

For implementing real-life practice to enhance workforce readiness of Sport and Exercise Science and Exercise Physiology (Clinical) students

SUMMARY OF CONTRIBUTION AND CONTEXT

My teaching philosophy is based upon my belief that our prime responsibility of service is to benefit students and the community. This is achieved by facilitating learning experiences that empower students to attain knowledge, skills and personal attributes that enable them to become work professionals who can engage with and actively contribute to the community. In line with my teaching philosophy, the pedagogical approaches at the forefront of my innovatuns(s)9()1 a foref9-u 2 [(f

th-year clinical placement supervisor:

I am more than happy to provide feedback regarding the quality of students from JCU as I am extremely impressed with all the JCU students I have had so far. In terms of knowledge the JCU students far exceed other students in clinical knowledge. All the JCU student have arrived with a thorough understanding of cardiovascular and musculoskeletal anatomy, physiology and pathophysiology. I have found students from some other Universities struggle in the areas of cardiovascular pathophysiology while the JCU students do not. JCU students are also skilled at exercise prescription for musculoskeletal rehabilitation. All the students are able to come up with excellent exercise choices for each of our clients. The students I have had from JCU have also had outstanding client rapport. Our clients are very grateful and have nothing but praise for all the JCU students. I have also found JCU students to be very accepting of advice and feedback from myself and other supervisors within our clinic. They are always very friendly, professional and make valuable contributions to our clinic every day. I am thoroughly enjoying working with JCU students and hope to have many more next year.

Please feel free to call me for verification of any of these points. Narelle Humphries. Exercise Physiologist; Capricornia Allied Health Partnership

CRITERION 1: Approaches to learning and teaching that influence, motivate and inspire students to learn

Embedding additional workplace qualifications and real-life scenarios that assist students with workforce readiness into my curriculum, influences, motivates and inspires students to learn as it provides an obvious link between university course content and real-world work practice. This section provides an overview of my teaching innovations that enhance student engagement and learning, with evidence demonstrating the effectiveness of these teaching innovatipsssrThe

employability/workforce readiness of our students, and to demonstrate an obvious link between subject theory and national sports training practice. The inclusion of the additional qualification is very well received with one student commenting

Teaching innovation 4: Real-life scenarios used in lectures to link theory to practice

Throughout my teaching I regularly include real-life examples from professional practice, research and consultancy experience to provide students with real-life scenarios to substantiate the theoretical content of the subjects, as evidenced with the student comment *Great content that is interesting, specific to real-life and can be used in a practical situation later in life.* 2009. The inclusion of real-life, industry-based scenarios provide students with ample opportunity for discussion regarding strengths and weaknesses of the clinicians' initial response to, and lessons learnt from real-life experiences. Students are inspired by discussing the impact that experiences of mine and that of other professional practice clinicians have on the community and communicate an increased desire to contribute to the community through this field of work., Evidence that my teaching practice fosters workforce confidence and competence is reflected in the following student comments: *...My confidence in my ability to take my place in the workforce has increased a lot this semester.*, 2010 and *In my current role as a Pre Employment Assessor I have been able to use skills and techniques learnt under the guidance of Rebecca with confidence.* 2010 Graduate.

SUSTAINED IMPACT ON STUDENT LEARNING

My teaching has had a sustained impact on students, as evidenced by the official University Student Feedback about Teaching (SFT) and Student Feedback about Subject (SFS) results from 2008 through 2010, listed in table format below, and has been noticed by my Discipline Director: *In my opinion, the exceptional teaching evaluations exhibited by Dr Sealey over the past 3 years would classify her as one of the premium current educators at JCU.* Associate Professor Anthony Leicht, Director, Discipline of Sport and Exercise Science.

SFT data – scores out of 4 (3= more than acceptable; 4 = outstanding)

SUBJECT	SP3011	SP3011	SP3011	SP4103/ SP5103	SP4104 SP5104
YEAR	2008	2009	2010	2010	2010
N	15(18)	32 (32)	11(34)	20(24)	22(24)
Is well organised	3.33	3.43	3.64	3.65	3.82
Communicates clearly	3.67	3.63	3.73	3.55	3.73
Is approachable	3.20	3.28	3.82	3.60	3.64
Provides useful feedback	3.33	3.22	3.45	3.40	3.68
Appears knowledgeable in the subject area					

The assessment requirements and criteria were clearly specified	4.80	4.50	4.11	4.44
The teaching and learning experiences of this subject were well organised	4.70	4.75	4.44	4.56