Assignment 1 Workshop

NUM1102
Communication Skills for Nurses and Midwives

Dr Justine Maldon
Tuesday 11 March
Assignment 1:

1. Define health literacy and discuss two key challenges presented by poor health literacy for the individual or the health care system. (400 words).

2. Discuss some of the strategies that nurses can use to improve health literacy for the patient and/or the community (400 words).

3. Write an end-text reference list of the sources provided in APA style as well as any additional references you have sourced (8).

Senior Learning Adviser
Dr Justine Maldon
# Marking Rubric

## NUM1102 Assessment 1 marking key

<table>
<thead>
<tr>
<th>Paragraph one: Definition and significance of health literacy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrated understanding</strong></td>
<td><strong>Very Poor</strong></td>
</tr>
<tr>
<td>0 mark</td>
<td>1 mark</td>
</tr>
<tr>
<td>The student’s paragraph has not provided a definition of and does not relate to or demonstrate any understanding of health literacy and its significance.</td>
<td>The student’s paragraph provides a definition but does not demonstrate any understanding of health literacy and its significance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paraphrasing</th>
<th><strong>Very Poor</strong></th>
<th><strong>Poor</strong></th>
<th><strong>Below Average</strong></th>
<th><strong>Average</strong></th>
<th><strong>Good</strong></th>
<th><strong>Excellent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Large sections of the provided articles have been copied, or many direct quotes have been used.</td>
<td>Several direct quotes or sections copied from the provided articles.</td>
<td>Some direct quotes or copying of provided article.</td>
<td>All sources referenced.</td>
<td>No direct quotes</td>
<td>No direct quotes</td>
<td></td>
</tr>
<tr>
<td>No in-text referencing provided.</td>
<td>Very few references provided.</td>
<td>Some references missed.</td>
<td>Discussion generally flows well – word choice mostly appropriate.</td>
<td>All sources referenced.</td>
<td>All sources referenced.</td>
<td></td>
</tr>
<tr>
<td>Sentence structure and word choice, grammar and spelling impede understanding.</td>
<td>Structure and word choice impede or interfere understanding.</td>
<td>Discussion lacks flow, choice of words in appropriate at times.</td>
<td>Clear, concise and logical flow of ideas</td>
<td>Sophisticated and fluent flow of ideas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar and sentence structure</th>
<th><strong>Extensive errors with sentence structure and grammar.</strong></th>
<th><strong>Multiple errors with sentence structure and grammar.</strong></th>
<th><strong>Student has four different grammar and spelling errors.</strong></th>
<th><strong>Student has one or two different grammatical or spelling errors.</strong></th>
<th><strong>Student has no grammatical or spelling errors.</strong></th>
</tr>
</thead>
</table>

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*Edith Cowan University*

*Academic Skills Centre*
## Marking Rubric

<table>
<thead>
<tr>
<th>Paragraph topic: How can nurses improve patient or public health literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrated understanding</strong></td>
</tr>
</tbody>
</table>
| **Paraphrasing** | **Very Poor:**  
  - Large sections of the provided articles have been copied, or many direct quotes have been used.  
  - No in-text referencing provided.  
  - Sentence structure and word choice, grammar, and spelling impede understanding. | **Poor:**  
  - Several direct quotes or sections copied from the provided articles.  
  - Very few references provided.  
  - Structure and word choice impede or interfere understanding. | **Below Average:**  
  - Some direct quotes or copying of provided article.  
  - Some references missed.  
  - Discussion lacks flow, choice of words in appropriate at times. | **Average:**  
  - No direct quotes  
  - All sources referenced  
  - Clear, concise and logical flow of ideas. | **Good:**  
  - No direct quotes  
  - All sources referenced  
  - Clean, concise and logical flow of ideas. | **Excellent:**  
  - No direct quotes  
  - All sources referenced  
  - Sophisticated and fluent flow of ideas. |
<p>| <strong>Grammar and sentence structure</strong> | <strong>Student needs to seek help with academic writing.</strong> | <strong>Student has five different grammar and spelling errors. Student needs to seek help with academic writing.</strong> | <strong>Student has four different grammar and spelling errors.</strong> | <strong>Student has three different grammar and spelling errors.</strong> | <strong>Student has one – two different grammatical or spelling errors.</strong> | <strong>Student has no grammatical or spelling errors in their work.</strong> |</p>
<table>
<thead>
<tr>
<th>Referencing</th>
<th>Extensive errors with in-text referencing</th>
<th>In text referencing has more than 5 different errors</th>
<th>In text referencing has 4 different errors</th>
<th>In text referencing has 3 different errors</th>
<th>In text and end text referencing has between 1-2 different errors</th>
<th>In text: no errors in relation to referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-text</td>
<td>Seek help with academic writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End-text</td>
<td>Extensive errors with end-text reference list</td>
<td>End text referencing has more than 5 different errors</td>
<td>End text referencing has 4 different errors</td>
<td>End text referencing has 3 different errors</td>
<td>End text referencing has between 1-2 different errors</td>
<td>End text: no errors in relation to referencing</td>
</tr>
</tbody>
</table>

Total/40 =

Total/20 =
Assignment title: Patient Education, Challenges Affecting its Implementation and Strategies to Improve Patient Discharge Medication Education

Unit code and Title: NUM1102 Communication Skills for Nurses and Midwives

Lecturer: Deborah Sundin

Student Name: [Redacted]

Student Number: [Redacted]
Patient Education and Two Key Challenges Affecting its Implementation

Providing health teachings to patients is an indispensable duty of a professional nurse. Regardless of position, role or practice setting, nurses are morally, legally and ethically bound to teach patients as well as their families (Bastable, 2017). Patient education, as defined by Bastable (2017), is the process by which individuals are taught to develop and improve health behaviours that are targeted to deliver excellent health outcomes and promote greater independence in the performance of activities of daily living. Current patient-focused health care trends emphasize the integral role of education especially in making informed decisions (Fisher & Myers, 2016). When patients are well-informed of their treatment options, the more they are able to make good health decisions.

Fisher and Myers (2016) further discussed that patients are not only empowered with regards to their personal health care, but more importantly, their trust to the nurses and the health care team is also fostered, when they are given thorough and up-to-date information. Patient education, when effectively done, is indeed essential and advantageous (Flanders, 2018).
Assignment Title

Unit code and Title: e.g. NUM1102 Communication Skills for Nurses and Midwives

Lecturer:

Student Name:

Student Number:

Date of Submission:

Word Count:
SNM Assignment Template

Introduction

Students, please start typing your assignment here, and delete this text after you have read it. Make sure that formatting is in line with the ECU SNM A-Z guide.

Heading 2

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References


Your paragraphs need:

- a clear topic sentence
- supporting sentences where paraphrases from selected extracts are included to support your main idea in a logical manner
- a concluding sentence.
- All paraphrases must be correctly in-text referenced.
- Use appropriate academic language/style.
- Include complete well-constructed sentences
- No introduction or conclusion.
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
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
• **Reading, understanding and writing the information/ideas** contained in the original text into your own words

• **Using your own writing style** not the original author’s, to express the ideas from the original text

• **Changing the non-key words and grammatical organisation** of the original text whilst retaining the original meaning

• Including an **in-text reference**, because although the words are yours, the original ideas are not (Author, year)
# Assignment and Referencing Drop-ins

## Nursing & Midwifery Focus

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>DAY</th>
<th>TIME</th>
<th>JOONDALUP</th>
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<tbody>
<tr>
<td>3-13</td>
<td>Tuesdays</td>
<td>10.00 – 11.30am</td>
<td>JO 21.313</td>
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<tr>
<td>3-13</td>
<td>Wednesdays</td>
<td>10.00 – 11.30am</td>
<td>JO 31.106</td>
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<td>3-13</td>
<td>Thursdays *</td>
<td>10.00 – 11.30am</td>
<td>JO 31.106</td>
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</table>
Academic Skills Workshops

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

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’
NUM1102 Communication Skills for Nurses and Midwives

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Wed 14 Aug</td>
<td>12.30 – 1.30pm</td>
<td>21.204</td>
<td>Paraphrasing, referencing and academic paragraphs: Assignment 1</td>
</tr>
<tr>
<td>8</td>
<td>Mon 16 Sept</td>
<td>12.30 – 1.30pm</td>
<td>21.204</td>
<td>Planning and writing the analysis of interview essay</td>
</tr>
</tbody>
</table>

The slides recordings will be accessible from the Unit Specific Workshops tab in the Nursing Library Guide and the Midwifery Library Guide within 24 hours of the workshop being delivered.
Thank you 😊