NCS1102
Interview Analysis Essay
Maureen Buckingham – Senior Learning Adviser
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.**

  - ✓ Thinking
  - ✓ Planning
  - ✓ More planning
  - ✓ Organising
  - ✓ Reviewing
  - ✓ Writing
  - ✓ Re-writing

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

- **Write second draft**

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

- **Finalise draft essay plan**
  - Toggling back and forth other the first 4 steps.
Edith Cowan University
Centre for Learning and Teaching
CLT Learning Support

Topic
Break down the task.

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

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

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

Research Strategy
Finding recent, credible sources.

✓ Thinking
✓ Planning
✓ More planning
✓ Organising
✓ Reviewing
✓ Writing
✓ Re-writing

Active reading and note-taking.

Paraphrasing and grouping main ideas/information.

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

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Breaking down the task

First you will conduct your health assessment interview.

Students are required to analyse their interview following an essay format indicated in the essay information sheet. Read it carefully!

Word count: 1500 words +- 10%

References: minimum of 8 journal articles and 2 books
Structure of your essay

Introduction (approx 150 words)
Active Listening Skills (approx 400 words)
Questioning Skills (approx 400 words)
Body Language (approx 400 words)
Conclusion (approx 150 words)
References (separate page)
Introduction

Introduce topic
Context
Purpose/thesis
Structure/Focus on the essay

*State in the introduction that the information is fictitious to ensure confidentiality*
Example Introduction

Healthcare provision is an interlinking system of social concepts which are profoundly reliant on communication (Chan, 2013). Peleki et al. (2015) describe communication as ‘bidirectional’ interchanges between two people using non-verbal and verbal signals to develop a relationship. Collaborative nurse-patient interactions must incorporate respect and understanding to allow insight into the patient’s individual circumstances. By creating safe and secure alliances through effective communication, patient satisfaction increases, and care outcomes improve (O’Hagan et al., 2014; Peleki et al., 2015). To strengthen understanding of communication fundamentals, the nursing student was recorded completing a health assessment interview, utilising fictitious data to ensure confidentiality. Critical analysis of the recorded interview forms the focal point of this essay with key concepts of active listening, body language and questioning skills explored together with discussion of strategies for the student nurse to improve these communication techniques.

Thanks to Fiona Bailey for allowing the use of her work for educational purposes.
Active Listening Skills

- Paragraph describing theory in relation to active listening skills (referenced) (review feedback and improve on your paragraph from Workbook Part A)

- Poor example of active listening (format as per essay information sheet with the time from the video)

  A poor example of active listening in the video is as follows:

  Write the quote from the video word for word and put the time on the video (see assignment instruction sheet)
Active Listening Skills

- Analysis of why example is poor (supported with referenced literature from nursing journals)
- Recommendations on how the poor listening skills example could be improved for the future (supported with referenced literature from nursing journals)
Active Listening Skills

A poor example of active listening can be seen at the beginning of the interview when the nurse asks the patient about her condition.

Nurse: “What has happened to you today?”
Patient: “I am coming into hospital as I am not feeling well”
Nurse: “Is it just in your stomach?”
Patient: “In my stomach and there is just pain everywhere”
Nurse: “Oh that is no good… Well I just need to go through a few questions with you, they are quite basic so bear with me” (0.16)

This is a poor example of active listening …………... Price (2016) states ........................................

To improve the active listening in this example ………………………………… (Support analysis with evidence)
Repeat for each skill

Questioning Skills

Theory

Poor example

Why?

Recommendations for improvement
Repeat for each skill

Body Language
Theory
Poor example
Why?
Recommendations for improvement
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.

Think
Planning
More planning
Organising
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Writing
Re-writing

Paraphrasing and grouping main ideas/information.

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

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Focus: Structure, content and order of information is the priority.

Finalise draft essay plan
Toggling back and forth other the first 4 steps.
Paragraphs

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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Conclusions

- Restates the topic.
- Sums up the key ideas in relation to the topic.
- No new ideas or references.
- Finishes with statement to broader topic.
A word on 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).*

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

- [http://ecu.au.libguides.com/referencing](http://ecu.au.libguides.com/referencing)
Proofing 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/

  and this site for online practice exercises:
  
  https://owl.english.purdue.edu/exercises/

Download a free version of Grammarly

https://www.grammarly.com/native/windows
Formatting

Assignment Cover Sheet

- The information on this cover sheet will be included in Turnitin's plagiarism analysis. However, your lecturer is aware of this and will disregard it.

<table>
<thead>
<tr>
<th>Student Details</th>
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<td>Student Number</td>
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<tr>
<td>Family Name</td>
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<td>Given Name</td>
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<th>Unit Details</th>
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<th>Lecturer Details</th>
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<th>Topics of Assignment</th>
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<td>Group or Tutorial (if applicable)</td>
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<td>Campus</td>
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I certify that the attached assignment is my own work and that any material drawn from other sources has been acknowledged. This work has not previously been submitted for assessment in any other unit or course.

Copyright in assignments remains my property. I grant permission to the University to make copies of assignments for assessment, testing and record-keeping purposes. I note that the University reserves the right to check my assignment for plagiarism. Should the results of all or part of an assignment be queried by the University for any purpose other than those mentioned above, appropriate authorisation will be sought from me on the relevant form.

Manual Submission

Handing in an assignment in a paper or other physical form, sign here to indicate that you have read this form, filled in as necessary, and signed as above.

Signature: ___________________________ Date: __________ Signed: ___________________________

Electronic Submission

If submitting the paper electronically, please note that you also sign here to indicate that you have read, filled in, and signed as above. Please include this page with your submission. Any responses to this page will be sent to your ECU email address.

Agreement: [ ] Select check box | Date: __________

Prior to submission, please review the ECU's academic integrity policy and the ECU's academic policy.
What will the marker be looking for in my answer?

1. That you answer and follow ALL parts outlined in the assignment instructions.
2. That you showed critical analysis of your interview and supported the discussion with credible, relevant evidence.
## Follow the marking key

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Not evident</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
<th>Excellent</th>
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<tr>
<td><strong>Introduction</strong></td>
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<td></td>
<td>The introduction does not clearly identify the topic and does not engage the reader. There is no inclusion of context/significance of the topic to nursing. The topic is not narrowed. The introduction provides the reader with minimal background information on the topic. No clear purpose or structure of the paper is presented. It is not written in a paragraph and written expression has many errors.</td>
<td>The introduction identifies the topic, but could better gain the reader’s attention. It does not clearly link the topic or provide clear and adequate context/significance to nursing. A purpose of the essay is given and explanations provide some focus to a narrowed topic. The introduction provides the reader with moderate background information on the topic and the structure of the paper is outlined. It written to a fair standard but structure and flow of ideas could be improved.</td>
<td>The introduction clearly identifies the topic and grabs the reader’s attention. It transitions well and provides context/significance of the topic to nursing. A clear purpose of the essay is given and sound explanations are built in to provide focus and lead to the narrowed topic. The introduction provides the reader with sufficient background information on the topic and previews clearly the structure of the paper. It is very well written in a well-constructed paragraph.</td>
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<tr>
<td><strong>Active Listening</strong></td>
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<tr>
<td></td>
<td>Poorly addresses ‘active listening’ component of the essay. No evidence to support main ideas.</td>
<td>Poorly addresses ‘active listening’ component of the essay. Insufficient</td>
<td>Most parts of the assessment item ‘active listening’ addressed at a satisfactory level and</td>
<td>All parts of ‘active listening’ assessment item addressed at a good level and</td>
<td>Content fully addresses all parts of the assessment item, ‘active listening’. Thorough exploration of concepts and</td>
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## Follow the marking key

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<tr>
<td><strong>Questioning</strong></td>
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<tr>
<td>Poorly addresses 'questioning' component of the essay. No evidence to support main ideas. Unable to demonstrate an understanding of 'questioning'. No credible sources used to support main ideas.</td>
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<td>Poorly addresses 'questioning' component of the essay. Insufficient evidence to support main ideas. Poorly demonstrates an understanding of the main ideas of 'questioning'. Ideas are not relevant to the topic. Limited referencing to support ideas.</td>
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<td>Most parts of the assessment item 'questioning' addressed at a satisfactory level and supported by adequate evidence. Able to demonstrate an understanding of questioning. Most ideas presented have relevance to the topic.</td>
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<td>All parts of the assessment item 'questioning' addressed at a good level and supported by quality evidence. Able to demonstrate a solid understanding of the main concepts. Most ideas presented have relevance to the topic.</td>
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<td>Content fully addresses all parts of the assessment item, 'questioning'. Thorough exploration of concepts and well-formed ideas, supported by high quality evidence. Able to demonstrate an in-depth understanding of the main concepts relating to 'questioning'. All ideas presented have relevance to the topic.</td>
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<th><strong>Body Language</strong></th>
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<tr>
<td>Poorly addresses 'body language' component of the essay. No evidence to support main ideas. Unable to demonstrate an understanding of 'body language'. No credible sources used to support main ideas.</td>
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<tr>
<td>Poorly addresses 'body language' component of the essay. Insufficient evidence to support main ideas. Poorly</td>
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<td>Most parts of the assessment item 'body language' addressed at a satisfactory level and supported by adequate evidence. Able to</td>
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<td>All parts of 'body language' assessment item addressed at a good level and supported by quality evidence. Able to</td>
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<tr>
<td>Content fully addresses all parts of the assessment item, 'body language'. Thorough exploration of concepts and well-formed ideas, supported by high quality evidence.</td>
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Follow the marking key

<table>
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<tr>
<th>Conclusion</th>
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<tr>
<td>No conclusion</td>
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<tr>
<td>Conclusion is not linked to the main body of the paper. New Introduction of Information.</td>
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<td>Conclusion does not adequately summarise the main points.</td>
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<tr>
<td>Conclusion summarises main topics, but is repetitive. Conclusion may end abruptly or simply restate the position</td>
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<tr>
<td>Conclusion effectively summarises main topics and goes beyond restating the thesis. Conclusion may lack a compelling aspect.</td>
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<tr>
<td>Powerful conclusion effectively wraps up point and goes beyond restating the thesis. Conclusion summarises the main topics without repeating. The writer’s commentary is logical, well thought out, and compelling.</td>
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<th>5-6</th>
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<tbody>
<tr>
<td>Does not demonstrate critical thinking appropriate to required level. Poor application of evidence based thinking to assessment item.</td>
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<td>1-2</td>
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<tr>
<td>Poorly demonstrates critical thinking appropriate to required level. Poor application of or evidence based thinking to assessment item.</td>
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<td>1-2</td>
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<tr>
<td>Limited demonstration of critical thinking appropriate to level of education. Limited application of evidence based thinking to assessment item.</td>
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<tr>
<td>Very good demonstration of critical thinking appropriate to level of education. Very good application of evidence based thinking to assessment item.</td>
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<tr>
<td>Excellent demonstration of critical thinking appropriate to level of education. Excellent application of evidence based to practice in assessment.</td>
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<tr>
<td>Minus 1 mark for each formatting error</td>
<td>0</td>
<td>1-2</td>
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Follow the marking key

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Minus 0.5 for each referencing error (not deducted for the same error twice)

Lack of referencing in-text (loss of marks repeated if multiple errors)

Grammar, spelling and punctuation were error free. Sophisticated use of all sentence and paragraph writing conventions were clearly demonstrated. Logical application of arguments throughout paper.

Grammar, spelling and punctuation were error free. Sentence structure evident throughout. Sentence structure acceptable but needs improvement.

Grammar, spelling and punctuation errors present and needs improvement. Sentence structure poor making it difficult to determine meaning.

Multiple grammatical, spelling and punctuation errors were present throughout. Sentence structure poor making it difficult to determine meaning.
Good luck!