work environment appropriate to their division of registration • 4.5 Safely manage radiation and radioactivity in the environment <p>CSU graduate learning outcomes (GLOs) evidenced by this task:</p> <ul style="list-style-type: none"> • Professional practice. Demonstrate knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession. • Academic literacy and numeracy. Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate according to the context. • Information and research literacies. Demonstrate capability as inquirers to locate, evaluate, manage, and use information and research to develop and guide their own knowledge, learning, and practice. • Digital literacies. Critically harness digital literacy for professional practice and research and demonstrate digital citizenship in online learning, professional and social communities. • Lifelong learning. Critically appraise and continue to develop personal and professional capabilities.
Time taken for activity (hours)	Substantive: ____ hours (research and writing) General: ____ hours (reflection)
Justification for hours (where appropriate)	

Reflection on activity. Use the learning outcomes above and your learning experiences to guide your reflection. Link to AHPRA domains and CSU GLOs. This should be done prior to submission of the task and included (copy and paste) as appendix B in your EASTS submission.

<p>Summary of learning What did you learn? How did the activity contribute to your body of knowledge and skills?</p>	
<p>Outcomes How can you apply these learning / skills and integrate into future studies and potentially clinical practice?</p>	
<p>Planning What further learning could you / would you like to undertake in this area? Identify any knowledge or skill gaps you feel need attention in the next year of your study?</p>	

Reflection post feedback. Use the learning outcomes above, your learning experiences and both the individual and group feedback provided for the task to guide your reflection. Link to AHPRA domains and CSU GLOs. Once completed, submit this entire proforma via EASTS for marking.

<p>Summary of feedback What did you learn from the feedback? How did the feedback contribute to your understanding and skills?</p>	
<p>Outcomes How can you apply the feedback and integrate into future learning and assessment?</p>	
<p>Planning What further feedback would you like to close the loop on this skill set and plan for ongoing academic and professional development?</p>	



Supplemental Figure 1.