Assignment 1 Workshop

NUR1101
Nursing in the Australian Healthcare System

Dr Justine Maldon
Monday 9 March
Assignment 1: ‘About me’

– What is reflective writing?
– Steps to writing a reflective essay
– Structure and writing in paragraphs
– Rubric
– Academic skills support

Senior Learning Adviser
Dr Justine Maldon
Assessment 1

Part 1. Employability workbook
Part 2. Reflection "About me"

Both of these are located in your Nursing ePortfolio in PebblePad and are automatically submitted (you don’t need to re-submit...just click 'save')

Written into the PebblePad workbook by week 5 Monday 1000hrs
Reflection (500 words) written in PebblePad by week 5 Monday 1000hrs
Both documents 1 & 2 are automatically part of your Pebblepad Nursing ePortfolio (and are automatically submitted)

Total 20%

Writing a reflective essay "About me"
500 words due Week 5
What is reflective writing?
Steps to writing a reflective essay
Structure and writing in paragraphs
  topic sentences
  flow, cohesion
Reflective writing is:

based on personal reflection rather than research
Personal reflection means:

• thinking deeply about your responses to experiences, situations, events or information AND

• analysing them … in order in order to gain a better understanding and learn from them.
‘About me’

- Personality and strengths
- Personal values
- How do my personal values relate to the role of a nurse?
- What attracted me to nursing?
# Marking Rubric

<table>
<thead>
<tr>
<th>Criteria of About me reflection</th>
<th>0.5 marks</th>
<th>4.6 marks</th>
<th>7.10 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated self-awareness by explaining your personality and strengths</td>
<td>Did not demonstrate adequate self-awareness through a description on their personality and strengths. Seek help</td>
<td>Demonstrated some self-awareness through a description on their personality and strengths</td>
<td>Demonstrated comprehensive self-awareness through a description on their personality and strengths</td>
</tr>
<tr>
<td>What are your personal values? Discuss your personal values in relation to the role of a nurse. Resource: values in assessment 1</td>
<td>Did not discuss their personal values in relation to the role of a nurse. Seek help</td>
<td>Superficially described their personal values in relation to the role of a nurse</td>
<td>Gave a comprehensive discussion linking their personal values in relation to the role of a nurse</td>
</tr>
<tr>
<td>Why become a nurse? Provide a personal analysis on what has attracted you to nursing</td>
<td>Did not provide a paragraph which gave an adequate analysis on what attracted them to nursing. Seek help</td>
<td>Within a paragraph described what attracted them to nursing</td>
<td>Within a paragraph provided a comprehensive analysis what attracted them to nursing</td>
</tr>
<tr>
<td>Paragraphs &amp; Sentence Structure Resource: Online SMM Academic Skills resource: Module 6 – writing academic paragraphs. Academic Skills Foundation Writing Workshop</td>
<td>Ideas were not structured into logical paragraphs. Sentences incomplete and/or structure is poor, making it difficult to determine meaning. Seek help</td>
<td>For the most part ideas are organised and structured into paragraphs. Sentence structure is acceptable but could use some improvement.</td>
<td>Ideas are very well organised into coherent and logically linked paragraphs. Sentences complete and sentence structure is of a high standard.</td>
</tr>
<tr>
<td>Grammar and Spelling Resource: Academic Skills Foundation Workshop</td>
<td>Grammatical, spelling or punctuation errors are present. Seek help</td>
<td>Grammar, spelling and punctuation are for the most part error free.</td>
<td>Grammar, spelling and punctuation are virtually error free.</td>
</tr>
<tr>
<td>Marking Rubric</td>
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<tr>
<td><strong>7-10 MARKS</strong></td>
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**Demonstrate self-awareness by explaining your personality and strengths**

| What are your personal values? |
| Discuss your personal values in relation to the role of a nurse |
| Resource: values in assessment 1 |

| Why become a nurse? |
| Provide a personal analysis on what has attracted you to nursing |

| Paragraphs & Sentence Structure |
| Resource: Online SNM Academic Skills resource Module 6 – writing academic paragraphs. Academic Skills Foundation Writing Workshop |

| Grammar and Spelling |
| Resource: Academic Skills Foundation Workshop |

**Demonstrated comprehensive self-awareness through a description on their personality and strengths**

**Gave a comprehensive discussion linking their personal values in relation to the role of a nurse**

**Within a paragraph provided a comprehensive analysis what attracted them to nursing**

**Ideas are very well organised into coherent and logically linked paragraphs. Sentences complete and sentence structure is of a high standard.**

**Grammar, spelling and punctuation are virtually error free.**
Why practise reflective writing?

It is an important aspect of learning because it improves:

• your self-awareness, an element of emotional intelligence
• your critical thinking skills, and
• your ability to become a more effective practitioner in your field.
What style of writing is used?

• Adopt an informal and personal tone *but respect the usual conventions of academic writing*;

• Avoid colloquial expressions or slang;

• Use the first person (I, my) to describe experiences, make observations, and state your opinion or feelings; and

• Use the language of reflection.
Structure and writing in paragraphs

**Topic sentence**
- *Introduces* the idea to be developed in the paragraph
- Links to the main argument of the paper

**Supporting sentences**
- **P – Point** that supports the main idea of the paragraph
- **E – Explanation**
- **E – Evidence** - data, information or ideas from your reading, in-text citations required
- This pattern may be repeated in the paragraph

**Concluding sentence**
- Restates the main idea from the topic sentence and makes a link to the next idea in the next paragraph
Learning Journal (weekly reflection)

Last week's lecture presented the idea that science is the most powerful form of evidence [1]. My position as a student studying both physics and law makes this an important issue for me [2] and one I was thinking about while watching the 'The New Inventors' television program last Tuesday [3]. The two 'inventors' (an odd name considering that, as Smith (2002) says, nobody thinks of things in a vacuum) were accompanied by their marketing people. The conversations were quite contrived, but also funny and enlightening. I realised that the marketing people used a certain form of evidence to persuade the viewers (us?) of the value of the inventions [4]. To them, this value was determined solely by whether something could be bought or sold—in other words, whether something was 'marketable'. In contrast, the inventors seemed quite shy and reluctant to use anything more than technical language, almost as if this was the only evidence required – as if no further explanation was needed.

https://student.unsw.edu.au/examples-reflective-writing
The **topic sentence** explains generally what the paragraph is about.

**Developing sentences** expand and clarify the idea expressed in the topic sentence.

**Supporting sentences** support the idea through examples, facts, figures, reasoned argument, anecdotes (research).

**The concluding / linking sentence** ‘wraps up’ the idea of the paragraph and signals the idea of the next paragraph.
Flow, cohesion: linking ideas

Transitional words and phrases show logical relationships between sentences and ideas; use them to strengthen your writing. They act as “glue” holding your ideas and sentences together; taking you and your readers smoothly and logically from one part of your essay to the next.

1. To give examples: for example, for instance, such as, specifically, as an illustration
2. To show cause and effect: therefore, hence, thus, as a result, resulting in, so, consequently
3. To contrast: nevertheless, however, but, on the other hand, in contrast, on the contrary, conversely, at the same time, still, although, even though, despite, in spite of, counter to
4. To show similarity: likewise, similarly, just as, equally, in the same way, both, like, as
5. To concede: although, even though, of course, granted, while, admittedly, doubtlessly
6. To elaborate: in addition, additionally, moreover, also, furthermore, equally important
7. To emphasise: more/most importantly, chiefly, indeed, in fact, primarily, no doubt, truly
8. To restate: again, in other words, in effect, that is, in short, put another way, to clarify
9. To indicate time: last, at last, eventually, before, after, afterwards, finally, during, then, when, as, prior to, subsequently, until, meanwhile, soon, later, as soon as, to begin with
10. To conclude: thus, finally, in the end, consequently, as a result, therefore, accordingly
For more information, see the Reflective Assignment Tip Sheet

Tip Sheet Reflective Assignments

At university, you might be asked to write a reflection for an assessment task or it may be part of a larger assignment.

This tip sheet explains what reflective writing is, why it should be practised, how to structure a reflection, the style of writing to use in a reflection, and some useful tips for writing reflections.

What is reflective writing?

Reflective writing is different from most other types of academic writing as it is based on personal reflection rather than research.

Personal reflection means:

- thinking deeply about your responses to experiences, situations, events or new information and
- analysing them in order to gain a better understanding and learn from them.

### Nursing & Midwifery Focus

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<th>WEEKS</th>
<th>DAY</th>
<th>TIME</th>
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<tr>
<td>3-13</td>
<td>Tuesdays</td>
<td>10.00 – 11.30am</td>
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Academic Skills Workshops

- Starting assignments
- Researching
- Reading and notetaking
- Writing paragraphs/essays/reports
- Paraphrasing
- Referencing
- Academic style
- Exam prep
Academic Skills Essentials

Academic Skills Essentials: Welcome

Academic Integrity
Discover the importance of academic integrity in your studies.
- Academic Integrity
- Plagiarism

Assignment Steps
Step through the assignment process to get the best results.
- Starting assignments
- Understanding marking rubrics
- Reading and notetaking
- Analysing and thinking critically

Types of Assessments
Discover the many types of assessments you will see throughout your studies.
- Annotated bibliographies
- Blogs
- Discussion forums
- Essays

https://ecu.au.libguides.com/academic-skills-essentials
• After hours student learning support
• For commencing students
• External online academic skills tutoring service
• BB ‘My Communities’
Next assignment workshop 😊

**NUR1101 Nursing in the Australian Healthcare System**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
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<tr>
<td>3</td>
<td>Monday 9 March</td>
<td>12.30 – 1.30pm</td>
<td>JO31.217</td>
<td>Planning and writing Assignment 1</td>
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<td>7</td>
<td>Tuesday 7 April</td>
<td>12.30 – 1.30pm</td>
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<td>Planning and writing Assignment 2</td>
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Thank you. Questions?