NUM1102 Assessment 1 Workshop
– Planning and structuring your academic paragraphs
– Paraphrasing, referencing and synthesis: supporting your discussion
– How to reference a journal article
– Support
### Assessment 1 Essay

<table>
<thead>
<tr>
<th>Assessment Description</th>
<th>Patient/Client Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>20%</td>
</tr>
<tr>
<td>Team or Individual</td>
<td>Individual assessment</td>
</tr>
<tr>
<td>Format</td>
<td>Length: 800 words (plus or minus 10%). Word (or similar) digital document. Please refer to SNM Assignment Presentation Guide for formatting guidelines.</td>
</tr>
<tr>
<td>Due Date and time</td>
<td>Week 5, refer to the Key Dates section of this document.</td>
</tr>
<tr>
<td>How to Submit</td>
<td>Electronically via Blackboard &gt; Assessment 1 folder</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td>Professional Competencies</td>
<td>NMBA Standards for Practice 1-4</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>Please refer to Blackboard &gt; Assessment &gt; Assessment 1 Marking Guidelines/Rubric</td>
</tr>
<tr>
<td>Feedback</td>
<td>Feedback will be available via Blackboard &gt; My Grades.</td>
</tr>
</tbody>
</table>
Assignment 1

Part 1:
Define the concept social media and discuss two key benefits that the use of social media provides for the individual or health care system (400 words).

Part 2:
Discuss two key limitations that social media may present/cause for the individual/or the healthcare system (400 words).

Part 3:
End-text reference list using APA 7th edition style
• No introduction or conclusion required 😊
• Use the journal extracts from the academic sources provided to write your well-constructed paragraphs.
• Find at least one source of your own related to each topic. You can add sources cited (referenced) in the provided articles if they have been published within the last seven years (2013+).

* On completion of this assignment, you will receive feedback on your:
  – academic writing
  – paraphrasing and
  – referencing for future assignments.
Planning and structuring your academic paragraphs

Recommended prior to completing assignment 1:

- familiarise yourself with the marking rubric
- review the Academic Skills Online Modules, especially Module 6
- attend this targeted assignment workshop
- attend Academic Skills Centre workshops on
  • paraphrasing
  • referencing and
  • writing academic paragraphs.

## NUM1102 Assessment 1 marking key

### Paragraph one: Define and discuss two key benefits of social media in health care.

<table>
<thead>
<tr>
<th></th>
<th>Very Poor 0 mark</th>
<th>Poor 1 mark</th>
<th>Below average 2 marks</th>
<th>Average 3 marks</th>
<th>Good 4 marks</th>
<th>Excellent 5 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrated understanding</strong></td>
<td>The student’s paragraph has not provided a definition of social media and does not relate to or demonstrate any understanding of key challenges for the individual or the health care system.</td>
<td>The student’s paragraph provides a definition but does not demonstrate limited understanding of key benefits of social media for the individual or the health care system.</td>
<td>The student’s paragraph provides a definition and demonstrates sound understanding of key benefits of social media for the individual or the health care system, i.e. only discusses one challenge or discusses two challenges superficially.</td>
<td>The student’s paragraph provides a definition and demonstrates sound understanding of key benefits of social media for the individual or the health care system, i.e. discusses two challenges clearly and logically with links to the literature.</td>
<td>The student’s paragraph provides a definition and demonstrates strong understanding of key benefits of social media for the individual or the health care system, i.e. discusses two challenges clearly and critically with appropriate extra support from the literature.</td>
<td></td>
</tr>
<tr>
<td><strong>Paraphrasing</strong></td>
<td>Very Poor =</td>
<td>Poor =</td>
<td>Below Average =</td>
<td>Average =</td>
<td>Good =</td>
<td>Excellent =</td>
</tr>
<tr>
<td></td>
<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>No direct quotes</td>
<td>No direct quotes</td>
<td>No direct quotes</td>
</tr>
<tr>
<td></td>
<td>No in-text referencing provided.</td>
<td>Very few references provided.</td>
<td>Some references missed.</td>
<td>All sources referenced</td>
<td>All sources referenced</td>
<td>All sources referenced</td>
</tr>
<tr>
<td></td>
<td>Sentence structure and word choice, grammar and</td>
<td>Structure and word choice impede or</td>
<td>Discussion lacks flow, choice of words in</td>
<td>Discussion generally flows well – word choice mostly appropriate.</td>
<td>Clear, concise and logical flow of ideas</td>
<td>Sophisticated and fluent flow of ideas</td>
</tr>
</tbody>
</table>
# Marking Rubric

<table>
<thead>
<tr>
<th>Grammar and sentence structure</th>
<th>spilling impede understanding.</th>
<th>interfere understanding.</th>
<th>appropriate at times.</th>
<th>Student has four different grammar and spelling errors.</th>
<th>Student has three two different grammar and spelling errors.</th>
<th>Student has one – two different grammatical or spelling errors.</th>
<th>Student has no grammatical or spelling errors in their work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive errors with sentence structure and grammar. Student needs to seek help with academic writing. Please contact <a href="mailto:LearningSupport@ecu.edu.au">LearningSupport@ecu.edu.au</a></td>
<td>Multiple errors with sentence structure and grammar. Student needs to seek help with academic writing.</td>
<td>Student has four different grammar and spelling errors.</td>
<td>Student has three two different grammar and spelling errors.</td>
<td>Student has one – two different grammatical or spelling errors.</td>
<td>Student has no grammatical or spelling errors in their work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Paragraph two:** Discussion of two key limitations that the use social media may present/cause for the individual and/or health care system.

<table>
<thead>
<tr>
<th>Demonstrated understanding</th>
<th>The student's paragraph has not addressed discussed the limitations the use of social media may cause.</th>
<th>The student’s paragraph has not addressed the topic but does not demonstrate any understanding of the limitations of the use of social media in health care.</th>
<th>The student's paragraph demonstrates limited (superficial) understanding of the limitations of the use of social media in healthcare.</th>
<th>The student’s paragraph demonstrates sound understanding of the potential limitations of the use of social media in healthcare, i.e. discusses the limitations clearly and critically with links to the literature.</th>
<th>The student’s paragraph demonstrates strong understanding of the potential limitations of the use of social media in healthcare with appropriate extra support from the literature.</th>
</tr>
</thead>
</table>

**Paraphrasing**

**Very Poor**
- Large sections of the provided articles have been copied, or many direct quotes have been used.

**Poor**
- Several direct quotes or sections copied from the provided articles.

**Below Average**
- Some direct quotes or copying of provided article.

**Average**
- No direct quotes
- All sources referenced
- Discussion

**Good**
- No direct quotes
- All sources referenced
- Clear,

**Excellent**
- No direct quotes
- All sources referenced
- Sophisticated
<p>| | | | | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar and sentence structure</strong></td>
<td><strong>Extensive errors with sentence structure and grammar. Student needs to seek help with academic writing.</strong></td>
<td><strong>Student has five different grammar and spelling errors. Student needs to seek help with academic writing.</strong></td>
<td><strong>Student has four different grammar and spelling errors.</strong></td>
<td><strong>Student has three different grammar and spelling errors</strong></td>
<td><strong>Student has one - two different grammatical or spelling errors</strong></td>
</tr>
<tr>
<td><strong>Referencing in-text</strong></td>
<td><strong>Extensive errors with in-text referencing.</strong></td>
<td><strong>In text referencing has more than 5 different errors</strong></td>
<td><strong>In text referencing has 4 different errors</strong></td>
<td><strong>In text referencing has between 1-2 different errors.</strong></td>
<td><strong>In text: no errors in relation to referencing.</strong></td>
</tr>
<tr>
<td><strong>Referencing end-text</strong></td>
<td><strong>Extensive errors with end-text reference list</strong></td>
<td><strong>End text referencing has more than 5 different errors</strong></td>
<td><strong>End text referencing has 4 different errors</strong></td>
<td><strong>End text referencing has between 1-2 different errors.</strong></td>
<td><strong>End text: no errors end-text reference list.</strong></td>
</tr>
</tbody>
</table>

**Total/ 40 =**

**Total/ 20 =**
A paragraph presents ONE idea.

It usually contains 4-8 sentences.

Sentences have different functions:

- 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.
Is a useful way to remember how to structure a body paragraph:

- **Topic sentence**: introduces the idea to be developed in the paragraph, make a point linked to the question, links to the main argument
- **Elaborate**: expand, explain (give more details)
- **Evidence**: support with examples and material from references
- **Link**: link back to the paragraph’s main point; link forward to the next paragraph’s main point
Planning and structuring your academic paragraphs

Topic sentence: guiding idea: difficulty

Supporting sentences: suggestions for overcoming difficulty

Concluding sentence: ties it together and points to guiding idea in next paragraph

You may have some difficulty in writing a paragraph. First of all, think about the idea you want to get across. Second, write a sentence that expresses that idea. Third, think about and write down the ideas that support that idea. Finally, write the paragraph, making sure that the sentences are tied together neatly with transitional devices like the one used here – first of all, second, third etc. Writing a paragraph will not be difficult if you approach it systematically.

A systematic approach to paragraphing a whole document pays off...

Transitional words and phrases show logical relationships between sentences and ideas; use them to strengthen your writing.

1. **To give examples:** for example, for instance, such as, specifically,
2. **To show cause and effect:** therefore, as a result, consequently
3. **To contrast:** nevertheless, however, but, 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, granted, while, admittedly
6. **To elaborate:** in addition, additionally, moreover, also, furthermore, equally important
7. **To emphasise:** more importantly, chiefly, indeed, in fact, primarily
8. **To restate:** again, in effect, that is, in short, to clarify
9. **To indicate time:** last, eventually, before, after, finally, during, then, when, as, prior to, subsequently, until, meanwhile, later, as soon as
10. **To conclude:** finally, consequently, as a result, therefore, accordingly
Paraphrasing

• **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 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).
Structure and writing in paragraphs. Each paragraph needs:

- 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 required.
Summary

Academic writing is:

- formal
- objective
- precise
- accurate
- concise
- easy to understand
- structured

Academic writing contains:

- transitional words/-phrases
- evidence
- in-text references
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.

Headings

- Heading 1
  - Subheading 1
  - Subheading 2
  - Subheading 3
  - Subheading 4
- Heading 2
  - Subheading 1
  - Subheading 2
  - Subheading 3
  - Subheading 4
- Heading 3
  - Subheading 1
  - Subheading 2
  - Subheading 3
  - Subheading 4
- Heading 4
  - Subheading 1
  - Subheading 2
  - Subheading 3
  - Subheading 4
Referencing a journal article APA7
What is referencing?

Referencing is a **standardised** method of formatting the details of the information sources you have used in your assignments or written work.

The main **style of referencing at ECU** is APA (American Psychological Association) 7th edition.

APA style consists of an **in-text citation** (author-date style) and corresponding **end-text reference** (“Reference List”).

The Library’s online **Referencing Guide** is a valuable resource for information about how to format a wide variety of references.
Locating the referencing guide

Direct link to the Referencing Guide

Library Guides (including the Referencing Guide)

https://www.ecu.edu.au/library
Referencing guide

Quick Guide to APA Referencing (PDF)

Check under the tabs for more examples and information, including for less common information sources.

In-text citations

Reference list

https://ecu.au.libguides.com/referencing
APA style referencing

In APA style referencing, for each source you cite, you need:

- a full **end-text reference** in your reference list, and
- a brief **in-text citation**.

These should be paired – every reference in your reference list must have at least one in-text citation, and (almost) every in-text citation has an end reference in the reference list.
An end-text reference is the **full reference**. It should contain all information needed to find the source you used.

There are four main elements included in an end-text reference.

- **Who?** Author’s name (including initials)
- **When?** Date of publication
- **What?** Title of the work (check for italics and capitalisation)
- **Where?** Publisher name and URL

Author, A. A. (Date). *Title*. Source.
End-text: author/date

The format for the **author** element is: Surname, F. I.

Smith, J. A.

de la Cruz, R.

Botello, L., Villanueva, E., Rivera, N. A., Velandia, F., & de la Lanza, M. A.

Up to 20 authors, include all authors in your end text reference

The **date** is usually the year of publication, in parentheses: *(2019).*

If a work has no publication date that can be found, use the abbreviation for “no date”: *(n.d.)*.
A journal article is **part of a larger work**. The article title is **not in italics** and is in **sentence case**.

**Sentence case** – capitalise only the first word of the title and subtitle, acronyms, and proper nouns. (Even if it is written differently on the work.)

**Eg. Social media and professional boundaries in undergraduate nursing students.**

The **source** for a journal article includes; the journal title, volume, issue number, page range and DOI.

The title of the journal will be in **italics** and written in **title case**.

**Title case** - This is a capitalisation style where the all major words, any words with at least four letters, and the first letter of a title or subtitle is capitalised.

**Eg. Journal of Professional Nursing.**
Journal articles: DOI

A digital object identifier provides a permanent link to an article.

https://doi.org/10.1000/182

❌ DOI:10.1515/ijnes-2019-0074

✔️ https://doi.org/10.1515/ijnes-2019-0074

❌ http://dx.doi.org.ezproxy.ecu.edu.au/10.7748/ns.31.27.33.s40

✔️ http://doi.org/10.7748/ns.31.27.33.s40

If there is no DOI, just reference as though it is a print article.

Note the hanging indent.
Impact of health literacy on medication adherence in older people with chronic diseases
by Yun-Mi Lee RN, PhD, Hye Yon Yu RN, PhD, Mi-Ae You RN, PhD, Youn-Jung Son RN, PhD

Article 2017 | No other editions or formats
Journal: Collegian v24 n1 (201702): 11-18
Medication adherence is a key factor of the therapy of chronic diseases in older people with chronic diseases. Inadequate outcomes. Therefore, the aim... Read More

Held by Edith Cowan University

View full text
Impact of health literacy on medication adherence in older people with chronic diseases

Yun-Mi Lee RN, PhD a, 1, Hye Yon Yu RN, PhD b, 1, Mi-Ae You RN, PhD c, Youn-Jung Son RN, PhD d, 2

https://doi.org/10.1016/j.colegn.2015.08.003
Reference list

• Each entry begins at the left hand margin. Use a hanging indent.

• Each entry is in alphabetical order according to the last name of the first author, followed by initials of the author’s given name. If there is no author, the title takes the author’s place in the list. Then alphabetise according to the first main word of the title (not ‘a’ or ‘the’).

• Works by the same author are arranged by date (earliest first).

• The reference list is double-spaced. Check with your lecturer to confirm this is required for your assignment.

• Use the centred bold heading ‘References’
References


Format for in-text citations

There is more than one way to correctly format an in-text citation:

Standard “parenthetical” formatting, placed directly after the idea being referenced, within the punctuation of the sentence:

- 2 authors: (Stans & Jubina, 2013).
- 3 or more authors: (Camara et al., 2018).

The ampersand (&) is used in place of ‘and’ in parenthetical citations. The phrase et al. (meaning “and others”) is used where 2+ names are not shown.

“Narrative citation” includes some or all of the citation details (author or date) in your own writing:

- Stans and Jubina (2013) found …
- According to a 2014 study by Camara et al. …

Note the use of and instead of the ampersand within the body of the text.
Further help

Library Referencing Guide: https://ecu.au.libguides.com/referencing

Quick Guide to APA 7th Referencing

Specific Nursing Reference Examples:

Assignment and Referencing drop-in sessions (Librarian and Senior Learning Adviser)

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>DAY</th>
<th>TIME</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-13</td>
<td>Thursdays</td>
<td>10.00-11.30am</td>
<td>JO 31.106</td>
</tr>
</tbody>
</table>

Contact: library@ecu.edu.au
• Good luck with your academic writing and structuring your paragraphs!
• Remember there’s plenty of support too from the Academic Skills Centre.
How can we support you?

Lock it in by booking a 30-minute appointment with a learning adviser here: https://askus2.ecu.edu.au/s/article/000001642
Appointments can be online, by phone or face to face. (EAL, academic skills, numeracy)

Pop into an ASC with a quick question or email learningadviser@ecu.edu.au

Drop in to an assignment and referencing drop in session for 10 minutes with the Senior Learning Adviser, Librarian and Numeracy Adviser.
**Nursing and Midwifery Focus**

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>DAY</th>
<th>TIME</th>
<th>CAMPUS</th>
<th>ROOM</th>
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<td>Thursdays</td>
<td>10:00 – 11:30</td>
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<td>JO 31.106</td>
</tr>
<tr>
<td>2-13</td>
<td>Thursdays</td>
<td>13:00 – 15:00</td>
<td>Bunbury</td>
<td>BU 5.126</td>
</tr>
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</table>

**Learning Support Drop-Ins**

Learning Support Drop-In sessions are offered throughout the semester. In these sessions, a Learning Adviser and Librarian will be able to assist you with your academic skills, assignments, researching and referencing. You are encouraged to attend your school’s sessions, but general support will also be available in all sessions. Learning Advisers may spend 10 minutes with you, depending on student numbers, focusing on a certain question or aspect of your assignment. Please bring a copy of your assignment instructions and draft. There is no need to book; just come along any time within the allocated timeslots.

Learning Support Drop-In sessions do not run during Mid-Semester Break.
Academic skills centre support

Academic Skills Centre

Home
Announcements
Summary of support at ECU
Contacting a Learning Adviser
Workshops
Developing Your English
Foundation Writing Course
STEM (Maths and Science)
Assignment Guidance
Academic Integrity
Frequently Asked Questions
School Specific and UNIPREP Resources
PASS (Peer Assisted Study Sessions)
Studioity

Starting at University
Developing Your English
Workshops
Assignment Guidelines

STEM (Maths & Science)
Practising Academic Integrity
School Specific and UniPrep

PELA
PASS (Peer Assisted Student Sessions)
Studioity
Contacting a Learning Adviser
Edith Cowan University
Academic Skills Centre

Academic Skills Workshops

- Starting assignments
- Write Better Sentences
- Perfect Your Punctuation
- Make Your Writing Flow
- Proofread for Grammar
- Editing and Proofreading
- Reading and notetaking
- Integrating Others’ Ideas
- Referencing Using APA
Foundation Writing Course

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure, grammar and word use. The course can be completed online.

Click on the link above which will take you to the site with completion instructions. Work through all modules and quizzes to complete the course.

The resources and PowerPoint from the course are on this page.

Foundation Writing Course Resources: Read this first

The Foundation Writing Course is designed to review and develop key language skills related to sentence structure.

https://blackboard.ecu.edu.au/webapps/blackboard/execute/courseMain?course_id=657327_1
Blackboard Collaborate sessions will be held on the Academic Skills Centre Blackboard site.

Using Google Chrome or Firefox, click [here](#) to access the online workshops, then click ‘SNM Unit Specific Workshops (Justine & Lisa)’ to join the session.
Thank you 😊