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# Successful Transitions for Nurses

Seminar 2:

Commencing assessment 1 (SNUG101): finding resources &  
using evidence



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AUSTRALIA

| Subject 2019          | Assessment   | Assessment  | Assessment  | Assessment  | Assessment                                   |
|-----------------------|--|---|---|---|--|
| <b><u>SNUG101</u></b> | <b>Week 3 (21/3/19)</b><br>Creative representation of values & beliefs + 500 wds<br><b>30%</b> | <b>Week 7</b><br>OSCA<br>Communication & Pt. Assessment<br><b>Satisfactory/Unsatisfactory</b> | <b>Weeks 9 (9/5/19)</b><br><br>Reflection<br><br><b>30%</b>                                 | <b>Week 10 (13-17/5/19)</b><br><br>Calculation<br><b>Pass/Fail</b>  | <b>EXAM PERIOD</b><br><br><br><br><b>40%</b> |
| <b><u>SNUG102</u></b> | <b>Week 5 (4/4/19)</b><br>Essay<br>1000wds<br><b>30%</b>                                       | <b>Week 8</b><br>Debate<br>Group Assessment<br><b>30%</b>                                     |   |   | <b>EXAM PERIOD</b><br><br><br><br><b>40%</b> |
| <b><u>SNUG103</u></b> | <b>Week 2, 4, 6, &amp; 8</b><br><br>Quizzes<br><br><b>20%</b>                                  | <b>Week 7</b><br>Educational resources & report<br>Resources+1000wds.<br><b>40%</b>           |   |   | <b>EXAM PERIOD</b><br><br><br><br><b>40%</b> |
| <b><u>SNUG104</u></b> | <b>Week 12 (30/5/19)</b><br>Pre-placement requirements<br><b>Satisfactory/Unsatisfactory</b>   | <b>Week 7 (18/4/19)</b><br>Individual learning goals<br><b>40%</b>                            | <b>Week ?</b><br>Workplace experience assessment tool<br><b>Satisfactory/Unsatisfactory</b> | <b>PATTERN A (13/6/19)</b><br><b>PATTERN B (25/7/19)</b><br><b>PATTERN C (8/8/19)</b><br>Reflective portfolio<br><b>60%</b> |  |

# Review from week 1 (last week)

We looked at:

- How to study for quizzes using a variety of techniques (flash cards, acronyms, repetitions, mind maps, flow maps & so forth)
- Planning for your quizzes
- Strategies for study

This week we will look at the **creative assignment for SNUG101** (which we look at last week) and **the use of evidence**



# SNUG101: assessment 1 details

“Before we can help others we need to have insight into how we function as a person” (McCormack & McCance, 2017). The purpose of this assessment is for students to consider how their values and beliefs may impact on the care of individuals. This will be a creative piece which is in keeping with the person-centred framework.

**Instructions 1.** Part 1 - Create a **visual representation** of your own values and beliefs. You will undertake a values clarification activity in module 1 that will assist you with this. The visual representation can be presented in variety of ways and you may choose any presentation format (with the exception of PowerPoint).

**Instructions 2.** Part 2 - Write a 500 word describing your visual representation and how it is linked to your personal values and beliefs. This part should identify how your values and beliefs affect your clinical reasoning (consider the patient situation). You should **use the person-centred nursing framework** and **at least two sources of literature** to support your discussion.

# Part A: visual representation

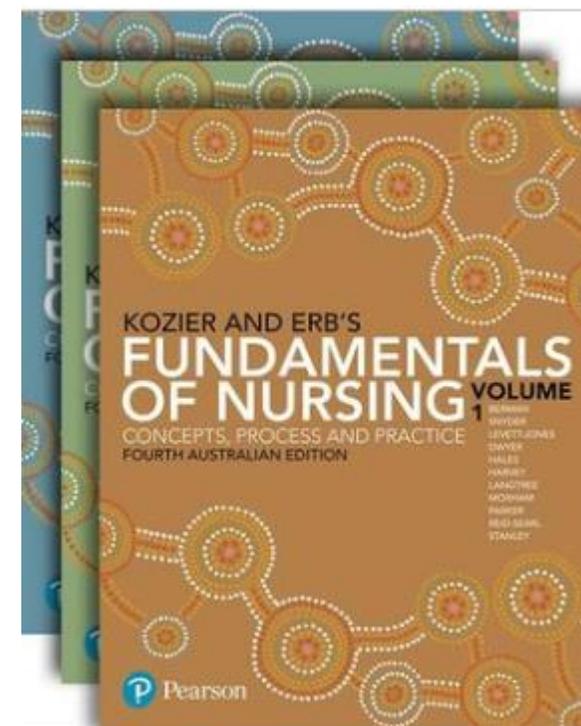
- Consider your beliefs and values?
- What are they based on?
- How might you display them?
- Have you used a mind map to develop your ideas?
- Have you used a storyboard to develop your ideas
- What visual representations could you choose? For example; cartoons, posters, video clip, collage... any others?
- Do you need special skills/programs?
- Do you have time to develop these?
- Have you looked at the rubrics to guide you? They are a useful resource.



# Part B: Person-centred care

For this assignment (Part B) you will have to define ‘person-centred care’. Begin with your **textbook**:

Berman, A., Snyder, S.J., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N., Langtree, T., Moxhan, L., Parker, B., Reid-Searl, K., & Stanley, D. (Eds.). (2018). *Kozier and Erb's fundamentals of nursing* (4th ed.). Sydney, Australia: Pearson.

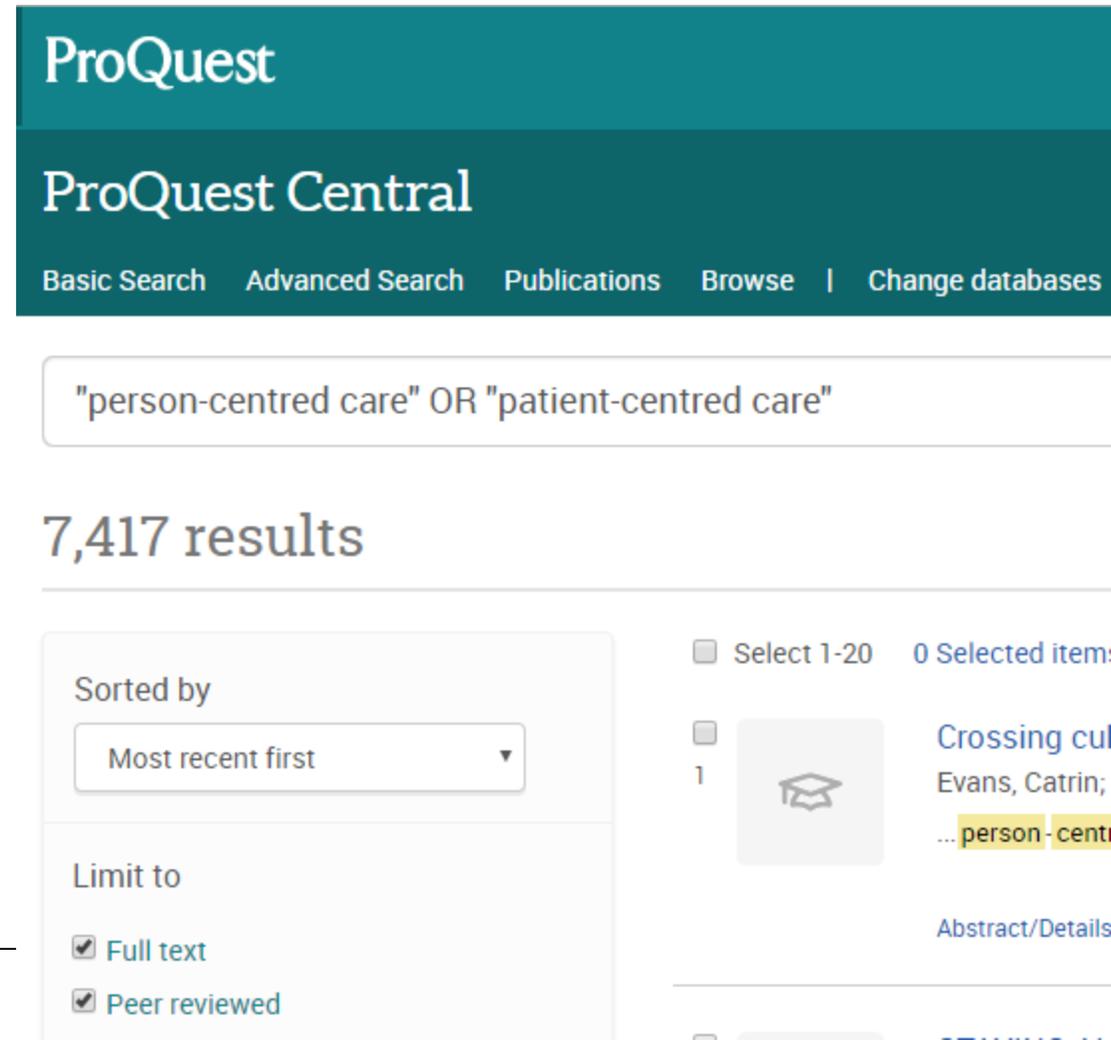


# Part B: Person-centred care

When searching databases, consider other keywords such as 'patient-centred care'.

Using just one database – Proquest Central - these results were yielded. What other databases might you use?

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The screenshot shows the ProQuest Central interface. At the top, the ProQuest logo is on the left, and navigation links for 'Basic Search', 'Advanced Search', 'Publications', 'Browse', and 'Change databases' are on the right. The search bar contains the query: "person-centred care" OR "patient-centred care". Below the search bar, it displays '7,417 results'. On the left side, there are filters for 'Sorted by' (set to 'Most recent first') and 'Limit to' (with 'Full text' and 'Peer reviewed' checked). On the right side, there are options to 'Select 1-20' items and '0 Selected items'. A search result is partially visible, showing a graduation cap icon, the number '1', and the title 'Crossing cul' by 'Evans, Catrin;'. The search terms 'person-centred' are highlighted in yellow in the snippet.

## Part B: Evaluating your sources

When you are looking for academic articles there are at least six things you need to consider:

- **authority:** is the source published in a reputable book or journal? Is the writer an expert, or often quoted by other writers?
- **originality:** are there new ideas in the text or is a repetition or summary of what others have said before?
- **objectivity:** is there a bias in the writer's approach (e.g., the writer is American commenting positively on America's health system)



## Part B: Evaluating your sources

- **currency:** is the information recent or is it outdated (when was it written? what cases, examples and sources is it referring to?)
- **balance:** does it cover the relevant issues evenly, or are some only given a cursory treatment?
- **purpose:** of the source material that you are reading. This is closely tied to what kind of text it is (a government report, a scholarly article, a text book) and relates to what the author is trying to do (describe, report, argue)



# Part B: using evidence

When you read an article you will find certain passages that resonate with you. Highlight these and write a comment in the margin or use the comment icon if you are using a pdf online and jot down why you think that particular passage is important to you.

- How does it connect with your beliefs?
- How does it connect with your values?
- What connections can you draw between it and person/patient-centred care?



# Use paragraph structure & sequencing to develop your discussion



# Example 1: using direct quotes

- **Topic sentence:**

The spread of infection between hospital patients is a central concern in health care.

- **Some evidence BUT these are direct quotes**

“Nosocomial infections are associated with considerable morbidity and mortality, and also increase the duration of hospital stay and the costs associated with inpatient care” (Denholm et al., 2005, p. 73). “A number of laboratory and hospital-based clinical studies have demonstrated that colonisation is common and that potential pathogens can survive for a considerable period of time on the diaphragms of stethoscopes” (Denholm et al., 2005, p. 79). “Doctors, nurses or other allied health workers may also transmit organisms between patients, as originally described by Sernmelweis. More recently, studies have also implicated objects such as blood pressure cuffs, pens, medical record notes and stethoscopes as potential vectors of infection” (Denholm et al., 2005, p. 79).

- **Synthesis**

As the incidence of nosocomial infections remains high with disastrous results for patient outcomes it is crucial that all health care workers implement simple strategies such as cleaning the equipment they use to monitor patients’ vital signs. The mitigation of these particular preventable infections can lower the pressure on the healthcare system but it will require a sustained education program before results are seen.

- **Topic sentence**

As research (Smith et al., 2018) suggests, in order to mitigate nosocomial infections programs such as.....

# Example 2: using indirect quotes

- **Topic sentence:**

The spread of infection between hospital patients is a central concern in health care.

- **Some evidence BUT these are direct quotes**

Denholm et al. (2005, p. 79) raise the issue that considerable pathology has been conducted that revealed the high incidence of nosocomial pathogens that are found on the instruments, such as stethoscopes that used in hospitals. These instruments are often used on different patients without cleaning prior to each use. The pathogens are able to live for some time on these instruments (Denholm et al., 2005, p. 79). The failure to clean them has resulted in a number of deaths and longer stays in hospital (Denholm et al., 2005, p. 73).

- **Synthesis**

As the incidence of nosocomial infections remains high with disastrous results for patient outcomes it is crucial that all health care workers implement simple strategies such as cleaning the equipment they use to monitor patients' vital signs. The mitigation of these particular preventable infections can lower the pressure on the healthcare system but it will require a sustained education program before results are seen.

- **Next Topic sentence**

As research (Smith et al 2018) suggests, in order to mitigate nosocomial infections programs such as.....

## Example 2: using indirect quotes

The spread of infection between hospital patients is a central concern in health care. Denholm et al. (2005, p. 79) raise the issue that considerable pathology has been conducted that revealed the high incidence of nosocomial pathogens that are found on the instruments, such as stethoscopes that used in hospitals. These instruments are often used on different patients without cleaning prior to each use. The pathogens are able to live for some time on these instruments (Denholm et al., 2005, p. 79). The failure to clean them has resulted in a number of deaths and longer stays in hospital (Denholm et al., 2005, p. 73). As the incidence of nosocomial infections remains high with disastrous results for patient outcomes it is crucial that all health care workers implement simple strategies such as cleaning the equipment they use to monitor patients' vital signs. The mitigation of these particular preventable infections can lower the pressure on the healthcare system but it will require a sustained education program before results are seen.

As research (Smith et al 2018) suggests, in order to mitigate nosocomial infections programs such as.....

# Part B: the report

Is your report deep & critical?

Is your academic writing, highly coherent & logical?

Are your ideas well developed and supported by current literature?

Have you extensively linked the creative piece to person-centred nursing framework?

Have you offered insightful reflection on how values and beliefs may impact on your clinical reasoning when you consider the patient situation?



# Things to consider before submission

- Don't forget to edit and spellcheck your report
- Have you used the correct citation system? (APA referencing, 6<sup>th</sup> edn)
- Have you asked someone to check that your grammar is correct and to an academic standard?
- Is your report logical, coherent and cohesive?
- Have you used the required minimum of academic articles to support your report?



# Chapters in an edited book (APA 6)

Holland, K. (2008a). Nursing and the context of care. In K. Holland, J. Jenkins, J. Solomon & S. Whittam (Eds.), *Applying the Roper-Logan-Tierney model in practice*, (pp. 20-36). Edinburgh, UK: Churchill Livingstone/Elsevier.

Holland, K. (2008b). Controlling body temperature. In K. Holland, J. Jenkins, J. Solomon & S. Whittam (Eds.), *Applying the Roper-Logan-Tierney model in practice*, (pp. 67-89). Edinburgh, UK: Churchill Livingstone/Elsevier.

- a / b depends on which one you cite first.
- Page numbers from start to finish of the chapter.

