NCS1201
Foundations of Health: CTA
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Edith Cowan University
Centre for Learning and Teaching
CLT Learning Support

- **Topic**
  Break down the task.

- **Research Strategy**
  Finding recent, credible sources.

- **Active reading and note-taking.**

- **Write final draft**
  Focus: Sentence level – grammar, punctuation, spelling, presentation.

- **Write second draft**
  Focus: Paragraph level – cohesion, referencing, integration of evidence.

- **Write first draft**
  Focus: Structure, content and order of information is the priority.

- **Paraphrasing and grouping main ideas/information.**

- **Finalise draft essay plan**
  Toggling back and forth other the first 4 steps.
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  - ✓ Thinking
  - ✓ Planning
  - ✓ More planning
  - ✓ Organising
  - ✓ Reviewing
  - ✓ Writing
  - ✓ Re-writing

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The Task

Choose one of the three scenarios and present a client teaching activity (CTA) that is culturally and developmentally appropriate. The nursing and teaching process (ADPIE) must be adhered to.

Word count: 2000 words
Research Strategy

- Point of Care Resources
- Books/e-books
- Journal Articles and Academic Information
- Websites
Where to find the information

Source databases that cover your topic area.

Significant Health Science Databases:

Specific evidence-based health databases:

These databases can be sourced from the library homepage by clicking on the Databases link.
Point of Care Databases (for your topic)
Education Databases
(for Assessment)

Education Source is a EBscoHost database and can be searched at the same time as CINAHL, PsycInfo and MEDLINE.
Books (for Assessment) & Websites (for the topic)

Educational Psychology Texts


Dewey Number 370.15
Structure of your CTA

Introduction
Assessment
Diagnosis
Plan
Implementation
Evaluation
Conclusion
References
Client education is a significant nursing task and a vital part of nursing care that should be reflected in its delivery to the patient (Crisp & Potter, 2013). The improvement of patient health outcomes depends on the nurse’s ability to assess what a client needs to learn or understand and the appropriate time they are ready to learn it (Crisp & Potter, 2013). Aligned with the stages of growth and development, client teaching and learning activities can help individuals attain new knowledge, accept new behaviours, alter attitudes or accomplish new skills (Santrock, 2014). This paper will interpret a provided scenario about a five-year-old boy with asthma and his learning needs. Following the components of the nursing and teaching process of assessment, nursing diagnoses, planning, implementation and evaluation, a clearly constructed client teaching activity will be presented.
Assessment

You need to thoroughly assess the client:

- Physical
- Cognitive
- Affective
- Psychomotor skills
- Psychosocial status
- Developmental stage – use at least one theorist

You need to a comprehensive assessment in order to identify the problem/nursing diagnosis.
Nursing Diagnosis

Provide a problem statement that reflects the client’s specific learning needs.

A nursing diagnosis can be formulated once the nurse has completed the assessment and identified the client’s needs (Jones, 2013).

This only needs to be a few lines and needs to relate to a knowledge deficit either cognitive, psychomotor or affective or combination of these – depends on the scenario/client
Nursing Diagnosis

Following the assessment, reoccurring subjects are identified to formulate a nursing diagnosis relating to the three domains of learning based on Bloom’s taxonomy: cognitive, psychomotor and affective (Ramirez, 2017). Identifying the correct domain assists nurses in directing the CTA (Crisp & Taylor, 2012). The nursing diagnosis for xx is .......
Plan

- Develop one short term and one long term SMART goals
- Write your plan on how you will deliver the education/plan your activity.
- Select appropriate teaching methods based on the client’s developmental stage (cognitive, affective, psychomotor, physical and psychosocial ability) – explain
- Which approach is best for your client depending on their developmental stage – why?
Writing your plan

Planning involves setting goals to ensure the nursing diagnosis is addressed (Crisp & Taylor, 2012). You could explain short and long term goals and need to be SMART (if word count)

A short term goal for xx would be to (do what, achieve what, understand what) (how) by (time period)

The long term goal for xx is to …..
Writing your Plan

Overview of:
Teaching methods  ..... 
Teaching materials  ........
Equipment/props needed?
Setting

With rationale from the literature and appropriate for your client
Implementation - Detail

How will it be implemented? (all action words)

➢ Describe your teaching approaches
➢ What instructional methods will be used
➢ Give details about how you will implement the education of the client

➢ Supported by evidence
Evaluation

Explain how you will determine if the client’s learning outcomes have been met. For example, documentation (compare data pre and post), observation, clarification, mapping with SMART goals . . . .

When will you evaluate the client?
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Body paragraph structure

T.....Topic sentence (One sentence that explains the idea for that paragraph)

E.....Explain (Flesh out the idea a bit more)

E.....Evidence (Provide research to support the idea)

L.....Link (Link the idea back to your topic by explaining how the evidence is significant to the topic)
topic sentence

supporting sentences: the details

concluding sentence

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A good conclusion

- Restates the topic.
- Sums up the key ideas in relation to the CTA and client.
- No new ideas.
- Finishes with statement to broader topic.
A word about referencing….

- **In-text:**
  
  Surname and year only for **paraphrasing** e.g.

  *Smith (2014) stated….. or*

  *The objective of nursing care is to resolve actual health problems, prevent potential problems and maintain a patient’s healthy state (Phillips, 2013).*

  

  *Note: most of your paraphrases will focus on content and therefore you will mostly use parenthetical citations (author in brackets at the end of the sentence) in your case studies.*

- **End-text: review ECU Quick Referencing Guide and follow the format depending on the source type**

  **http://ecu.au.libguides.com/referencing**

Proofreading and editing

- **Editing** focusses on the *structure* of your *ideas* within paragraphs i.e. What you say.

- **Proofreading** focusses on the *grammar and punctuation*. If this is not your strong point, go to this site for the rules:
  
  [https://owl.english.purdue.edu/owl/section/1/6/](https://owl.english.purdue.edu/owl/section/1/6/)

  and this site for online practice exercises:
  
  [https://owl.english.purdue.edu/exercises/](https://owl.english.purdue.edu/exercises/)
Formatting

Assignment Cover Sheet

- The information on this cover sheet will be included in Turnitin’s plagiarism analysis, however your lecturers are aware of this and will disregard it.

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Topic of Assignment

Group or Tutorial (if applicable)

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Signature

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This information will be included in Turnitin’s plagiarism analysis, however your lecturers will disregard it.
What will the marker be looking for in my answer?

1. That you answer ALL parts outlined in the assignment instructions.
2. That you have thoroughly assessed the client according to their developmental stage and developed an appropriate CTA to achieve the short and long terms goals and address the knowledge deficit. Rationale and evidence to support plan.
2. That your answer adheres to the marking rubric.

Note from the U/C: Remember to put your ‘nurse educator’s hat on’ as if you are the expert and your assignment is a valuable teaching resources for other nurses to follow.
Where are the marks allocated?

Structure and presentation – 20 marks
Content – 40 marks
Application of critical thinking – 20 marks
Referencing 10 marks
ELP – 10 marks
Good luck!

Best of luck