NUM1102
Interview Analysis Essay
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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.

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

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.
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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/e-books
Structure of your essay

Introduction (approx 100 - 150 words)
Active Listening Skills (approx 400 words)
Empathy (approx 400 words)
Therapeutic Touch (approx 400 words)
Conclusion (approx 100 - 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)

- 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)
Body Language

Grellier and Goerke (2014) acknowledge the considerable influence a nurse’s body language has on their patient. For example, George, Rahmatiñick and Ramos (2018) report that a nursing clinician who sits whilst talking with their patient, rather than standing, is perceived as being more compassionate and available for uninterrupted conversation. Consequently, the nurse’s postural non-verbal communication positively impacts the patient’s health-care perception. Body language and non-verbal language are interchangeable terms relating to mannerisms such as posture, gestures, facial expressions, touch, proximity and eye contact (Grellier & Goerke, 2014; O’Hagan et al, 2014). Devito (2016) and Stein-Parbury (2013) define non-verbal communication as interactions without words. Stein-Parbury (2013) further asserts that body language is difficult to regulate because it unconsciously reflects true emotions. Student nurses must actively practice interpretation of non-verbal messages by demonstrating attentiveness and sensitivity to their clients whilst also being wary of transmitting contradictory non-verbal messages.
Poor example: 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)
In this example the student nurse missed the opportunity to further explore information about the patient. Dinc and Gastmans (2013) affirm the importance of building rapport by developing trusting relationships with clients; however, both the nurse and the patient must first be comfortable in each other’s company. Non-invasive open-ended questions such as: What type of cat is it? or How long have you had a pet cat? would have benefited the interviewing process in two ways. Firstly, encouraging the patient to elaborate further and secondly, investigating a possible link between the presenting complaint and the patient’s cat. As emphasised by Pun et al (2015), it is possible for a clinician to be time efficient whilst also asking provoking questions that identify symptoms and probable causes of an ailment.
Recommendations for future practice

Incorporating self-awareness techniques with routine tasks assists in developing positive therapeutic alliances leading to improved care outcomes (Rasheed, 2015). Utilising tools of self-awareness and reflection, the interviewer believes the missed opportunity illustrated her interview process lacked patient-centred care foundations. The student nurse incorrectly prioritised completing the health assessment in a timely manner rather than focussing on exploring the client’s response further. Pun et al (2015) reiterate that developing rapport and empathy are essential factors for effective communication in healthcare. In future health assessment interviews, when appropriate, the student nurse will ask explorative open-ended questions to facilitate a successful consultation.
Repeat for each skill

Empathy
Theory
Poor example
Analysis - Why?
Recommendations for improvement
Repeat for each skill

**Therapeutic Touch**

Theory

Poor example

Analysis - Why?

Recommendations for improvement
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)
Paragraph components

- 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.
  
  **Author prominent:**
  *Smith (2014)* stated….. or
  
  **Content prominent:**
  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/](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/)

Download a free version of Grammarly

- [https://www.grammarly.com/native/windows](https://www.grammarly.com/native/windows)
Follow the SNM Assignment Guidelines document and use the SNM Assignment Template

https://blackboard.ecu.edu.au/webapps/blackboard/content/listContent.jsp?course_id=_39271_1&content_id=_4867200_1&mode=reset
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 rubric

Make sure you review assignment instructions and marking rubric before submitting your assignment.
Good luck!

Best of luck