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Spring Semester, 2018
Nursing Seminar 2



Preparing for the NMIH105 essay



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Subject	Assessment 1	Assessment 2	Assessment 3	Assessment 4
NMIH105	Week 2 & 3 Formative in-class quiz	Week 5 Essay 2000 words 40%	Weeks 8 & 9 Group presentation 20%	Exam Period Final exam 100 MCQ 40%
NMIH106	Week 4 Formative Basic Life Support (BLS) laboratory	Week 9 In-class quiz MCQ 20%	Week 10 Case Study 2500 words 40%	Exam Period Final exam 100 MCQ 40%
NMIH107	Week 1 & following Pre-tutorial quizzes 10%	Week 5 Case study 1500 wds 35%	Week 5 Formative on-line Moodle quiz	Week 13 Case study 2,500 wds 55% WPE/NCAS
NMIH108	Week 4 Formative online quiz	Week 7 Essay 1500 wds		Exam Period Final exam 40%

Before we get started ...

Does anyone want to revisit any points from last week's seminar on the NMIH107 critical appraisal assignment?



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What is a case study

- ‘A case study is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities you would encounter in the workplace’ (Mort, Cross & Downey 2002).
- Case studies are usually written as a narrative (that is, like a story), using the contexts of real-life situations. When you analyse a case study, it helps you to practise applying knowledge, and your thinking, reasoning and decision-making skills, to a real-life situation.



What do you need to do?

Case study analysis requires you to:

- deepen your understanding of theories through viewing them in relation to practical situations;
- develop a greater appreciation of the complexity of problems that can arise in practice

You will need to develop your skills to:

- analyse and evaluate;
- express ideas concisely and with clarity;
- create convincing, reasoned arguments;
- propose solutions to genuine problems.

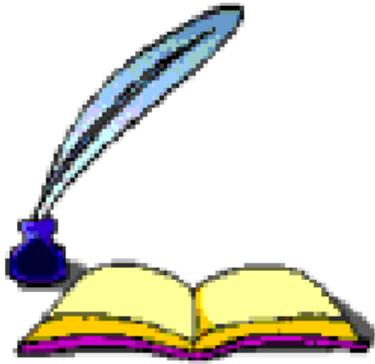


Identify solutions

If you are asked to identify solutions or make recommendations you will need to use a problem-solving process which involves:

- outlining the alternative courses of action available to solve the problem
- listing the advantages and disadvantages of each course of action
- recommending a solution and **justifying** it





Writing it up

- avoid simply describing the situation
- make sure you have applied your evidence to really explain *why* and *how* you might deal with the situation, e.g. Mr Pitman's situation in NMIH105.
- check that your information is logically sequenced.



Steps to recommendations

- **Select** your preferred course of action and **clearly explain** your reasons for selecting a particular option.
- Outline **who** should take the action, **when** the actions should be taken and **how** those actions will occur. For example in the NIMH105 case study, explore the ACAT or DVA options that are available, and the superclinic's options that are closer to home.
- **List the implications** of the preferred course of action, **considering both negative and positive** implications



NMIH105: case study – 2000wds – 40%

ANALYSING THE TASK:

You have been given a case study that details Mr Harry Pitman's condition.

For this assignment, **no introduction or conclusion is required. You have to provide information on the following:

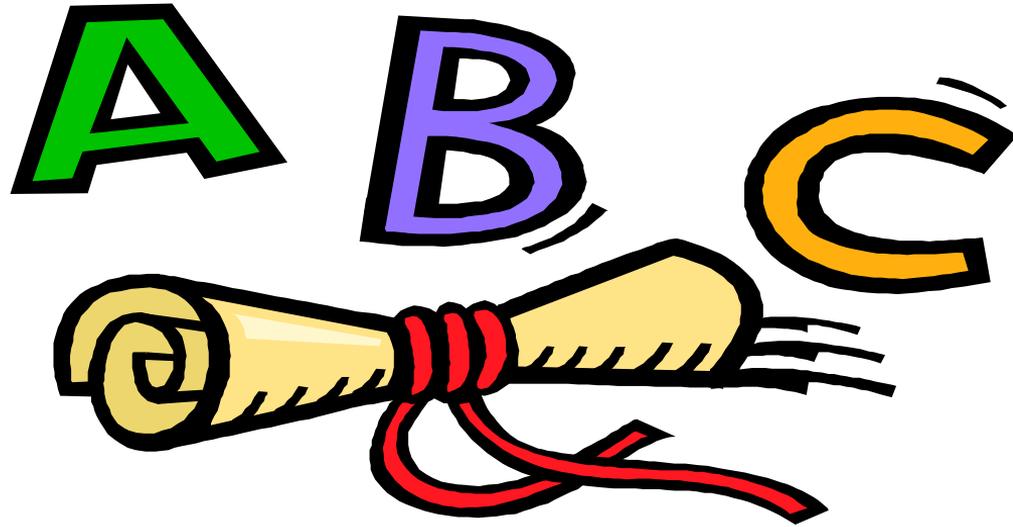
- GPN health assessment (500 words)
- Activities of daily living (1000 words)
- Nursing care recommendations & rationale (500 words)

GOAL:

The goal of this assignment is for you to conduct library and online research and to acquire knowledge and understanding about post-operative care for the aged in the community. As a consequence of this research and critical thinking you will develop an appreciation of health assessments, how the elderly deal in the community and how nurses support their health and well-being.

What *abilities and knowledge* do you need to learn or strengthen to do this assignment?

In the beginning ...



Are you comfortable? - Analyse.

Breathing easily? – Brainstorm.

Considering the concepts? – Check a dictionary.



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Analyse the question & plot your navigational points ...



Analyse the task

- What are the key words OR concepts? Do you understand them?
- What do the instruction words tell you to do?
- HOW do the scoping and value words limit and/or frame your plan?



Brainstorm

- WHAT will be the organising focus for your discussion?
- WHAT main points do you need to include around that focus?
- Are there any more minor points you need to include?



Consider logical flow

- HOW do you need to order your response?
- PLAN each stage of your task so that when you begin writing, you can be fairly sure that you're going to address all aspects of the topic.

Planning your structure ...

Do I understand the role of a general practice nurse & the 707 health assessment?



Can I discuss the incidence and causes of falls by the elderly?



Can I clearly identify the daily activities of living and how they relate to this case?



How does the current literature support what you see is important in daily activities of your patients ?



Can you justify the recommendations you might suggest to support this case ?



The function of **paragraphs** in academic writing is to ...

Identify the
main
idea/point
(topic
sentence).



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graph LR; A[Identify the main idea/point (topic sentence).] --> B[Provide some evidence to support your point.]; B --> C[Synthesis: connect this point to your wider discussion / the topic (analysis)];
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Provide
some
evidence to
support your
point.

Synthesis:
connect this
point to your
wider
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topic
(analysis)

Hudson (2009) claims that life expectancy is one of the key measures of a population's health. Australian Bureau of Statistics' (ABS, 2010) data indicate that the life expectancy gap between Indigenous Australians and other Australians registered as 11.5 years for males and 9.7 years for females during the period 2005-07. However, Hudson (2009, p. 4) argues that Indigenous life expectancy figures 'fail to show how low the life expectancy rate is in some communities'. The major factor in the life expectancy gap for Indigenous Australians is chronic disease (Zhao, 2004, p. 498). In 2004-05 reported rates of chronic disease in Indigenous communities included cardiovascular disease (12%), diabetes (6%), and kidney disease (2%) (ABS, 2007). According to Solar and Irwin (2010) there are multiple factors which underpin the poorer health outcomes experienced by Indigenous population groups. The sociocultural burden of chronic disease on these communities further complicates health outcomes for Aboriginal and Torres Strait Islander peoples over and above life expectancy.

Topic sentence:
main point.

Evidence &
extrapolation

Synthesis

Create clear links / connections between paragraphs with topic sentences.

P1: Three issues impacting on quality family-centred care for Indigenous women during pregnancy and birthing are: **the lack of readily accessible health care professionals and facilities; the extensive travel** and expense of travelling to larger medical facilities when complications occur; and **language barriers**.

P2: Eighty nine percent of townships in the Northern Territory, Western Australia and Queensland are defined as remote because of their **lack of medical services** and **distances from medical facilities**.

P3: Archell, Hill and Jackson-Pulver (2007) identify **the issues around retention and attraction of medical officers** to remote and regional areas of the Aboriginal and Torres Strait Islander health services.

P4: **The negative affect that being removed from community** and loved ones in a time preceding birth has detrimental effects on the emotional state of the mother and family.

P5: Watson, Hodson and Johnson (2002) point out **the communication issues** confronting many of the women sent from remote communities, some of who have English as a second or third language. This communication problem can only be more complicated when these women are confronted with medical jargon which they do not understand.

Next week ...

*Perhaps effective
use of evidence;
referencing?*



Version History

Stirling, Jeannette, 2015-2016

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Rossetto, Celeste, 2018



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