

**DEPARTMENT OF HEALTH**

**DIPLOMA OF GENERAL NURSING**

**COMMUNICATIONS AND IT DEVELOPMENT**

**NUR 112**

**TEACHING & LEARNING RESOURCES**

# SUBJECT GUIDE

|  |  |
| --- | --- |
| SUBJECT NAME: | Communication and IT Development |
| SUBJECT CODE: | NUR112 |
| TOTAL CREDIT POINTS: | 5 |
| PNGQF: | 5 |
| PREREQUISITES: | Nil |
| COREQUISITES: | Nil |

## SUBJECT AIM

This unit will assist students to develop their study, academic and workplace skills related to accessing information through textbooks and websites, reading critically and with purpose, writing formally, referencing, and preparing and delivering oral presentations. This unit will also provide a basis for student proficiency in written and verbal workplace communication; introduce students to the use of medical terminologies, and the commonly used digital technologies that facilitate communication in nursing practice.

## SUBJECT DESCRIPTION

Communication is very important in professional and personal lives that involve learning the skills to exchange information with clarity and understanding. Communication skills are effective for work, school, and life. Effective communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data so the message is received and understood with clarity and purpose. Communication occurs in different forms including verbal, non-verbal, written, visual, and listening. It can occur in person, internet, social media, and websites over the phone, video or by mail. In this subject, students are taught communication skills so that they can effectively communicate with tutors, peers, patients, and health team members during the learning process.

## SUBJECT DELIVERY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher Directed Hours  40 | | Learner Directed Hours | Total Theory Hours | Work Experience Hours | Total Credit Points  5 | |
| Lectures | Tutorials |  |  |  | Theory | Work Experience |
|  |  | 10 | 50 | 0 |  |  |

## LEARNING OUTCOMES

Upon completion of this subject the student will be able to:

|  |  |  |
| --- | --- | --- |
| Subject Learning Outcomes | Focus Competency Units and Elements | Focus Course Learning Outcomes |
| 1. Research and find evidence for a specific learning or clinical purpose | 5.1 | 2, 4, 7 |
| 2. Read critically a range of texts from different sources. Understand the structure of journal articles and textbooks and how to use social media for learning. Develop note taking and summarizing skills. Learn to critique ideas in reading and writing; | 5.1, 5.3 | 1, 2, 4, 10 |
| 3. Prepare and deliver effective presentations to a specific audience (e.g., community members, colleagues); | 2.3, 4.4, 14.1, | 5, 6, 8 |
| 4. Use a range of communication tools to effectively communicate with colleagues and the community; | 2.3, 6.1, 6.2, 6.4 | 5, 6, 8 |
| 5. Write academically at a beginning level in assessment tasks and emails using correctly constructed paragraphs, sentences, referencing, organization, flow and vocabulary | 6,2 | 5, 11 |
| 6. Use medical terminology at a beginning level; | 6.1, 6.2 | 5 |
| 7. Use digital technologies to support research and communication. | 6.2 | 11 |

## TOPICS

Further information about contact is provided later in the subject guide (p. x)

1. STRATEGIES FOR EFFECTIVE READING: Examples of types of readings for the program and strategies to assist with discerning information.
2. STRATEGIES FOR EFFECTIVE NOTETAKING: Examples of note-taking techniques with application to the diploma program.
3. UNDERSTANDING ASSESSMENT TASKS: Analysis of an assessment task to develop skills in the preparation of assessments.
4. WRITING CLEARLY AND EFFECTIVELY ACROSS A RANGE OF CONTEXTS: Written assessment structure, paragraph structure, clear paragraphs, editing, proofreading and assessment preparation.
5. STRATEGIES FOR EFFECTIVE ORAL COMMUNICATION: Types of oral communication techniques and how they can be used in practice.
6. COMMUNICATING APPROPRIATELY FOR A SPECIFIC PURPOSE AND TO A SPECIFIC AUDIENCE: Examples of communicating in different situations and the need to target the audience.
7. USING EVIDENCE AND REFERENCING APA (American Psychological Association) 7TH EDITION: Strategies for evidence and reference selection. Developing APA 7th edition referencing skills.

**Learning and teaching approaches**

Student centred learning approaches scaffolded via:

* Educator guided classroom learning and discussion
* Student facilitated classroom group learning
* Scenario based problem-solving activities
* Self-directed learning activities
* Student led classroom group feedback
* Reflective practice

**Textbook**

Lapum et al. 2023 The scholarship of writing in nursing education. LibreTexts Project https://med.libretexts.org/Bookshelves/Nursing/The\_Scholarship\_of\_Writing\_in\_Nursing\_Education\_(Lapum\_et\_al.)

## ASSESSMENT

Student assessment in this subject is an integral part of the overall teaching and learning experience. It ranges from informal formative assessment to formal formative and summative assessment. There is continuous informal assessment given prior to formal assessments. The pass mark for this subject **is 60%.** The table below describes the assessment tasks.

To pass this unit each student must:

* Complete each of the two assessments and achieve an overall pass grade

There are two assessments in this unit, students will be given dates for the submission of each assessment and be provided with informative marking criteria that will be reviewed in class. Students will receive feedback on each submitted assessment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment | Description Tasks of Assessment Task | Percentage | Subject | Course Learning Outcome | Relationship to PNG Competency | Due Date |
| 1 | **1. Reading Critically: Case Study Part 1** Reading and notetaking skills based on a health topic.  **Task:** This assessment demonstrates the development of reading, note taking and using evidence to write a brief report on a health issue related to a community. Students will be expected to write clearly, use evidence and demonstrate correct referencing. | 50% | 1-7 | 2, 4, 5,6, 11 | 5.1, 14.2 |  |
|  | **2.** **Finding Information: Case Study Part 2** **Task:** This assessment builds upon assessment task 1. Students will be asked to find additional information relevant to the health topic. Students will design an oral presentation based on the information that they are to prepare for an audience of a local community. Students will present their oral presentation to in class. | 50% | 1-7 | 2, 4, 7,8, 11 | 5.3, 6.1 |  |

**Assessment One**

A local community has noticed that there have been increasing cases of diarrhoeal disease (gastroenteritis) recently. For example, a typical case is Mary and Sebastian who have three children; Florence (5); Mavis (3) and John (18 months). Mary has come to the health centre for information about the management of diarrhoeal disease as her three children and husband all are unwell with this and have been unwell for the past 24 hours.

The health centre has asked you to write a short report for them to help them better understand diarrhoeal disease and what they can do to help the community protect itself from further outbreaks.

Use these two articles to gather information:

*Article 1*

WHO (World Health Organization) Fact sheet on diarrhoeal disease

*https://www.who.int/news-room/fact-sheets/detail/diarrhoeal-disease*

*Article 2*

Seidu, A. A., Agbaglo, E., Ahinkorah, B. O., Dadzie, L. K., Bukari, I., Ameyaw, E. K., & Yaya, S. (2020). Individual and contextual factors associated with disposal of children’s stools in Papua New Guinea: evidence from the 2016–2018 demographic and health survey. *BMC public health*, *20*, 1-11.

*https://link.springer.com/article/10.1186/s12889-020-09852-6*

**Assessment One:**

Your report should include:

* What diarrhoeal disease is
* The signs and symptoms of diarrhoeal disease
* How diarrhoeal disease is spread
* What community members can do in their home to prevent the spread of diarrhoeal disease

Cite your references for each source you have used.

**Word count**: 700 words

**Due date:**

**Marking criteria/rubric** [to be completed]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria |  |  |  |  |
| Quality and accuracy of information provided | The report includes all relevant information to about diarrhoeal disease including how it is spread, the signs and symptoms and prevention strategies |  |  |  |
| Appropriateness of the structure and style of the report | The report is written is organised with a clear structure, so it is easy for the reader to follow e.g., uses subheadings and paragraphs well. The style is appropriate for an official report. in a style that is appropriate for a community health |  |  |  |
| Clarity of writing at sentence level | The sentences are clear for the reader and there are no or few grammatical and spelling errors |  |  |  |
| Correct referencing | All referencing is correct, including in text and in the reference list |  |  |  |

**Assessment Two**

Use the information you gathered for Assessment one and find two other good quality sources of evidence on diarrhoeal disease. Prepare an oral presentation that is appropriate to deliver to a local community to help them prevent outbreaks of diarrhoeal disease. You can choose to present in a way that you think is most appropriate for your community (e.g., PowerPoint Slides, a poster, visuals etc). Cite your references for each source you have used.

**Word count**:

**Due date:**

**Marking criteria/rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria |  |  |  |  |
| Quality and accuracy of information provided | The presentation includes all relevant information about diarrhoeal disease including how it is spread, the signs and symptoms and prevention strategies |  |  |  |
| Appropriateness of the structure and style of the presentation | The presentation is well organised with a clear structure, so it is easy for the audience to follow the presentation is delivered in a style that is appropriate for a community |  |  |  |
| Clarity of speaking | The communication is clear, and it is easy for the listener to understand the meaning of the sentence Terminology and vocabulary used is appropriate, |  |  |  |
| Correct referencing | All referencing is correct, including in text and in the reference list |  |  |  |

## Suggested weekly plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Content and Outcome for the week | Teaching Activities | Assessment Tasks | Teaching Resources |
| 1 | **Introduction to communication**  Outcomes:   * Describe the types of communication you will need as a student * Describe the types of communication you will need as a health worker * Compete a self-evaluation of own digital skills * Complete a self-evaluation of own communication skills * Begin to learn how to effectively read a textbook chapter | **Interactive lecture**  Introduce students to communication in nursing  Map the types of communication students currently use and will need to use as a health worker  Introduce students to effective reading of a textbook – using the reading infographic  **Tutorial**  Complete self-evaluation worksheets on communication skills and digital technology  Develop a plan of what to improve re communication and digital technology  Complete jigsaw reading activity based on textbook  **Before class activities**  **N/A**  **After class activities**  Reading chapter on effective communication and writing down what they have learned this week | N/A | Sibiya, M. N. (2018). Effective communication in nursing. *Nursing*, *19*, 20-34. Available <https://www.intechopen.com/chapters/59779>  Reading infographic on effective reading strategies https://www.uts.edu.au/sites/default/files/2018-03/Reading%20Infographic%202018%20IML.pdf  Self-evaluation worksheets for students on communication skills and digital technology (Caroline can suggest)  Worksheet for setting goals for improving communication and digital technology (Caroline can suggest) |
| 2 | **Understanding assessment tasks**  Outcomes:   * Use strategies to analyse assessment tasks and understand requirements * Understand and interpret marking criteria * Develop a plan for completing assessments * Begin to learn how to effectively read a textbook chapter | **Interactive lecture**   * Introduce students to different types of assessment tasks. * Teach students how to Understand marking criteria   **Tutorial**   * Students to analyse the assessment tasks for this subject using an assessment checklist, the assessment task and the marking criteria * Think pair share: Explain to each other what they need to do for the assessments and what they need help with * Make a plan for all of their subjects as to how and when their assessments are due and when they will complete them * Read extracts on reading from the textbook * Read 2.9-2.14 and 2.16 and 2.17 |  | Lecture slides and activities on analysing assessment tasks  Checklist for students on completing assessment tasks  Activity on evaluating evidence for assessments  Chapter 2 of the textbook, sections 2.9-2.14 and 2.16 and 2.17 |
| Week 3 | **Strategies for effective reading and notetaking**  Outcomes:   * Use a range of reading strategies to read a fact sheet/report * Begin to make notes on key points | **Interactive lecture**   * **Ice breaker – sit with a partner and share the three things you learned that were new for you about reading (from the after-class activity)** * Identify types of reading in communication – what are students reading now for their studies. What is easy and what is difficult? * Explain reading strategies of skimming using headings etc * Learning new terminology from reading   **Tutorial**   * Reading activity related to the WHO fact sheet on diarrhoeal diseases * Make notes of the article either with pen and paper or on a computer to practise digital skills   **Before class activities**  **After class activities** | **Formative assessment** – students read the article for assessment 1 and discuss with a partner | Lecture slides on reading  WHO Fact sheet on diarrhoeal disease  *https://www.who.int/news-room/fact-sheets/detail/diarrhoeal-disease*  Reading infographic (PDF) Hoadley, S & Nixon, D. 2017 Reading at University, University of Technology Sydney  Guide for teachers on suggested activities to do with students to improve reading  Mobile phones and laptops |
| Week 4 | **Strategies for effective reading and notetaking**   * Explain what a peer reviewed journal article is * Use a range of reading strategies to read a journal article * Begin to make notes on key points | **Interactive lecture**   * Explain the structure of journal articles. * Illustrate reading strategies for reading journal articles   **Tutorial activity**  Reading and note making activities related to the journal article |  | Lecture slides on reading a journal article  Journal articles to use in class for reading  Seidu, A. A., Agbaglo, E., Ahinkorah, B. O., Dadzie, L. K., Bukari, I., Ameyaw, E. K., & Yaya, S. (2020). Individual and contextual factors associated with disposal of children’s stools in Papua New Guinea: evidence from the 2016–2018 demographic and health survey. *BMC public health*, *20*, 1-11.  *https://link.springer.com/article/10.1186/s12889-020-09852-6* |
| Week5 | Strategies for effective note taking and using evidence correctly (referencing)  Outcomes:   * Use some strategies for effective note taking * Begin to Understand why referencing in text and in a reference, list is important * Write a full reference for a journal article APA 7th Edition | **Interactive lecture**   * Introduce students to techniques of effective notetaking. * Introduce students to referencing evidence using APA 7th edition * Note that the readings for the Assessment 1 do NOT use APA 7 so point this out to students   **Tutorials**   * Students revisit the article from last week related to Assessment 1 and try some of the note making activities * Write a full reference for a journal article using APA 7 * Identify errors in a ref list and in in-text referencing   **After class activities** | Formative assessment (no marks): Students write the correct reference for one of the articles they will use in Assessment 1 | Textbook Chapter 2.1-2.3  Handout on APA 7th referencing |
| Week 6 | Strategies for effective note taking and using evidence correctly (referencing) (continues)  Outcomes   * Practise reading and note making * Write in text references correctly * Beginning to write an effective paragraph | **Interactive lecture**   * Notetaking from two articles for assessment * Which points from each article are the same and which are different   **Tutorials**   * Activities related to reading and note making for the Article 2 for Assessment 1   **After class activities** |  | Articles for Assessment 1  Seidu, A. A., Agbaglo, E., Ahinkorah, B. O., Dadzie, L. K., Bukari, I., Ameyaw, E. K., & Yaya, S. (2020). Individual and contextual factors associated with disposal of children’s stools in Papua New Guinea: evidence from the 2016–2018 demographic and health survey. *BMC public health*, *20*, 1-11.  [*https://link.springer.com/article/10.1186/s12889-020-09852-6*](https://link.springer.com/article/10.1186/s12889-020-09852-6)  *WHO fact sheet* |
| Weeks 7 | Strategies for writing clearly  Outcomes   * Write an effective paragraph * Learn to edit and proofread own work * Begin to judge the quality of own work using marking criteria | **Interactive lecture**  Editing and proofreading your work  **Tutorial**  Writing a paragraph on diarrhoeal disease based on notes taken in previous weeks  Pairs- give each other feedback using guidelines for effective paragraph writing  Edit and proofread paragraph | Formative assessment students will write a paragraph of an article related to assessment 1 | Textbook 5.10 |
| 8 | Using digital technology  **Outcomes**   * Begin to use digital technology to find quality evidence * Use digital technology to prepare assessments according to requirements | **Interactive lecture**  Using technology to find evidence – searching data bases for open access resources  Which data is high quality, and which is not- compare social media with the WHO site for example  **Tutorials**  Practice finding evidence on gastroenteritis using our world in data website  Use our world in data website to find statistics on what happens with gastrointestinal diseases in PNG  **After class activities**  Students find high quality information on assessment topic so they can use it to complete their assessment. | Assessment 1 due | <https://ourworldindata.org/diarrheal-diseases>  <https://www.who.int/westernpacific> |
|  |  |  |  |  |
| Weeks 9 | Strategies for effective oral communication   * Prepare and deliver effective presentations to a specific audience (e.g., community members, colleagues) * Use a range of communication tools to effectively communicate with colleagues and the community; | Interactive lecture  Giving effective presentations  **Tutorial**  Practise giving short presentations  Using appropriate communication about health topics with local communities  **After class activities**  Work on assessment 2 |  | Resources for giving effective presentations – PPT to be developed |
| 10 | Strategies for effective communication oral  using appropriate language to talk with patients | Interactive lecture  Use the chapter on Effective communication in nursing, sections 8 onwards to prepare a lecture that includes activities for students on communication with patients.  Get students to critique the checklists – these checklists were developed for the context in the US (United States). Are they appropriate for PNG.  **Tutorial**  Develop small role play scenarios for students to practise their communication skills.  You could put students into threes – one is the patient, one the nurse and one the observer who gives feedback. You could ask students to practise particular skills you have discussed in the lecture  **After class activities** |  | Sibiya, M. N. (2018). Effective communication in nursing. *Nursing*, *19*, 20-34. Available <https://www.intechopen.com/chapters/59779> |
| Week 11 | **Communicating appropriately for a specific purpose & to a specific audience**  Develop note taking and summarizing skills. | Class presentations of Assessment 2  Students provide peer feedback as well as tutor feedback  Class presentations of Assessment 2  Students provide peer feedback as well as tutor feedback  Students take notes of each presentation and write summaries of two of the presentations | Assessment 2 due in class (half of the class)  With peer feedback | Marking criteria for presentation  Resources students need for their presentations |
| Week 12 | Communicating appropriately for a specific purpose & to a specific audience  Learning  Develop note taking and summarizing skills. | Class presentations of Assessment 2  Students provide peer feedback as well as tutor feedback  Students take notes of each presentation and write summaries of two of the presentations | Assessment 2 due in class (second half of the class)  With peer feedback | Marking criteria for presentation  Resources students need for their presentations |
| Week 13 | **Communicating appropriately for a specific purpose & to a specific audience**  **Outcomes**   * Learning medical terminology and specialist vocabulary | Students discuss strategies for learning medical terminology e.g. Prefixes and suffixes  Interactive activities with students teaching and assessing each other's knowledge of medical terminology learned so far across subjects |  | List of medical terms students have been learning in other subjects |
| Week 14 | Use a range of communication tools to effectively communicate with colleagues and the community; | Focus on communication tools students may need to use e.g., email, radio, phone etc |  |  |
| Week 15 | Use a range of communication tools to effectively communicate with colleagues and the community; | Continue learning about and practising the use of communication tools relevant to PNG  Students retake the self-assessments for communication and digital technology – compare their results from the beginning and end of the subject  Students write a brief reflection about what they have learned in this subject |  |  |

Information about content areas

**Content 1:** UNDERSTANDING ASSESSMENT TASKS

Understanding assessment tasks is crucial for nursing students as it helps them perform well academically and develop essential skills for future clinical practice. Assessment tasks in nursing may include exams, assignments, clinical skills evaluations, presentations, and reflective journals. Below is an overview of understanding assessment tasks for nursing students:

1. **Read the Assessment Guidelines**: Thoroughly read the assessment guidelines provided by instructors or course coordinators. Understand the task's requirements, format, and assessment criteria.
2. **Identify Learning Outcomes**: Recognize the learning outcomes or objectives the assessment task aims to evaluate. Understanding these outcomes helps students focus on relevant content and skills.
3. **Clarify Ambiguities**: Seek clarification from instructors if any aspects of the assessment task are unclear. Understanding expectations is essential for effective preparation.
4. **Plan and Time Management**: Develop a study plan and allocate time for each assessment task. Effective time management ensures adequate preparation without last-minute rushes.
5. **Refer to Rubrics**: Refer to assessment rubrics or marking criteria to understand how the work will be evaluated. Rubrics provide clear guidelines for meeting assessment expectations.
6. **Use Learning Resources**: Utilize textbooks, articles, and other learning resources provided by instructors to build a comprehensive understanding of the topic.
7. **Practice Past Assessments**: If available, practice past assessment tasks to familiarize yourself with the format and content typically evaluated.
8. **Develop Critical Thinking**: Engage in critical thinking and analysis when approaching assessment tasks. Consider multiple perspectives and evidence-based practices.
9. **Integrate Theory and Practice**: Integrate theoretical knowledge with practical experiences from clinical placements to demonstrate a holistic understanding of nursing concepts.
10. **Seek Peer Support**: Collaborate with peers to discuss and understand assessment tasks. Sharing knowledge and insights can enhance understanding and learning.
11. **Use Reflective Practice**: For tasks like reflective journals or case studies, apply reflective practice to explore personal growth and learning from experiences.
12. **Review Feedback**: After receiving feedback on assessments, review comments and suggestions to identify areas for improvement and apply them to future tasks.
13. **Consider Ethical Implications**: Be mindful of ethical considerations, confidentiality, and patient privacy when discussing clinical cases or patient experiences in assessments.
14. **Self-Assess Progress**: Periodically self-assess your understanding of assessment tasks, seeking areas where additional effort and improvement are needed.

Understanding assessment tasks empowers nursing students to perform effectively and develop essential competencies for their future nursing careers.

**Content 2:** STRATEGIES FOR EFFECTIVE READING

Effective reading is crucial for nursing students as it helps them comprehend complex medical texts, stay updated with evidence-based practices, and build their knowledge to provide quality patient care. Below is an overview of strategies for effective reading for nursing students:

1. **Skimming and Scanning**: Skimming helps get an overview of the text, while scanning helps locate specific information. These techniques save time and identify relevant sections before in-depth reading.
2. **Previewing**: Before reading a text, preview the headings, subheadings, and graphics to gain a sense of the content's structure and main ideas.
3. **Active Reading**: Engage with the text actively by asking questions, making predictions, and taking notes. This enhances comprehension and critical thinking.
4. **Annotating**: Underline or highlight key points, definitions, and relevant information. Use margin notes to summarize or record thoughts.
5. **Chunking**: Break large texts into smaller sections for easier understanding. Focus on one section at a time to process information effectively.
6. **SQ3R Method**: Survey, Question, Read, Recite, and Review. This method helps create a systematic approach to reading and retaining information.
7. **Use of Graphic Organizers**: Create concept maps or diagrams to visualize relationships between ideas and enhance understanding.
8. **Identifying Key Terms**: Recognize important medical terms, abbreviations, and acronyms and seek their meanings to comprehend the material accurately.
9. **Reading in Context**: Understand the context in which the material is presented, such as the patient's condition or medical scenario.
10. **Seeking Clarification**: If any part of the text is unclear, refer to medical dictionaries, textbooks, or consult with peers or instructors to clarify concepts.
11. **Time Management**: Allocate specific time for reading tasks, considering the urgency and complexity of the content.
12. **Reviewing Regularly**: Review and revise previously read material to reinforce learning and ensure better retention.
13. **Avoiding Multitasking**: Concentrate solely on reading to enhance focus and understanding.
14. **Joining Study Groups**: Participate in study groups to discuss readings, exchange insights, and fill knowledge gaps collaboratively.
15. **Reflecting on Learning**: After reading, reflect on what was learned and how it can be applied in real-life nursing scenarios.

Remember that reading skills improve with practice, and nursing students should continuously refine their reading strategies to become more efficient and effective learners.

**Content 3:** STRATEGIES FOR EFFECTIVE NOTETAKING

Effective notetaking is essential for nursing students to retain and organize important information from lectures, clinical experiences, and readings. It enhances understanding, critical thinking, and recall for better patient care. Below is an overview of strategies for effective notetaking for nursing students:

1. **Active Listening**: Actively listen during lectures and clinical experiences to identify key concepts and important details to capture in your notes.
2. **Use Abbreviations**: Develop a list of commonly used medical abbreviations to help you take concise notes quickly.
3. **Organize Notes**: Use a structured format for notetaking, such as outlining, Cornell method, or concept mapping, to organize information logically.
4. **Prioritize Information**: Focus on key points, important examples, and essential details. Avoid writing down unnecessary information.
5. **Record Sources**: Note the sources of information, such as the title, author, and page number, for future reference and citation.
6. **Highlighting and Colour Coding**: Use highlighting or color-coding to emphasize critical information or categorize content for easy review.
7. **Review and Summarize**: After class or clinical sessions, review your notes, and create a summary or key points section to reinforce learning.
8. **Fill in Gaps**: If you miss some information during notetaking, ask peers or instructors to fill in the gaps afterward.
9. **Clarify Unclear Points**: If something is unclear, seek clarification from instructors or consult reliable textbooks and resources.
10. **Use Visual Aids**: Incorporate diagrams, charts, and illustrations to enhance understanding and retention of complex concepts.
11. **Combine Notes with Clinical Experience**: Relate lecture notes to real-life clinical experiences to reinforce theoretical knowledge with practical application.
12. **Use Electronic Tools**: Explore digital note-taking tools or apps to organize and access your notes efficiently.
13. **Be Selective**: Avoid trying to capture every word spoken. Instead, focus on capturing the main ideas and relevant details.
14. **Use PQRST Method**: Preview, Question, Read, State, and Test. This method helps you actively engage with the material and summarize key points effectively.
15. **Date and Organize Notes**: Date your notes and keep them organized in a systematic manner for easy retrieval and reference.
16. **Review Regularly**: Regularly review and revise your notes to reinforce learning and improve long-term retention.

Remember that effective notetaking is a skill that improves with practice, and nursing students should find a method that suits their learning style and enhances their understanding and application of nursing knowledge.

**Content 4:** USING EVIDENCE AND REFERENCING APA 7TH EDITION

Using evidence and referencing appropriately is essential for nursing students to support their arguments, demonstrate credibility, and avoid plagiarism. APA 7th edition is a widely used referencing style in academic writing, including nursing. Below is an overview of using evidence and referencing in APA 7th edition for nursing students. Use the APA 7th interactive guide and short version from UTS (University of Technology Sydney) to teach students how to reference correctly

<https://www.uts.edu.au/sites/default/files/article/downloads/UTS%20Interactive%20APA%20guide.pdf>

https://www.lib.uts.edu.au/sites/default/files/2020-10/APA%20Quick%20Guide.pdf

**Using Evidence in Nursing Writing**:

* Nursing students should use evidence-based practice to support their arguments and recommendations in academic writing. Evidence can come from research articles, systematic reviews, clinical guidelines, and reputable healthcare organizations.
* When using evidence, ensure that it is relevant, recent, and from reputable sources. Consider the level of evidence and its applicability to the specific nursing context or patient population.
* Use evidence to strengthen clinical decision-making, support nursing interventions, and inform best practices in patient care.
* Critically appraise the evidence to evaluate its quality, validity, and applicability to the nursing practice.

**Referencing in APA 7th Edition**: I THINK WE COULD DELETE THIS AND MAKE SURE ALL EDUCATORS AND STUDENTS HAVE ACCESS TO THE GUIDES ABOVE

* APA 7th edition provides guidelines for citing various sources, including books, journal articles, websites, and multimedia.
* In-text citations should include the author's last name, publication year, and page number (for direct quotes) in parentheses, e.g., (Smith, 2023, p. 15). If the author's name is not mentioned, use the title of the work.
* For references in the reference list, follow the APA format based on the type of source. Arrange references in alphabetical order by the author's last name.
* Include complete publication information, including the author(s), publication year, title, publisher (for books), and journal information (for articles).
* For electronic sources, include a DOI (Digital Object Identifier) when available, or the URL if a DOI is not provided.
* Use hanging indentation for the reference list, where the first line of each entry is flush left, and subsequent lines are indented.

Referencing using APA 7th edition can be simplified for nursing students by following these steps:

* **In-Text Citations**:
  + When paraphrasing or summarizing information from a source, include the author's last name and the publication year in parentheses. Example: (Smith, 2023).
  + When directly quoting, include the author's last name, publication year, and page number(s) in parentheses. Example: (Smith, 2023, p. 15).
* **Reference List**:
  + Arrange references in alphabetical order by the author's last name.
  + Use a hanging indentation for each reference, where the first line is flush left, and subsequent lines are indented.
* **Books**:
  + Author(s) Last Name, First Initial. (Publication Year). *Title of Book*. Publisher.
* **Journal Articles**:
  + Author(s) Last Name, First Initial. (Publication Year). Title of article. *Title of Journal*, Volume (Issue), Page range. DOI or URL (if available).
* **Websites**:
  + Author(s) Last Name, First Initial. (Publication Year). Title of webpage. Website Name. URL.

**Citing Nursing-Specific Sources**:

* For nursing-specific sources like clinical guidelines or nursing care plans, provide the authoring organization as the author in both in-text citations and the reference list.
* Include the title and number (if applicable) of the guideline or care plan in italics.
* For electronic sources of clinical guidelines, provide the DOI or the URL.

**Content 5:** WRITING CLEARLY AND EFFECTIVELY ACROSS A RANGE OF CONTEXTS

Writing clearly and effectively is a crucial skill for nursing students, as it facilitates communication, documentation, and effective expression of ideas in various contexts. Whether it's academic assignments, patient care plans, clinical reports, or professional communication, the ability to write effectively is vital for success in nursing practice. Below is an overview of writing clearly and effectively across a range of contexts for nursing students:

1. **Know Your Audience**: Understand the intended audience for your writing, whether it's an instructor, healthcare team, or patients. Tailor your writing style and language to meet their needs and expectations.
2. **Organize Your Thoughts**: Plan and outline your writing before starting. Organize your ideas logically to ensure a coherent and structured piece of writing.
3. **Use Clear and Concise Language**: Avoid jargon and complex language that may confuse the reader. Use clear and straightforward language to convey your message effectively.
4. **Be Precise and Specific**: Provide precise information and avoid ambiguous statements. Use specific details and examples to support your points.
5. **Proofread and Edit**: Always proofread and edit your writing for errors, grammar, and punctuation. Ensure that your work is polished and professional.
6. **Avoid Plagiarism**: Cite all sources properly and avoid plagiarism. Refer to your institution's guidelines on referencing and academic integrity.
7. **Practice Academic Writing**: Familiarize yourself with academic writing conventions, such as APA, when working on assignments and research papers.
8. **Reflect on Clinical Experiences**: Use reflective writing to analyse and learn from your clinical experiences. Reflective writing helps you gain insights and improve your nursing practice.
9. **Patient-Centred Communication**: When writing patient care plans or communicating with patients, use patient-centred language and avoid medical jargon. Ensure that the information is easily understandable by the patient.
10. **Clinical Documentation**: Adhere to the standards of clinical documentation, such as SOAP (Subjective, Objective, Assessment, Plan) format, to ensure accurate and comprehensive patient records.
11. **Interprofessional Communication**: In interprofessional settings, communicate clearly with other healthcare professionals, ensuring that the information is accurate and relevant.
12. **Professional Emails**: When writing professional emails, use a polite and respectful tone. Keep the emails concise and focused on the purpose of communication.
13. **Practice Writing Skills**: Regularly practice writing to improve your skills. Join writing groups or workshops to receive feedback and tips for improvement.
14. **Read Widely**: Read a variety of materials, including academic journals, nursing textbooks, and professional articles, to enhance your vocabulary and writing style.
15. **Seek Feedback**: Seek feedback from instructors, mentors, or colleagues to improve your writing. Constructive feedback can help you identify areas for improvement.

Writing clearly and effectively is an ongoing process that requires practice and continuous improvement. By developing strong writing skills, nursing students can enhance their communication abilities, patient care, and professional growth.

**Content 6:** STRATEGIES FOR EFFECTIVE ORAL COMMUNICATION

Effective oral communication is a vital skill for nursing students as it allows them to convey information clearly, collaborate with healthcare teams, and provide compassionate patient care. Whether interacting with patients, colleagues, or instructors, nursing students must be proficient in oral communication. Below is an overview of strategies for effective oral communication for nursing students:

1. **Active Listening**: Actively listen to others during conversations, ensuring that you understand their messages and respond appropriately. Maintain eye contact and show interest in the speaker.
2. **Clear Articulation**: Speak clearly and enunciate your words to ensure that your message is easily understood by others.
3. **Concise and Organized**: Present your thoughts and ideas in a clear, concise, and organized manner. Avoid rambling or using excessive medical jargon.
4. **Adapt to Your Audience**: Tailor your communication style to the needs and background of your audience. Use layman's terms when speaking to patients and families.
5. **Empathy and Compassion**: Communicate with empathy and compassion, showing understanding and concern for patients' emotions and experiences.
6. **Stay Calm Under Pressure**: In high-stress situations, remain calm and composed in your communication to avoid misunderstandings and facilitate effective decision-making.
7. **Ask Questions**: Ask relevant and open-ended questions to gather information and engage others in meaningful conversations.
8. **Non-Verbal Communication**: Pay attention to your body language, facial expressions, and gestures, as they can convey important cues and emotions.
9. **Feedback and Clarification**: Encourage feedback from others to ensure mutual understanding. Seek clarification if there is any ambiguity in the communication.
10. **Effective Team Communication**: Collaborate and communicate effectively with members of the healthcare team to ensure coordinated patient care.
11. **Use of Visual Aids**: When appropriate, use visual aids like diagrams or models to enhance understanding, especially when explaining complex medical concepts to patients.
12. **Cultural Sensitivity**: Be culturally sensitive in your communication, recognizing that patients may have different beliefs and practices related to health and illness.
13. **Confidence and Professionalism**: Speak with confidence and maintain a professional demeanour during all interactions.
14. **Practice Active Communication**: Engage in role-play scenarios or participate in communication workshops to improve your communication skills.
15. **Reflect on Communication Experiences**: Regularly reflect on your communication experiences and seek feedback from peers and instructors to identify areas for improvement.

**Content 7:** COMMUNICATING APPROPRIATELY FOR A SPECIFIC PURPOSE AND TO A SPECIFIC AUDIENCE

Effective communication is crucial for nursing students to provide optimal patient care, collaborate with healthcare teams, and interact with diverse audiences. Communicating appropriately involves tailoring the message to a specific purpose and audience, ensuring that the information is clear, respectful, and relevant. Below is an overview of communicating appropriately for a specific purpose and to a specific audience for nursing students:

1. **Identifying the Purpose**: Clearly define the purpose of the communication, whether it's providing patient education, presenting clinical findings, or conveying critical information during handovers.
2. **Understanding the Audience**: Know your audience, whether it's patients, family members, fellow nursing students, instructors, or healthcare professionals. Consider their background, knowledge level, and cultural sensitivities.
3. **Patient-centred Communication**: When communicating with patients, prioritize their needs and preferences. Use patient-centred language and avoid medical jargon to enhance understanding and foster trust.
4. **Maintaining Professionalism**: In all interactions, maintain a professional demeanour and adhere to ethical standards, respecting confidentiality and privacy.
5. **Effective Team Communication**: Communicate clearly and succinctly with members of the healthcare team, ensuring the smooth exchange of information for coordinated patient care.
6. **Using Empathy and Compassion**: Demonstrate empathy and compassion in your communication, especially when delivering challenging news or dealing with sensitive topics.
7. **Crisis Communication**: During critical situations, communicate calmly and clearly, providing essential information to patients, families, and colleagues.
8. **Using Verbal and Non-Verbal Communication**: Pay attention to both verbal and non-verbal cues, such as body language and facial expressions, to convey empathy and establish rapport.
9. **Active Listening**: Actively listen to others, giving them your full attention, and ask clarifying questions to ensure mutual understanding.
10. **Cultural Sensitivity**: Be aware of cultural differences and practice cultural sensitivity in your communication, ensuring that your messages are respectful and culturally appropriate.
11. **Positive Feedback and Recognition**: Acknowledge and recognize the efforts of your colleagues and healthcare team members to foster a positive and supportive work environment.
12. **Conflict Resolution**: Develop effective conflict resolution skills to handle disagreements and challenges constructively, promoting collaboration and teamwork.
13. **Feedback and Adaptation**: Seek feedback from your audience to assess the effectiveness of your communication. Adapt your style as needed to improve the clarity and impact of your message.
14. **Reflective Practice**: Regularly reflect on your communication experiences, identifying areas for improvement and setting goals for enhancing your communication skills.

**SUBJECT CODE NUR112: COMMUNICATION and IT SKILLS DEVELOPMENT**

**WEEK 1**

**Time: Three hours (this is broken up into three separate 50 minute activity blocks so it can be delivered in different ways)**

* Describe the types of communication you will need as a student
* Describe the types of communication you will need as a health worker
* Begin to learn how to effectively read a textbook chapter
* Compete a self-evaluation of own digital skills
* Complete a self-evaluation of own communication skills

**Resources**

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| --- | --- |
| **Students need** | **Subject outline**  Copy of reading: Sibiya, M. N. (2018). Effective communication in nursing. *Nursing*, *19*, 20-34. Available <https://www.intechopen.com/chapters/59779>  Reading infographic on effective reading strategies <https://www.uts.edu.au/sites/default/files/2018-03/Reading%20Infographic%202018%20IML.pdf>  Communication for self-study assessment tool (provided as PDF or Word doc)  Digital skills self-assessment tool (provided as PDF or Word doc) |
| **Teachers need** | Whiteboard/blackboard  Lecture slides  Same resources above as students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Ice breaker/attendance  Overview of subject | Your choice: choose an activity that will get students talking with each other about the subject and get them interested in communication e.g.  Think pair share:  By yourself: what do you think your top 3 communication skills are right now? What are 3 things about communication that you would like to improve  In pairs: share with a partner your three things  Share as a group: divide the board in half – what you are good at and what you would like to improve. Get students to write up their responses on the board  Teacher draws this activity together by looking at what the most common things are that students are good at and what the most common things are that students want to improve. Relate these topics back to this subject e.g., are these topics that this subject will cover?  Then do the administrative tasks for the day and explain the subject and what the requirements are in terms of attendance, work before and after class, and assessment deadlines etc (don’t go into detail yet about assessments – you can do that in a later session)  Students complete the self assessment in their communication and digital skills.  Students share their responses with a partner or a small group.  Students choose one thing they would like to become more confident about and think about an activity they can do for the next week to help them improve their confidence.  Return to these tools each week and ask students to think about what they have learned during the week to help them develop confidence in these areas  \*Purpose of this activity is to get students interested in the subject, to begin with what they know and what they would like to learn | 50 minutes |
| After class work | Students are to read the subject outline and write down any questions they would like to ask about the subject |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Reading a chapter in a textbook | Activity: Find out what students already know about communicating as a health professional/nurse. In small groups, ask them to brainstorm as many answers to the following questions as they can   * What situations will you need to communicate in as a nurse (where, when and with whom) * Why is good communication important in healthcare? * What are some of the challenges of communicating well in healthcare situations? * What are some top tips you would give to somebody to communicate well in healthcare? | 15 |
| Ask one group to do a 5-minute presentation on their answers. Ask other groups to add anything new – or get students to write their answers on a board or paper. | 15 |
| Reading activity: Handout the chapter on Effective communication in nursing. Tell students they have 10 minutes to look at the chapter and try and find any other answers to the above questions. | 15 |
| Hand out the reading infographic | 5 |
| After class work | Ask students to read the infographic and think about which reading strategies they used when reading the chapter in class |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Lecture on effective reading of a text book | Lecture: illustrate good reading strategies of a textbook by using the reading infographic and presenting strategies and using examples from the book to illustrate e.g.  Use the sub headings  Look at the tables  Read the abstract  Read the introduction and conclusion | 40 |
| Communication wrap up of week 1 | Tell students they have:  Thought about their own communication skills  What communication skills are needed by nurses  Begun to read a chapter on communication  These are the types of activities they will be learning in this subject – what communication skills they need to be a successful student and what communication skills they need to be a safe and effective nurse | 10 |
| After class work | Read the chapter on effective communication  Make notes on what they have learned this week about communication |  |

**WEEK 2**

**Time: Three hours (this is broken up into three separate 50 minute activity blocks so it can be delivered in different ways)**

* Use strategies to analyse assessment tasks and understand requirements
* Understand and interpret marking criteria
* Develop a plan for completing assessments

**Resources**

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| **Students need** | Checklist for understanding assessment tasks  Two sample planners for planning study and assessments  Chapter 2 of the text book  Lapum et al. 2023 The scholarship of writing in nursing education. LibreTexts Project <https://med.libretexts.org/Bookshelves/Nursing/The_Scholarship_of_Writing_in_Nursing_Education_(Lapum_et_al.)> |
| **Teachers need** | Whiteboard/blackboard  2 x PPT (‘Understanding assessment tasks’ and “Reading: some strategies from the text book ‘The Scholarship of Writing.  Same resources above as students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Ice breaker/attendance | Your choice: choose an activity that will get students talking with each other about assessment tasks or another topic that you think is relevant | 10 mins |
| Use strategies to analyse assessment tasks and understand requirements | **Interactive lecture**  Use the PPT slides to work through how to use the Assessment checklist with students  Students will in small groups use the assessment checklist to read and make sure they understand the marking criteria for the first assessment. You will guide them in using the checklist.  By the end of the session students should have a good understanding of what they need to do. | 40 mins |
| After class work | Students use the assessment checklist to analyse the requirements of an assignment for a different subject – and bring to class to discuss |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Icebreaker | Pairs- students compare the after class work  -which assessment task did they choose to work on  - what answers did they get using the assessment checklist  -what questions or concerns do they have | 15 |
| * Using a computer to create a study plan * Develop a plan for completing assessments | Show students the sample study plans listed at the end of the PPT slides from the previous session  Their task today is to adapt a plan to suit their studies  Get students to do a quick self analysis of their computer skills – ask them to stand in groups   1. Group is students who are confident creating tables in a word document – or adapting tables to suit their plan 2. Students who have used tables but are not very confident 3. Students who have never created tables   Make groups of students who are 1, 2 and 3 in each group so they can help each other  Their task is to create a plan for the semester with dates, weeks, days  Write in all assessment due dates  Write in times when they will work on their assessments | 35 minutes |
| After class work | Students complete their study plans and bring to class |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Ice breaker | Pairs – compare your study plans | 15 mins |
| Reading a text book: having a purpose for reading | Interactive lecture and In class reading  You need the PPT slides and the chapter 2 from the text book  Having a purpose for reading is important – here students’ purpose is to see if there are any strategies in this book that will help them to be more effective readers  Get students to look at the text book and find answers to specific questions  The purpose is also to help them to begin to read critically - so here to think about how what they are reading is relevant to their context  Students are to Read 2.9-2.14 and 2.16 and 2.17  You can put the questions on the PPT or give students a worksheet with the questions on it  Give students time to answer the questions and then compare their answers with a partner before sharing with the class | 35 |
| After class work | Write down a list of strategies you think you want to try in your reading. If you need to, go back and read the text book extracts 2.9-2.14 and 2.16 and 2.17 again |  |

**WEEK 3**

**Time: Three hours (this is broken up into three separate 50 minute activity blocks so it can be delivered in different ways)**

* Use a range of reading strategies to read a fact sheet/report
* Begin to make notes on key points

**Resources**

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| **Students need** | WHO Fact sheet on diarrhoeal disease  *https://www.who.int/news-room/fact-sheets/detail/diarrhoeal-disease*  Guide for teachers on suggested activities to do with students to improve reading  Reading infographic on effective reading strategies <https://www.uts.edu.au/sites/default/files/2018-03/Reading%20Infographic%202018%20IML.pdf> |
| **Teachers need** | Whiteboard/blackboard  PPT Lecture slides on reading  Same resources above as students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Ice breaker/attendance |  | 10 |
| Reading: types of reading and deciding what is good evidence | Students get into groups of three or four and brainstorm as many things that they read now (e.g. facebook pages, Instagram, text books, text messages, emails  They get each group to list them from easy to difficult – you can get them to write them on the board under easy, medium, difficult  What is it that makes some reading difficult  Why do they need to learn to read things that might seem difficult at first? (think about the importance of making sure as a nurse that you have good evidence for what you are doing)  Use the PPT slides to summarise the important points from today and to help students to begin to think about how they know what is good evidence | 40 |
| After class work |  |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Reading a WHO fact sheet | **Jigsaw reading:**  Explain to students that they are going to read today one of the readings that they are required to read for their assessment 1  Divide the class into 4 equal groups. Each group will read a different section of the WHO fact sheet on diarrhoeal diseases. (you can cut up the fact sheet so students only get the relevant piece of their group).  Group 1: Key facts:  Group 2 scope of diarrhoeal disease; and dehydration  Group 3: Causes  Group 4 Prevention and treatment  **Step 1**  In their groups, they read and make sure they understand their section of the fact sheet so that they can explain what they have read to somebody else who has not read that section. At this stage, they can talk to other students in their group to help each other  **Step 2**  Now regroup all students into groups of 4. In each group there should be a member from the Group 1, 2, 3 and 4 from stage 1.  In their new group, each student is to explain what they have read to other students. By the end of the activity, students should try and make notes in their notebook on  What is diarrhoea  Why is it a problem for children  What are the main causes of diarrhoea  What are ways of treating diarrhoea  What are ways of preventing diarrhoea |  |
| Hand out the reading infographic  Ask students to read the infographic and think about which reading strategies they used when reading the fact sheet | 15 |
| After class work | Read the WHO factsheet. Underline any new words and choose 5 to find out what they mean. Come to class prepared to teach a student your new words. |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Lecture on effective reading of a text book | Lecture: illustrate good reading strategies of a textbook by using the reading infographic and presenting strategies and using examples from the book to illustrate e.g.  Use the sub headings  Look at the tables  Read the abstract  Read the introduction and conclusion | 40 |
| Communication wrap up of week 1 | Tell students they have:  Thought about their own communication skills  What communication skills are needed by nurses  Begun to read a chapter on communication  These are the types of activities they will be learning in this subject – what communication skills they need to be a successful student and what communication skills they need to be a safe and effective nurse | 10 |
| After class work | Read the chapter on effective communication  Make notes on what they have learned this week about communication |  |

**WEEK 4**

**Time: Three hours (this is broken up into three separate 50 minute activity blocks so it can be delivered in different ways)**

* Explain what a peer reviewed journal article is.
* Use a range of reading strategies to read a journal article.
* Begin to make notes on key points.

**Resources**

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| **Students need** | Journal articles to use in class for reading:  Seidu, A. A., Agbaglo, E., Ahinkorah, B. O., Dadzie, L. K., Bukari, I., Ameyaw, E. K., & Yaya, S. (2020). Individual and contextual factors associated with disposal of children’s stools in Papua New Guinea: evidence from the 2016–2018 demographic and health survey. *BMC public health*, *20*, 1-11.  *https://link.springer.com/article/10.1186/s12889-020-09852-6*    Reading infographic on effective reading strategies <https://www.uts.edu.au/sites/default/files/2018-03/Reading%20Infographic%202018%20IML.pdf> |
| **Teachers need** | Whiteboard/blackboard  PPT Lecture slides on reading  Same resources above as students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Ice breaker/attendance | session | 5-10 |
| Reading journal articles | Interactive lecture:  Use the PPT to explain what journal articles are.  Provide the questions to show students how to begin to read critically.  Students need copies of the article – get them to answer the questions on slide 6.  Go through the answers with them.  Explain that this is the beginning steps of how to use evidence.  Show students the slides on preliminary reading and some strategies they can use – they also read about this last week | 40 |
| After class work | Spend 15 minutes using preliminary reading to see how much of the article they can understand |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work | Pairs or small groups – tell each other what they understood about the article from the preliminary reading strategies | 15 |
| Using the structure of a journal article to help you read effectively. | Explain the different sections of journal articles that are research papers (PPT slide 13)  Students can use their understanding of the structure of articles to decide which section to read, depending on what their purpose for reading is.  Today we are going to read the introduction and conclusion - show the slides that explain why this is useful; (slide 15-16)  Give student 5 minutes to write in their notebooks some things they have learned so far that can help them read journal articles. | 15 |
| Begin to read paragraph 1 of the journal article with students. You could read this aloud sentence by sentence and see if students can reword the sentences into their words- this will give you an idea of how easy or difficult it is for students to understand the language.  Get students to write the answers to the questions on slide 19 in their notebooks. | 20 |
| After class work | Ask students to read paragraph 2 from the journal article and try and answer the questions on slide 21 |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work | In pairs, students compare their answers to the questions they completed as after class work. Clarify anything students have not understood. | 15 |
| Reading an introduction and conclusion to a journal article | Read paragraph 3 with students and ask them to complete the questions on slide 23.  Summarise what an introduction usually does-  Ask students to read the conclusion and answer the questions on PPT slide 26 | 35 |
| After class work | Students are to write notes on what they have read so far in the article that helps them to answer the questions for assessment 1.  They are also to think about what they still need to find out to do assessment 1. |  |

**WEEK 5**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

* Use some strategies for effective note taking.
* Begin to understand why referencing in-text and in a reference list is important.
* Write a full reference for a journal article APA 7th Edition.
* Identify errors in in-text references and in a reference list

**Resources**

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| **Students need** | Journal articles to use in class for reading:  Seidu, A. A., Agbaglo, E., Ahinkorah, B. O., Dadzie, L. K., Bukari, I., Ameyaw, E. K., & Yaya, S. (2020). Individual and contextual factors associated with disposal of children’s stools in Papua New Guinea: evidence from the 2016–2018 demographic and health survey. *BMC public health*, *20*, 1-11.  *https://link.springer.com/article/10.1186/s12889-020-09852-6*   Textbook Chapter 2.1-2.3  Handout on APA 7th referencing  Handout on correcting references |
| **Teachers need** | Whiteboard/blackboard  PPT Lecture slides ‘Making notes from readings and writing a full reference’.  PPT slides ‘Referencing in-text correctly in your writing’.  Same resources above as students  Background reading for teachers: Chatper 9 in Hughes, S.J. & Quinn, F.M. 2019 Quinn’s principles and practice of nurse education. |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Ice breaker/attendance | Choose an activity- it could be follow up on last week’s out of class work | 5-10 |
| Different ways of making notes | Ask students to read the textbook section 2.1-2.4 and find out what are two different ways they can use to make notes.  Share their ideas with a partner and ask them to think about how these two ideas compare with the way they usually take notes and whether they can use these two ideas in their context (PPT slide 2) | 20 |
|  | Explain to students the ‘dialectical’ way of taking notes described in the text book (slide 3) – there are other versions of this way of notetaking but the main idea is that you are making notes about the content of what you are reading and you are also asking questions of the t text you are reading e.g. about things you do not understand, or want to know more about, or disagree with etc  Show the next slide which is another way of making notes which can be useful when you are reading several articles to find out about a specific topic. You make notes according to different aspects of the topic in a table- here I have used the questions from assignment 1 – students can make notes from each article next to the questions.  Show the other slides which talk about notetaking – and summarise the key learning points (slides 5 and 6) | 25 |
| After class work | Go back to the WHO article and make notes according to one of the ways you have learned today (slide 7) |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work | Pairs or small groups. – compare the notes they have taken in small groups or pairs | 15 |
| Understanding why we need to reference.  Writing a full reference for a journal article | Interactive lecture  From PPT slides 9 -15  Use the slides to explain to students why referencing is important | 15 |
| Ask students to look at the reference list of Seidu et al. (2020) and to try and identify different types of readings e.g., textbooks, journal articles, edited textbooks. This is so students understand the different types of sources of evidence – in order to reference correctly they need to know what type of text they are reading. | 20 |
| After class work | Write a full reference for the WHO factsheet they are using for assessment 1 |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work | Check the full reference for the WHO factsheet – they can check in pairs and them show them the correct reference | 15 |
| Writing in text references | Interactive lecture  Explain to students the ‘rules’ of in-text referencing using the PPT slides.  Give students time to look at ‘A quick guide to APA referencing’ from UTS library: look at the section on in-text referencing for ‘books’, ‘articles’ and ‘commonly cited’.  Activity: students use the quick referencing guide to help them correct the reference list and the in-text references on the handout ‘Referencing activity’ | 35 |
| After class work | Students are to choose one of the articles or textbooks they are reading for another subject and are to write the full reference of the it using APA 7th. |  |

**WEEK 6**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

* Practise reading and note making.
* Writing effective paragraphs
* Writing in text reference correctly

**Resources**

|  |  |
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| **Students need** | Seidu, A. A., Agbaglo, E., Ahinkorah, B. O., Dadzie, L. K., Bukari, I., Ameyaw, E. K., & Yaya, S. (2020). Individual and contextual factors associated with disposal of children’s stools in Papua New Guinea: evidence from the 2016–2018 demographic and health survey. *BMC public health*, *20*, 1-11.  *https://link.springer.com/article/10.1186/s12889-020-09852-6*  Handout on APA 7th referencing |
| **Teachers need** | Whiteboard/blackboard |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Ice breaker/attendance | Choose an activity.  Pairs – check the reference that their partner completed as the previous after class activity | 5-10 |
| Note-making readings for Assessment | Ask students to make a list of questions from the Assessment 1 that they need to find information about from the WHO reading and the Seidu et al. article- give them time to read the assessment and write the questions down in their notebook.  Questions students should come up with are:   * What is diarrhoeal diseases – what are the signs and symptoms * How are they spread? * What can community members do to prevent the spread of diarrhoeal diseases?   Today they are going to begin to use a table to collect information from their readings. Using a table allows students to write notes that will help answer the assessment questions. They can use the notes to help write the assessment.  Show students the table on the PPT slides.  Students can copy the table in their laptops or a notebook.  They begin to fill out the table using the articles – but they need use their own words – they cannot copy exactly from the articles.  You might need to spend some time showing students how to paraphrase – an easy way is to get them to read something, then turn over the reading and try and explain what they have read. | 40 |
| After class work | Read Chapter 9 of the textbook – sections 9.10-9.15 |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work | Design an activity to get students to talk about what they understand by the term academic integrity (from the textbook) | 10 |
| Note-making readings for Assessment (cont) | Students complete their notes for assessment 1.  Students write the complete references at the bottom of their set of notes | 15 |
| Small groups: compare their tables. Did they get different information from each article or is some of the information the same? | 10 |
| Using multiple citations for one piece of information | PPT slides: Using multiple references for one piece of information:  Show students what to do if they have more than one reference for a piece of information.  Get students to look at their table of notes and find one piece of information that is the same in both the WHO factsheet and Seidu et al. Get students to write a sentence and include both references. Check as they are writing. | 15 |
| Follow up work after class | Your choice – students may need to practise more paraphrasing or referencing |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work |  | 10 |
| Writing an effective paragraph | Interactive lecture on writing an effective paragraph.  Use the slides to introduce students to what makes a good paragraph.  Get them to read the paragraph on the social determinants and work in groups to decide what are the things that make it effective – you can use the slide to do this or give students a handout.  Then spend time talking with students about the features of a good paragraph | 40 |
| After class work | Read section 7.5 of the textbook on writing paragraphs and topic sentences. Write down three things you have read that can help you write good paragraphs. |  |

**WEEK 7**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

* Write an effective paragraph.
* Learn to edit and proofread own work.
* Begin to judge the quality of own and others’ work using marking criteria.

**Resources**

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| **Students need** | * Their table of notes they have made on the two readings for Assessment 1 * The textbook the scholarship of writing * The marking criteria for Assessment 1 * A checklist for writing a good paragraph. * Handout on APA 7th referencing |
| **Teachers need** | * Whiteboard/blackboard * Same resources as students * The Clear Writing Checklist from the Centers for Disease Control and prevention in the US * <https://www.cdc.gov/nceh/clearwriting/content/mod2_swf/pdf/CWH-Checklist.pdf> * This is a useful checklist – you can use it to develop your own checklists for students or use it for your own reference. |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance | Choose an activity. | 10 |
| Writing time; writing a first draft of a paragraph | Ask students to choose one of the questions from their table of notes for Assessment 1 that they want to write a paragraph about e.g., they might choose to write a paragraph on ‘what are diarrhoeal diseases?’.  Ask students to tell you what the features of a good paragraph are that they have learned in previous sessions (e.g., topic sentence, one main idea, every sentence in the paragraph is related to the topic sentence)  Give students 15-20 minutes to write their paragraphs. | 25 |
| Learning how to use transitions between sentences | Quiet reading time – sometimes it is good to give students time in class to read quietly – you can then walk around and see which students are finding it difficult, how long they are taking to read etc.  Ask students to read 7.5, 7.6 and 7.7 and 7.8 of the textbooks The Scholarship of Writing in Nursing Education (they have read some of this before)  Students are to make a list while they are reading of things that can help them to make sure their sentences in the paragraph all relate to each other | 15 |
| After class work | Read their paragraph and check that it has a topic sentence; that every sentence supports the topic sentence in some way; and that the transitions between the sentences are clear (how does each sentence relate to the next)  Students are to improve their paragraph and bring to class |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance | Choose your own start to the session | 10 |
| Providing peer feedback | Students work in pairs to give each other feedback on their paragraphs. To give feedback, they need   * The assessment 1 criteria * A checklist for an effective paragraph * The APA 7th referencing guide.   Read each other’s paragraph and provide feedback – have they met the criteria for the assessment and for an effective paragraph? – and have they referenced in-text correctly? | 20 |
| Explain to students that they can use this same process for completing Assessment 1 – so use their table of notes to write the rest of the paragraphs that answer the questions in the Assessment task 1. Then they need to check that they have met the assessment criteria and have written effective paragraphs | 10 |
| Follow up on their feedback | If students need to make changes to their paragraphs, they can do so now.  If they do not need to make any changes, they can begin a second paragraph for Assessment 1. | 10 |
| Follow up work after class | Students continue to work on Assessment 1 |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work | Choose your own activity | 10 |
| Explore software tools for correcting spelling and grammar | Ideally students need laptops or computers for this activity.  In groups - Ask students what they already know and can use to help them finding grammar and spelling errors in their writing. They might talk about tools on a computer (spell and grammar check; editor on word); they might talk about using a checklist to find mistakes; they might read aloud.  Write on the board all the different ways they come up with  Give them time to put the paragraphs they have already written onto a computer and to use spell and grammar check or editor if it is available to find any errors – walk around and help students | 30 |
| Identifying common grammatical errors | Ask students if they can make a list of the kind of errors they were making in their writing and to plan of how they could improve their writing. There are many online free sites e.g if students need to understand what a sentence is:  <https://www.englishclub.com/grammar/sentence/what-is-a-sentence.php>  Quizzes to test their knowledge of grammar.  <https://www.englishclub.com/esl-quizzes/grammar/> | 10 |
| After class work | Complete a plan for the next three weeks about one thing they are going to improve in their writing.  What do they want to improve?  What resources will they use – how will they do it?  When will they do it |  |

**WEEK 8**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

* Begin to use digital technology to find quality evidence.
* Use digital technology to prepare assessments according to requirements.

**Resources**

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| **Students need** | Access to a computer or phone (computer is better) and the internet.  <https://ourworldindata.org/diarrheal-diseases>  handouts on how to critically evaluate websites (5Ws and the CRAAP test) |
| **Teachers need** | Same as students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance | Choose an activity.  Follow up on students’ plans to improve their written language | 10 |
|  |  |  |
| Using technology to find evidence – and beginning to critically evaluate the evidence. | In groups: ask students to answer:   * Where do they get information from if they want to find out about something e.g., health issues, current events – write down the people they talk to, online sites they view etc? * How do they decide whether the information they receive is of good quality?   As a class make a list of some of the things to think about when assessing whether information is of good quality or not – try and draw out the suggestions from students and write them on the board. | 15 |
|  | Explain to students why it is important to critically evaluate what they find online.   * Anybody can put information online * Some of the information you find online will be wrong (anybody can post on sites like Wikipedia, blogs, social media sites (e.g. Facebook, TikTok)   Show students some guidelines to help them evaluate online information. Here are some good ones:   * 5Ws of website evaluation   <http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf>   * The CRAAP test (see handout) | 10 |
|  | Give students three sites related to diarrhoeal disease – or another topic that you choose (e.g., vaccinations) and get them to use one of the above guidelines to evaluate them – they can do it in groups.  You want to give them a range of sites – so maybe something from a government organisation, a social media site and a private company. E.g., I found these three.  <https://www.worldvision.com.au/docs/default-source/school-resources/global-education-png-water-based-diseases.pdf?sfvrsn=2>  <https://www.facebook.com/HouzcallsOfficial/videos/diarrhea-is-a-common-problem-and-its-main-symptoms-are-loose-watery-stools-with-/364804594948003/>  <https://www.imodium.com/diarrhea-treatment/what-is-diarrhea>  The aim here is to get students to see that there is a wide variety of information online and that they need to evaluate what they are reading. | 15 |
| After class work | Complete the above evaluations |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance | Follow up on the critical evaluations of the online sites that students completed as after class work | 20 |
| Using technology to find evidence – and beginning to critically evaluate the evidence. | Students today will find some information that they could use in their Assessment 1.  In pairs - <https://ourworldindata.org/diarrheal-diseases>    Each pair to look at the website and find some facts about diarrhoeal disease in PNG e.g., some statistics related to how many children die.  Students will need time to look at the site and see what kind of information is there?  If you have can show them the site on a large projector, you can finish up the lesson by showing them some of the features you found useful – e.g., you can search for statistics on PNG. | 20 |
|  |  |
| Follow up work after class | Get students to apply the 5Ws or CRAAP test to the - <https://ourworldindata.org/diarrheal-diseases> | 10 |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work | Follow up on the students’ critical evaluations of - <https://ourworldindata.org/diarrheal-diseases>  Things to point out include:   * The site includes references for all facts – it is based on evidence. * The front page shows how the site is used by many academic and media organisations. | 10 |
|  | Get students to choose a different topic that they are interested in from the - <https://ourworldindata.org/diarrheal-diseases>  e.g., life expectancy, sanitation  Give students time to look through the data and to write down three facts that they think are important in their topic.  Share their topics and facts in small groups and then as a whole class | 40 |
|  |  |  |
| After class work | Students write down their own key learnings about evaluating sites they read online |  |

**WEEK 9**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

***This lesson plan is not complete as I think the educators in PNG will better be able to develop appropriate lessons that focus on educating local communities and presentation skills***

Strategies for effective oral communication

* Prepare and deliver effective presentations to a specific audience (e.g., community members, colleagues)
* Use a range of communication tools to effectively communicate with colleagues and the community

**Resources**

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| **Students need** | Assessment 2 |
| **Teachers need** | Resources to help students prepare for presentations to communities |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance |  | 10 |
| Delivering an oral presentation | **Interactive lecture**  Work with students on what would make a good oral presentation for their audience (they may have chosen to deliver their presentation in different ways)  What are the things students need to think about in delivering a presentation to a community e.g who will be there; what kind of language they should use in delivering their presentation;  Visuals: what kind of visuals should they use – will they have a PPT, can they use a poster or pictures or something else?  N.B in this assessment, they need to use more than the two articles they used in assessment 1. So they can use the world in data resource and other resources they find. | 30 |
| Peer feedback | Talk with students about the importance of peer feedback  When students present, students will give feedback so they can learn from each other – they can use the marking criteria to give feedback and pick something that students do well and one thing they could improve |  |
| After class work | Prepare presentation |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance |  |  |
|  |  |  |
|  |  |
| Follow up work after class |  |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work |  |  |
|  |  |  |
|  |  |  |
| After class work |  |  |

**WEEK 10**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

***This lesson plan is not complete as I think the educators in PNG will better be able to develop appropriate lessons that focus on communicating with patients and other health professionals***

* Strategies for effective communication oral  - using appropriate language to talk with patients
* Using professional communication at work

**Resources**

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| --- | --- |
| **Students need** | Assessment 2 |
| **Teachers need** | Resources to help students prepare for presentations to communities |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance |  | 10 |
|  | **Interactive lecture**  Interactive lecture  Use the chapter on Effective communication in nursing, sections 8 onwards to prepare a lecture that includes activities for students on communication with patients.  Get students to critique the checklists – these checklists were developed for the context in the US (United States). Are they appropriate for PNG?  Ask students to look at Table 1 ‘Therapeutic techniques’ – are there any techniques that they think would not work in the PNG context?  Look at Table 2  The writer says these techniques are not helpful in communicating with patients – what do you think in the PNG context? Would all of these techniques be unhelpful? Can you add any others? | 40 |
| After class work |  |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance |  | 10 |
| Practising communication skills with patients | Develop small role play scenarios for students to practise their communication skills.  You could put students into threes – one is the patient, one the nurse and one the observer who gives feedback. You could ask students to practise particular skills you have discussed in the lecture | 40 |
|  |  |
| Follow up work after class |  | 10 |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work |  | 10 |
|  | Design a lesson on another aspect of professional communication  e.g. talking with patients and families, using the telephone/radio in a professional manner  writing emails | 40 |
|  |  |  |
| After class work |  |  |

**WEEK 11**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

* Communicating appropriately for a specific purpose & to a specific audience
* Develop note taking and summarizing skills.
* Class presentations of Assessment 2
* Students provide peer feedback as well as tutor feedback

**Resources**

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| **Students need** | Assessment 2 criteria  Presentations |
| **Teachers need** | Same as students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance |  | 10 |
| Giving peer feedback  Notetaking and summarising | Explain the role of presenters and listeners – listeners are to take notes of presentations and complete a feedback sheet for each presenter  Listeners choose two presentations and write summaries of them after class, including their comments evaluating them presentations | 15 |
| Communicating appropriately for a specific purpose & to a specific audience | Presentations from students | 25 |
| After class work |  |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance |  | 10 |
| Communicating appropriately for a specific purpose & to a specific audience | Presentations from students | 40 |
|  |  |
| Follow up work after class |  |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work |  | 10 |
| Communicating appropriately for a specific purpose & to a specific audience | Presentations from students | 40 |
| After class work |  |  |

**WEEK 12**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways)**

***Assessment 2 will continue to be presented to the class this week if you have not already finished. If you have already completed the presentations, you could choose a different topic this week: e.g.***

***You could spend the week giving students feedback on assessment 1 and working on any corrections of their grammar and referencing that they need to do***

* Delivery of Class presentations of Assessment 2
* Providing feedback to peers
* Taking notes and writing summaries
* Feedback on Assessment 1 if not already given

**Resources**

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| **Students need** | Their presentations  Pen and paper so they can make notes and write summaries  Feedback sheets so they can give peer feedback to students |
| **Teachers need** | Feedback sheets to give peer feedback to students |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance |  | 10 |
|  | Continuation of class presentations  Listen and notetake: when not involved in giving feedback, students take notes about the presentations and think of a question they can ask. From their notes, they choose two presentations and write a summary for each one | 40 |
| After class work | Complete two summaries |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance |  | 10 |
| Presentations | Repeat the lesson above to continue with presentations.  Give global feedback on Assessment 1 and give students time to read and think about your comments | 40 |
|  |  |
| Follow up work after class | Complete two summaries  Consider their feedback on Assessment 1 and how they can improve their writing |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work |  | 10 |
|  | Continue class presentations  Ask students to fact check the evidence that students use – would it pass the 5 Ws guidelines or the CRAAP test? | 30 |
|  | Give students time to ask questions about their feedback on Assessment 1 |  |
| After class work | Complete two summaries |  |

**WEEK 13**

**Time: Three hours (this is broken up into three separate 50-minute activity blocks so it can be delivered in different ways.**

* Learning medical terminology and specialist vocabulary
* Feedback from their presentations
* Reflecting on what they have learned

**Resources**

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| **Students need** |  |
| **Teachers need** |  |

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| **50-minute block** | | |
| **Content** | **Activities** | **Time** |
| Follow up on after class work/attendance |  | 10 |
| Learning medical terminology and specialist vocabulary | Ask students to get into groups and come up with some tips for ways to learn medical vocabulary (they would have been learning some in other subjects) | 10 |
| After class work | Choose three words to teach other students – you give them a definition and they have to guess what the term is | 30 |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance |  | 10 |
| Learning medical terminology and specialist vocabulary | Game – each student one at a time gives one definition and the other students have to guess the words. You can play this game individually or in teams | 40 |
| Follow up work after class | Learn one more terms and come to class with a definition |  |
| 50-minute block | | |
| **Content** | **Activities** | **Time** |
| Attendance and follow up on work |  | 10 |
| Learning medical terminology and specialist vocabulary | Do a variation on the medical terminology game -eg students could do a quiz by themselves – each student reads their definition and other students try and write down the | 20 |
| Questions about feedback from presentations |  | 20 |
| After class work |  |  |

***Weeks 14 and 15 to be planned – based on other communication needs of students***