NCS1101
Planning and writing your 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

Paraphrasing and grouping main ideas/information.

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.

Finalise draft essay plan
Toggling back and forth other the first 4 steps.
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Write first draft
Focus: Structure, content and order of information is the priority.
Start with lots of questions

Consider the following questions:

- What exactly are you being asked to do?
- What type of assessment is it?
- What steps will you need to take to do it?
- What questions do you need to answer?
- Which sources you will need to consult? Where will you look?
- What is specified by the assessment criteria?
The Task

Scenario:
"Registered nurse, Jane, says to a newly graduated nurse: “The working environment for nurses is really busy and nurse can’t be expected to deliver all the care in their shift. Sometimes I just attend to the most important jobs such as medication administration and wound dressings and leave the ‘little things’ to the next nurse as they may not be as busy as me. It’s Okay. All the nurses do it; no one will say anything to you about missing care. Anyway, if you sign off that it has been completed, no one will ever know”.

REMEMBER the scenario is provided purely for your understanding of “missed cared” and how it can happen. You do not need to refer to the scenario in your essay.

So what are you being asked to?
Read the scenario and critically discuss if “missed care” is an important issue in the nursing literature and explain how it relates to a nurse’s accountability and responsibility. Use the current literature and the NMBA codes and standards to support your discussion.

Are there are any additional instructions?
You must complete your essay in Cadmus!

Essay - Cadmus
NCS1101.2018.2.ALL Health and Healthcare Systems

Requirements
1. **Due Date:** Monday, 8th October at 8:00am.
2. **Limit:** 2500 words.
3. **Marks:** It is worth 30% of your total grade for this unit.
4. **Referencing:** You are required to follow APA.

Additional Resources
- NCS Marking Rubric - Unit Specific
- Winsett (2016): Medical Surgery Missed Care
- Kalisch & Lee (2012): Missed Nursing Care Magnet Versus No Magnet
- McMullen: Errors and Omissions 2017 - Repeating Kalisch Study
- Essay Plan
- Module 4: Finding and Evaluating Credible Information

So where from here?
## Review the marking rubric

**Statement:** Jane says to you as a new nurse: "The working environment for nurses is really busy and nurse can't be expected to deliver all the care in their shift. Sometimes I just attend to the most important jobs such as medication administration and wound dressings and leave the 'little things' to the next nurse as they may not be so busy as me. It's okay all the nurses do it, no one will say anything to you about missing out doing the care. Anyway if you sign off that's its done no one will ever know!"

**Discuss if the missed care that Jan describes is an important issue in the nursing literature and explain how it relates to nurse accountability and responsibility.**

Use current literature and the NMBDA codes and standards to discuss your case and critically support your discussion.

<table>
<thead>
<tr>
<th>Content</th>
<th>Application of Critical Thinking</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Below Average (&lt;25%)</td>
<td>Does not demonstrate critical thinking appropriate to assessed level.</td>
<td>The assignment does not conform to the structure of the assessment item. No assignment.</td>
</tr>
<tr>
<td>Below Average (25-45%)</td>
<td>Partially demonstrates critical thinking appropriate to assessed level. Application of professional practice and evidence based thinking is limited.</td>
<td>Doris or non-existent paragraphing; logical/sequential development of ideas.</td>
</tr>
<tr>
<td>Pass/Average (45-59%)</td>
<td>Demonstrates critical thinking appropriate to assessed level. Evidence based thinking is used.</td>
<td>Limited aspects conform to the structure of the assessment item.</td>
</tr>
<tr>
<td>Credit (60-69%)</td>
<td>Very good demonstration of critical thinking appropriate to level of education. Evidence based thinking is integrated and evidence based thinking is integrated and appears throughout the discussion.</td>
<td>Most aspects conform to the structure of the assessment item. Introduction adequately introduces topic and sets up key ideas in conclusion. Minimal paragraphing, and logical cohesive development of ideas.</td>
</tr>
<tr>
<td>Distinction (70-79%)</td>
<td>Excellent demonstration of critical thinking appropriate to level of education. Evidence based thinking is integrated and appears throughout the discussion.</td>
<td>Most aspects conform to the structure of the assessment item. Introduction adequately introduces topic and sets up key points in conclusion. Paragraphing is evident, and there is a logical/sequential development of ideas in some of the paragraphs.</td>
</tr>
<tr>
<td>High Distinction (80%)</td>
<td>Excellent demonstration of critical thinking appropriate to level of education. Evidence based thinking is integrated and appears throughout the discussion.</td>
<td>All aspects conform to the structure of the assessment item. Excellent introduction of topic and logical development of ideas in conclusion. Paragraphing links ideas throughout the discussion.</td>
</tr>
</tbody>
</table>

### Example:

<table>
<thead>
<tr>
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<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Below Average (&lt;25%)</td>
<td>Does not address assessment item. No evidence to support main ideas.</td>
<td>The assignment does not conform to the structure of the assessment item. No assignment.</td>
</tr>
<tr>
<td>Below Average (25-45%)</td>
<td>Partially demonstrates an understanding of the main ideas or concepts. No critical analysis used to support ideas.</td>
<td>Limited aspects conform to the structure of the assessment item.</td>
</tr>
<tr>
<td>Pass/Average (45-59%)</td>
<td>Demonstrates an understanding of the main ideas or concepts.</td>
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**So where from here?**
Breaking down the task

There are three parts of the question to consider:

1. *Instruction* words tell you how to approach the question. They include verbs like ‘discuss’, ‘analyse’ & ‘explain’.
   - Each requires a different type of answer.

2. *Content* words describe your topic. These include key noun phrases, adjectives and verbs.
   - You use these when you begin your research.

3. *Focus* words set the parameters for your answer. They include place, time and type.
Breaking down the task

Instruction words

Content phrase (topic)

Read the scenario and critically discuss if “missed care” is an important issue in the nursing literature and explain how it relates to a nurse’s accountability and responsibility. Use the current literature and the NMBA codes and standards to support your discussion.

Word count: 2500
Defining the instruction words

Discuss

Identify issues and provide points for and/or against

Explain

Relate cause and effect - make relationships between things clear/evident; provide why and/or how
Missed nursing care: Magnet versus non-Magnet hospitals
Beatrice J. Kalisch, RN, PhD, FAAN, Kyung Hee Lee, RN, PhD

Article history:
Received 28 August 2011
Revised 27 March 2012
Accepted 22 April 2012
Online 21 February 2012

Abstract
Background: The objective of this study was to examine whether the amount, type, and reasons of missed nursing care differ between Magnet and non-Magnet hospitals.
Method: Data were collected from 124 medical-surgical, intermediate, intensive care, and rehabilitation units in 11 hospitals located in the Midwest and Western regions of the United States. A cross-sectional, descriptive study was conducted. The MISSCARE Survey was utilized to collect data on the level of perceived missed nursing care, and nursing staffing data was collected for each study unit.
Findings: Missed nursing care showed significant differences according to Magnet status. Separate analysis showed no staffing-level difference between Magnet and non-Magnet hospitals.
Conclusions: The authors concluded that efficiencies in operations, work environment, and culture characterized by Magnet hospitals should be promoted.

ECU Worldsearch link: https://ecu.on.worldcat.org/oclc/5387590898
Read the other 2 articles

Medical surgical nurses describe missed nursing care tasks—Evaluating our work environment

ECU Worldsearch link: https://ecu.on.worldcat.org/oclc/6880691784

Improving Nursing Care: Examining Errors of Omission

Sherri L. McMullen, Carol Anne Kozik, Gina Myers, Kelly Keenan, Maria Wheelock, Melanie Kalman

Available from CINAHL Database:
Then you will need to conduct more research

Review the slides from last week’s workshop run by the SNM Librarian
Must have at least 8 peer reviewed journal articles of 5 years or less (aim for 12+)
Must use codes and standards
Follow the steps in Cadmus

NCS1101 Health and Healthcare Systems
Assessment 2 – Essay in CADMUS

This infographic has been created to help you construct your essay in CADMUS.

Read the statement below and critically discuss if the “missed care” described by the registered nurse Jane to the newly graduated nurse is an important issue in the nursing literature and explain how it relates to a nurse’s accountability and responsibility. Use the current literature and the NMBA codes and standards to support your discussion.

Registered nurse, Jane, says to a newly graduated nurse: “The working environment for nurses is really busy and nurse can’t be expected to deliver all the care in their shift. Sometimes I just attend to the most important jobs such as medication administration and wound dressings and leave the ‘little things’ to the next nurse as they may not be as busy as me. It’s Okay. All the nurses do it; no one will say anything to you about missing care. Anyway, if you sign off that it has been completed, no one will ever know”.

Let’s get started.
Start thinking and planning

Now that you understand the task start to **THINK**. **Brainstorm your ideas** – create a concept or mind map of what you already know and start the research process.

- As you research, you will start to form your stance/position on the statement. This will become your thesis.
- **Why?** Claims supported with evidence
Which is "missed care" important in nursing according to the literature?

Explain how missed care relates to a nursing accountability/responsibility.

Yes/No

Arguments/Reasons

What codes/standards applicable?
Planning and research is key

A 2500 word critical essay involves a lot of pre-writing planning and research
Planning is a must.....

Download the Planning template from Module 5 of the online academic skills modules

Convert your initial concept map into your plan
You can copy and paste your plan into your Cadmus notes page.
# Planning template

## ESSAY PLAN

<table>
<thead>
<tr>
<th>Sequence of Essay</th>
<th>Supporting information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td><em>references with notes on how you will use the information</em></td>
</tr>
<tr>
<td>1. Topic</td>
<td>Click or tap here to enter your notes</td>
</tr>
<tr>
<td>2. Context/Significance</td>
<td></td>
</tr>
<tr>
<td>3. Purpose/Scope</td>
<td></td>
</tr>
<tr>
<td>4. Structure</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Idea 1:</th>
<th>In-text references (paraphrases) and notes to support this idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>- State key idea with subheading</td>
<td>Click or tap here to enter your notes</td>
</tr>
<tr>
<td>- Write a topic sentence in full.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Idea 2:</th>
<th>In-text references and notes to support this idea</th>
</tr>
</thead>
</table>
Back and forth process

It will be a back and forth process of researching, skimming and scanning academic sources, reading, critically analysing literature on both sides in order to build your plan/refine your thesis and decide on your arguments/main ideas and their order in your plan.
Structure of your essay

Introduction (100 -150 words approx)

Main Idea

You will need to decide on how many main ideas and body paragraphs are needed to discuss and support your argument

Main Idea

Main Idea

Main Idea

Main Idea

Main Idea

Conclusion (100 -150 words approx)

References

Note: You can choose whether or not to include headings in your essay
Essay outline

Introduction

- Orientate the reader
- Identify the focus/purpose
- Outline scope
- State thesis

Body

- Topic sentence 1
  - Supporting details
  - Concluding sentence 1
- Topic sentence 2
  - Supporting details
  - Concluding sentence 2
- Topic sentence 3 and so on
  - Supporting details
  - Concluding sentence 3

Conclusion

- Restate thesis
- Summarise argument
Introduction

- Introduce topic
- Context
- Purpose/thesis
- Structure/Focus on the essay
Body paragraphs must include evidential support (from current literature and codes and standards).

Each paragraph should be limited to the discussion of one general idea. This will allow for clarity, readability and direction throughout the essay.

It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the introduction.

It is also important to explain how and why the evidence supports the thesis.
Write body in 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)
The hamburger analogy

topic sentence

supporting sentences: the details

concluding sentence

www.englishoutsidethebox.com

find full lessons & more: www.ienesl760.com
Clear and logical transitions vital

“Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay’s argument, and the structure will collapse. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section.”

(Owl Purdue, 2018, para. 5)
Conclusions

✓ Restates the topic.
✓ Sums up the key arguments in relation to topic/thesis.
✓ No new ideas.
✓ Finishes with statement to broader topic/suggests solution and ties into the introduction or background.
Conclusion

Make a final point which tells the reader what to think or do.
Why should the reader adopt your point of view?
To summarise:

The structure of the strong critical essay is held together by the following.

- A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.
- Clear and logical transitions between the introduction, body, and conclusion.
- Body paragraphs that include evidential support.
- Evidential support.
- A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.
Features of Academic Writing

- Written in the third person (no I, we, us, our, you)
- Formal language
- Objective language
- Precise and specific vocabulary
- Clarity and conciseness
- Tentative language
- Accuracy
- Coherence and cohesion
- Correct in-text referencing and paraphrasing
- Accurate reporting words
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)
- Referencing for Beginners Resource
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

- You need to write your assignment in Cadmus.
- You do not need the ECU cover sheet or Table of Contents, but you still need to put a title page.
- You still need to conform to academic writing structure and style and write in paragraphs with headings (if you choose).
- Left aligned, double spaced and use a first line indent for each paragraph.
- Main headings bolded and on the margin. Sub-headings (if used) indented and bolded.

Your assignment saves automatically in Cadmus, but don’t forget to click the SUBMIT button when you are submitting your assignment.
You can use the Turnitin practice site in the Online Academic Skills (module 7 under the Paraphrasing tab) if you want to check your similarity score.
What will the marker be looking for in my answer?

That you have planned, researched and written a well structured academic essay that critically discussing all aspects of the topic and provides recent, credible evidence from nursing literature and the codes and standards to support your argument.
Exemplars

Have a look at the exemplars of essays from a previous semester (on a different topic) on the Blackboard site to give you an idea on what a critical analysis essay looks like and the expectations.

Just remember, every essay is different and these essays are not perfect (and will probably have some minor errors). It is a guide only.
Good luck!
Where to find the recording and slides of this workshop
Nursing: Nursing Unit Specific Workshops

How to find information for your nursing assignments

Nursing Specific Workshop by Unit

Below is a list of Unit specific workshops that Maureen Buckingham (Senior Learning Adviser for the School of Nursing and Midwifery) and I will be running in Semester One 2018. However if you are not enrolled in any of the units listed please do come along towards the end of workshop where Maureen and I will be available to help you.

**These Workshops are in addition to any Unit Drop-ins delivered as part of the Unit Teaching. Refer to your Unit Blackboard site for details of these.**

The workshop recordings will be linked to the Workshop Title when they become available.

**NCS1101 Health and Healthcare Systems**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Wed April 11</td>
<td>12.30 - 1.30pm</td>
<td>JO2.137</td>
<td>Search strategy and using the library databases for your essay</td>
</tr>
<tr>
<td>7</td>
<td>Thurs April 12</td>
<td>12.30 - 1.30pm</td>
<td>JO2.141</td>
<td>Search strategy and using the library databases for your essay</td>
</tr>
<tr>
<td>8</td>
<td>Wed April 18</td>
<td>12.30 - 1.30pm</td>
<td>JO2.137</td>
<td>Writing your essay</td>
</tr>
<tr>
<td>9</td>
<td>Tues April 24</td>
<td>12.30 - 1.30pm</td>
<td>JO2.137</td>
<td>Writing your essay</td>
</tr>
<tr>
<td></td>
<td>SNM Mid semester</td>
<td>12.30 - 1.30pm</td>
<td>JO21.311</td>
<td>Drop-in for Essay (no recording)</td>
</tr>
<tr>
<td></td>
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<td>JO21.311</td>
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</table>
Further assistance

Cadmus Help Button

**General assignment drop-ins**

Studiosity (access from Blackboard home page under My Communities)

Referencing queries: library@ecu.edu.au

General learning support queries learningadviser@ecu.edu.au