****King Saud University

College of Nursing

1st semester AY 1439 – 1440

NURS 424 APPLIED PHARMACOLOGY

Assignment No. 1

“Reflection Paper”

Name of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Reflection Assignment Guideline**

**Purpose:**

The purpose of reflective writing is to help the students to learn from a particular theory or concept and relate it to practical experience. It will help students to make connections between what they knew and how they will draw conclusions and / or action plan related to such concept.

**What we expect from you in this assignment:**

1. Follow the guidelines.
2. Assignment format: this assignment is limited to 3 pages (cover page and 2 pages of content). **Cover page** includes, your name, your ID number, course number, group number, and your instructor’s name. **Font:** Times New Roman*,* 12-point font size, Margins 1 inch on left, right, top, and bottom.
3. Submit the assignment on the 3rd week (4-8 February). You must submit it in your class time. **Note: Late submission will have a deduction of 0.5 marks per day.**
4. This is an individual assignment. You must reflect and write it in your own words. **Don’t copy** anybody else’s work.
5. If you use any references (books, websites) to guide you, you must add it as references (use APA format).
6. Follow these guidelines in writing your assignment.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Elements** | **Marks** | **Student Marks** |
| **Description** | **Introduction**  Describe the situation | **2** |  |
|  |  |  |
| **Personal report**  Report what happened. | **1.5** |  |
|  | ↓ |  |  |
| **Feelings** | **Personal report**  Report how you felt. What did you like or dislike? | **1.5** |  |
|  | ↓ |  |  |
| **Evaluation** | **Reflection on action**  Report what was good/bad, easy/difficult, pleasant/unpleasant etc  Compare and contrast your experiences/ or what you think  Explain why | **1.5** |  |
|  | **↓** |  |  |
| **Analysis** | **Reflection on teaching**  Report what have you learned from it  Describe what you know | **2** |  |
| **↓** |  |  |
| **Connections**  Evaluate your practice, drawing on your knowledge & experience | **1.5** |  |
|  | **↓** |  |  |
| **Conclusions** | **Identify gaps**  Describe any gaps in your knowledge  Explain how you can fill them  Generalise to the future | **3** |  |
|  | **↓** |  |  |
| **Action** | **Action plan**  Produce action plan for future (learning + practice)  Justify your action plan | **2** |  |
|  | **TOTAL MARKS** | **15** |  |

Table.1: Reflective Report as adapted from Gibbs Model (1988).

Reference:

Gibbs, G. (1988). Learning by Doing: A Guide to Teaching and Learning Methods. Oxford: Oxford Further Education Unit

**Reflection Assignment**

**The Tuskegee Syphilis Study**

“The Tuskegee Syphilis Study or, to give it its full name, the Tuskegee Study of Untreated Syphilis in the Negro Male, was a notorious clinical study that has become a byword for racist and unethical medical experimentation. It ran from 1932 to 1972 and involved nearly 400 impoverished and poorly educated African-American men diagnosed with latent syphilis - meaning that they had the infection but showed no obvious symptoms at that stage. For 40 years they were never told they had syphilis and were never treated for it, even when penicillin became a standard cure in 1947. They were simply told they had ‘bad blood’. Among the aims of the study was to see whether syphilis affected black men differently from white men.

For participating in the study, the men received free rides to and from the clinic at Tuskegee University, Alabama. There they were given hot meals and free medical treatment for minor ailments. Any treatments they thought they were also getting for their ‘bad blood’ were actually placebo, aspirin or mineral supplements. Medical staff allowed nothing to interfere with their work. Even when 250 of the men were drafted for service in the Second World War, strings were pulled to ensure that they remained part of the study instead.

When the study ended in 1972 following a public outcry, only 74 of the original participants were still alive. Twenty-eight men had died of the disease and a further hundred or so of related complications. Forty wives had been infected and 19 children had been born with congenital syphilis. Survivors eventually received financial compensation and in 1997 US President Bill Clinton was moved to declare that ‘on behalf of the American people, what the United States government did was shameful’”

**Terms:**

* **Syphilis**: A sexually transmitted infection resulting in the formation of lesions throughout the body.
* **Placebo**: A substance or treatment with no active therapeutic effect.

**References:**

Brought to Life. (N.D.)*The Tuskegee Syphilis Study.* Retrieved from http://broughttolife.sciencemuseum.org.uk/broughttolife/techniques/tuskegee

H A Washington, H. (2007) *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. London: Doubleday.