NUM2308 Aboriginal and Torres Strait Islander Peoples’ Health and Wellness

Assignment 2 Workshop:
Contemporary Issue Essay
  – Planning
  – Structure and writing in paragraphs
  – Academic writing style
  – Editing process
  – Academic skills support
  – Referencing

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Senior Learning Adviser

Lisa Webb
SNM Librarian
Recording available at https://ecu.au.libguides.com/nursing/workshops
## Contemporary Issue Essay

<table>
<thead>
<tr>
<th>Assessment Description</th>
<th>Contemporary issue essay</th>
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</thead>
<tbody>
<tr>
<td>Value</td>
<td>50%</td>
</tr>
<tr>
<td>Team or Individual</td>
<td>Individual</td>
</tr>
<tr>
<td>Format</td>
<td>Length: 2000 words (plus or minus 10%). Use headings provided below. Minimum 10 references, 7 years old or less, from a mixture of journal articles, books and credible websites (e.g. Australian Indigenous health info net). Your unit text is an edited book so reference the separate chapters that you use appropriately. Do not reference unit lectures or tutorial activities for this assignment. Make sure your sources are credible. Format as per the SMN Assessment Guidelines and ECU Referencing Guide.</td>
</tr>
<tr>
<td>Due Date and time</td>
<td>Monday 2nd November 12pm (lunchtime, noon)</td>
</tr>
<tr>
<td>How to Submit</td>
<td>Electronically via Blackboard &gt; Assessment folder Please keep your Turnitin receipt and an electronic copy of the work as proof of completion and submission. If your assignment is submitted after the due date (with or without an approved extension) and you have already submitted a draft, you will need to email the unit coordinator immediately so that the draft can be removed before it is graded.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>3, 4, 5,</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>The rubrics for assignment 1 and 2 are based on the standard school rubric with a few minor changes. Please make sure you review the rubric whilst preparing your assignments. <strong>Rubric adjustments:</strong> Content 45 (15 for similarities, 15 for concepts, 15 for strategies) Critical thinking (20 marks) Structure/presentation (15) Ref (10) ELP (10)</td>
</tr>
</tbody>
</table>
• Discuss the similarities and differences between Aboriginal Medical Services and an urban outpatient renal unit (or similar community-level support for chronic disease like General Practice).

• Using the concepts from this unit, discuss the reasons Bill may choose to stay in his community despite knowing this is a life-limiting decision.

• Outline strategies that the health service in Perth could implement to make Bill’s experience culturally safe.
A specific resource about kidney health and dialysis services (Bb)
Frame your essay around key concepts in this unit, e.g.:

- Race/culture/ethnicity/identity
- Privilege/Equality/Access to health services
- Unequal power/Enculturation
- Colonisation/Australian Historical events
- Stereotyping/racism
- Victim blaming
- Communication/health literacy
- Cultural safety/Cultural competence
- Social Determinants of Health
- Codes and Standards of Nursing and Midwifery practice
Getting started

1. Review the overview of key concepts in this unit in the study schedule (under Module 9 on BB);
2. If you have any questions relating to this assessment task, go to the discussion board and post your questions there;
3. Complete the post-unit attitude change questionnaire.
Getting started

Assignment related Questions

Post your questions here. Select the title-link ‘Questions’ to open this forum.

**Timesaver tip!** You may like to consider **Subscribing** to discussion forums. When you subscribe, an email will be sent to your ECU email account, letting you know when a new post is added.

Choose a response to each of the following statements on the scale from strongly disagree to strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think my beliefs and attitudes are influenced by my culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health professionals' own cultural beliefs influence their health care decisions</td>
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<tr>
<td>Time in the health professional curriculum devoted to the promotion of student self-awareness and well-being is time well spent</td>
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<tr>
<td>A health professional's ability to communicate with patients is as important as his/her ability to solve clinical problems</td>
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</table>
• Introduction
  – Brief overview of the topic and structure of the essay (150 words)
• Similarities and differences between health services
  – Describe and support with references (250 words)
• Concepts that may influence Bill’s choice of health service (500 words)
• Strategies to manage health issues in a culturally safe way (500 words)
• Conclusion
  – summary of key points (150 words)

*Sub-headings may be used of your choice
• Remember that you need to demonstrate that you understand the concepts, so start your paragraphs with a **topic sentence** that introduces the **concept**, then **relate** the **concept to the case study** in a way that shows you understand how the concept can be applied in ‘real life’.

• Discussion of **at least three** concepts in depth is expected as a minimum. You should be able to refer to several other concepts as well (the more the better).
You’re ready to write your assignment!
The essay writing process

- Analyse the question
- Brainstorm and do pre-reading
- Research
- Make a plan
- Write: draft and revise
- Edit and proofread
Brainstorming and pre-reading

- **What do you already know about the topic(s)?** Do you have knowledge to built on (familiarity with related areas)?
- **Do you have any initial responses to the question?** What could a possible answer (or answers) be?
- **Further your thinking by ‘questioning the question’**. Formulate sub-questions about the question and topic.
- **Question the terms**. Is there an agreed-upon response?
- **Organise your existing information**: unit reading material, lecture and tutorial notes
- **How do different approaches/ theories/ arguments differ?** Which ones could/should you use?
- **What are the key concepts?** How do they relate to each other?

(UNSW, 2014)
A mind map

(Zimmermann, 2008)
Make a plan

• **Make a plan** from your mind-map and notes
• **Organise your content** – use headings if appropriate
• **Order your ideas logically**
• **Include supporting evidence** – quotes, link to theory, statistics, experimental data etc.
• Note the **in-text reference** for all evidence
• **Write** your **draft**
Remember

- You can cite:
  - The unit text
  - Websites – credible e.g., gov

- Do not cite:
  - Lectures
  - Videos
Essay structure

All essays have a similar basic structure:

**Introduction**

**Body paragraphs**

**Conclusion**
Introduction

An *introduction* prepares the reader for the essay. It

- states the *topic*
- provides an overview of the relevant *context*
- highlights *key points* of argument and discussion
- outlines the theoretical frameworks you will apply to your discussions, analyses, reflection, evaluation etc.
- ends with a *thesis statement*: the central point of the argument that you will ‘unpack’ in the body of your essay.
Introduction: structure

**Topic/Orientation** – opens the topic and establishes the broader context (sometimes includes definitions)

**Focus/Thesis statement** – states your argument/position

**Structure** – outlines your approach
What style of language should I use?

- Write in the third person.
- Be direct – use the active rather than the passive voice.
- Be concise.
- Use standard English avoiding American spellings.
- Avoid emotive language.
- Avoid slang terms, clichés and colloquial expressions.
- Avoid gender bias and sexist language.
- Flow, cohesion: linking ideas.
Introduction

- Topic – key words
- Context – background
- Scope – limitations/definitions
- Argument – thesis statement
- Approach – outline of overall content: order of the main ideas to be presented
An essay map and topic sentences

Main idea (Introduction)

Thesis statement

Sub-ideas (paragraphs)

- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence

Conclusion
Body paragraphs: write, draft & revise

• Length: approximately 250 words.

• Begin with a clear **topic sentence** which **relates to the thesis** and uses the **key terms** of the question. Topic sentences guide your argument and provide a ‘skeleton’ for the essay.

• **Support** your points of discussion with relevant examples from your **research** or case study texts

• **Reference** your research sources correctly

- Similarities and differences between health services  
  *Describe and support with references (250 words)*

- Concepts that may influence Bill’s choice of health service  
  * (500 words)

- Strategies to manage health issues in a culturally safe way  
  * (500 words)
Body paragraph: structure (TEEL)

- **T — topic sentence**: a specific point of argument which is clearly stated
- **E — evidence**: from your research or case study text
- **E — elaborate**: make your point in your own words, and develop your academic voice using key concepts
- **L — link**: connect to the topic sentence and the next paragraph
Conclusion: structure

**Restatement of the thesis statement**
- rephrases the thesis statement (different words)

**Summary**
- summarises the main points contained in the body of the text

**Broad statement**
- makes an evaluation, forecasts the future, or makes recommendations
Editing process

For the *thesis statement*:
- Is there a clear thesis established in the introduction. Does it relate explicitly to the set topic?
- Is the topic of the essay clearly identified?

For *content*:
- Have you engaged with relevant key terms and concepts?
- Is there evidence of close reading of the available literature on your topic?
- Is there evidence that you have reflected critically on the topic?
- Have you considered what is at stake (if appropriate, politically, socially, culturally) in relation to the topic?
Editing process

For *argument*:

• Is the structure of an argument apparent? (read the topic sentence of every paragraph)
• Is more detail and/or discussion needed to build a cogent argument?
• Is there sufficient supporting evidence?
• Are the points in a coherent and logical order?
• Have I effectively responded to and/or answered the assessment question/task?

Proofreading is the final stage of the editing process, focusing on surface errors such as misspellings and mistakes in grammar and punctuation.
Academic writing style:

- Grammar
- Spelling
- Punctuation
- Sentence structure
- Paragraph structure:
  - Topic sentence
  - developing sentences
  - supporting sentences
  - concluding/linking sentence
• Good luck with writing your assignment!
• Remember there’s plenty of support too from the Academic Skills Centre and Library.
Edith Cowan University
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>
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<tr>
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**Business and Law Focus**

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**Education Focus**

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**Engineering Focus**

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**Medical & Health Sciences Focus**

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**Science Focus**

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**UniPrep Focus**

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<td>Mondays*</td>
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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
Questions?
Referencing APA7

Lisa Webb: SNM Librarian
Quick Guide to APA Referencing

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

In-text citations
Reference list
Quick Guide to APA Referencing (PDF)

https://ecu.au.libguides.com/referencing
End-text references

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.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Author’s name (including initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>Date of publication</td>
</tr>
<tr>
<td>What?</td>
<td>Title of the work (check for italics and capitalisation)</td>
</tr>
<tr>
<td>Where?</td>
<td>Publisher name and URL</td>
</tr>
</tbody>
</table>

Author, A. A. (Date). *Title*. Source.
As demonstrated by Speedy (2014)

(Speedy, 2014)

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.
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 or more 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.
Reference list

- Begin your reference list on a new page.

- Use the centred bold heading ‘References’.

- 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.
# Nursing standard

<table>
<thead>
<tr>
<th>In-text</th>
<th>End Reference</th>
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| (Nursing and Midwifery Board of Australia [NMBA], 2016, Standard 5.3) | Nursing and Midwifery Board of Australia. (2016). *Registered nurse standards for practice.*  
| Subsequent references (NMBA, 2016, Standard 5.3) |  |

For a long URL you can use a URL shortener like tinyURL.com.
Nursing references

Use the [Nursing specific reference page](#) for:

- Johanna Briggs Institute
- Cochrane library

Include the database name in Title Case and *italics*.

Include the homepage URL ([JBI](#)) DOI ([Cochrane library](#)).

There are also examples for Nursing standards, clinical guidelines, and medication.
Further help

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

Quick Guide to APA 7th Referencing

Specific Nursing Reference Examples: https://ecu.au.libguides.com/nursing/nursing-specific-reference-examples

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

<table>
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Contact: library@ecu.edu.au

Book an appointment: AskUs