**Finding your voice among the expert voices**

One of the most difficult demands made on you in higher education is to carry out a double task in your essays and reports. You have to prove that you have read and understood the findings and theories of experts who have dealt with your topic while at the same time showing that you have formed a perspective of your own on that topic. It seems very attractive to select verbatim relevant excerpts from their work rather than paraphrasing and synthesizing.

However it is truly in that balancing and linking of ideas and evidence from experts that your voice comes through. No one else will blend, contrast, and prioritise those writers’ findings in exactly the same way as you. The challenge is not small. We have all been through it and know how hard it seems at first. When, as student-writer, you cannot see how to use the writing of others to support your ideas, that more polished and sophisticated writing of the experts can take over. In fact you have to be quite assertive with them because they will dominate your work if you let them.

“So you have to take charge, like someone who rides horses. Horses are bigger and stronger than their riders but good equestrians know that they can control their mounts even though they are weaker physically. The confidence you need to be ‘on top’ of your sources is similar to the confidence horseback riders have. If you are equipped with your own ‘take’ on the subject, you can use those experts to support you or you can see what they have missed. This gives you the upper hand. If you don’t take control the quotations from outside sources will. In that case, they will be the drivers of the work and your voice will be weak, more a whisper trying to be heard underneath the others. The feeling of mastery and control you will get when your voice comes through is a very good feeling. Ask anyone who loves to ride!”

***Thank you to Marion Troia from the School of Communication & Media in Hanze University Groningen for this beautiful and effective metaphor.***

**Instructional Terms / Process Terms**

|  |  |
| --- | --- |
| Account | Account ‘for’ asks you to give reasons for.  Account ‘of’ asks for a detailed description. |
| Analyse | Investigate in depth, explain the important/relevant parts, describing and criticising in detail. |
| Argue | Offer an idea/opinion, give an example, discuss what it means and the implications and then defend against possible weaknesses. |
| Assess | State in a balanced way the points for and against or the strengths/weaknesses/value of the information. Then give your opinion. |
| Classify | Match, select, identify, label something |
| Comment | State clearly your opinions on the topic. Support your views with evidence or explanations. |
| Compare | State similarities and differences |
| Consider | Think about and state thoughts. Support with evidence. |
| Construct | Put together in a logical order. |
| Contrast | Emphasise the differences between two or more things. |
| Criticise | Give your considered opinion about the pro/cons of practises/theories and backup your opinion with research/references. |
| Critically analyse or evaluate | Look at weaknesses and strengths and give your conclusion, i.e. how useful is this based on the evidence (research/references). |
| Define | Give the exact meaning of something. Show how the distinctions you make are necessary to clarify a particular aspect. |
| Demonstrate | Give evidence/proof using examples. |
| Describe | Give a detailed account. Use words to create a picture. |
| Develop | Take the thinking on a point to the next step or further. |
| Discuss | Explain an idea in depth and in detail. Look at the advantages and disadvantages. Think about other ways of looking at it. |
| Distinguish | To point out the differences between theories/points of view, etc. |
| Evaluate | Make a judgement about the value/importance/worth of something. Give your views and others’ views. |
| Explain | Make your point, clearly, and give your reasons. |
| Explore | To look at something from different points of view, showing possible answers and reasons in order to make a decision. |
| Extent | ‘To what extent’ asks you to weigh up the evidence for or against something, to state how valid something is. |
| Identify | To point out the facts about a topic, include an in-depth look at circumstances or situations. |
| Illustrate | Use examples, diagrams, and pictures etc. to explain and make clear. |
| Interpret | Use your own words, thoughts and judgements to make the meaning of something clear. |
| Investigate | To carefully and thoroughly look at the facts or causes and state your conclusion. |
| Justify | To prove something is correct by giving reasons for your decision, opinion or conclusion. Evidence of research and references needed. |
| Outline | To give the main features, structure or general principles of a topic, omitting the details. |
| Reflect | What is your experience? What have you learnt? Usually OK to use “I” and “my” but please check your assignment brief.  Refer to reflection model used: Kolb, Gibbs, Johns or CSP, etc. |
| Relate | To show how things are connected. |
| Review | Present an overview of and critically examine the subject. |
| State | To present thoughts in a brief, clear and concise form. |
| Summarise | Give a brief and clear account of the key points of a topic. |
| Trace | To follow the development or the main trends of something, referring to evidence (resources/references). |

Compiled by The School of Combined Studies, English Language Teaching , University of Hertfordshire, 2008

**Academic writing**

**Look at the two texts below and discuss the differences in style:**

**Informal text Formal text**

Because only a few people have most of the money and power in Australia, I conclude that it is not an equal society. Society has an Upper, Middle and Lower class, and I think that most people, when they are born into one class, end up staying in that class for their whole lives. When all three classes are looked at more closely, other things such as the differences between the sexes and people’s racial backgrounds also add to the unequal nature of Australian society.

Women earn and own less than men. Why is this so?

The inequity in the distribution of wealth in Australia is yet another indicator of Australia’s lack of egalitarianism. In 1985, 20% of the Australian population owned 72.2% of the wealth, with the top 50% owning 92.1% (Raskall,1988). Such a significant skew in the distribution of wealth indicates that, at least in terms of economics, there is an established class system in Australia. McGregor (1988) argues that Australian society can be categorised into three levels: the Upper, Middle and Working classes. In addition, it has been shown that most Australians continue to remain in the class into which they were born (McGregor, 1988), despite arguments about the ease of social mobility in Australian society (Fitzpatrick, 1994). The issue of class and its inherent inequity, however, is further compounded by factors such as race and gender within and across these class divisions. The relative disadvantage of women with regard to their earnings and levels of asset ownership indicates that within classes there is further economic inequity based on gender.

Source: <http://unilearning.uow.edu.au/academic/3b.html>

Guidelines for writing in an academic style

1. Except in reflective writing, do not use the first person (I*, we, us, our, me, my)*. Instead, say ‘*This essay will...’*  or use passive constructions: *‘It will be argued that …’.*
2. Never use the second person (*you, your, yourself*).
3. Do not use slang or colloquial vocabulary: ‘*kids*, *a lot* or *lots of*, *a bit confused’.* Instead, use: ‘*children, a significant* or *considerable number; slightly confused’.*
4. Use vocabulary accurately and make sure you know the meaning of the words you choose. There is a difference between *research and evidence,* or *ethics and morals,* which you are expected to know if you study these subjects. The Thesaurus is a great tool, but use it carefully and critically.
5. Be as precise as possible when dealing with facts and figures. Avoid phrases such as ‘*about a hundred’* or ‘*hundreds of years ago’*. Instead, use the exact figures or dates, or use the word *‘approximately’* when you have to make an estimate.
6. In your conclusions or ideas, avoid absolute statements and overgeneralizations. Do not use words such as *‘all’*, *‘always’* or *‘never’* and avoid statements such as ‘*Education reduces crime’.* Instead, use tentative language*:* *‘Education may reduce crime’* or *‘tends to reduce crime’*. Useful words are the verbs’ *tend to’, ‘appear to’, ‘seem to’* and modal verbs such as’ *may, might, can, could, should’*.
7. Avoid words that show your personal attitude such as ‘*fortunately, surprisingly, obviously, unfortunately’*.
8. Do not use contracted verb forms: ‘*can’t,* *won’t, don’t’. Use the full form: ‘cannot, will not, do not’*
9. Avoid words and phrases in the left column and use the ones in the right column instead. These are only a few examples.

|  |  |
| --- | --- |
| *like* when introducing examples | *such as, for instance* |
| *thing, nothing, something* | *factor, issue, topic* or the specific word for item |
| *little/big* | *small/large, insignificant, significant* |
| phrasal verbs such as *get better, get worse, go on, bring up, put up with* | *improve, deteriorate, continue, raise, tolerate* |
| *good/bad* | *positive/negative* |

1. Do not use direct questions such as ‘*Why did the war break out in 1914?’* Instead, use statements such as ‘*There were three main reasons for the outbreak of war’.*
2. When listing, do not use *‘etc…’* or *‘and so on’*. Instead, be specific with your examples and add *‘and’* before the last item of your list. Also, remember that if you use ‘such as’, the reader does not expect all the items.
3. In essays, remember to NOT number paragraphs or sections of your text. Use linking phrases and signposting language instead to guide your reader, such as *firstly, secondly, finally, a further point in favour of...., the following paragraphs will explore ...., in contrast to the point made above...*

Adapted from Bailey, S. (2015). *Academic Writing. A Handbook for International Students.* (4thed.). London: Pearson Education.

**Academic Style**

**Clear, precise, concise, formal, objective, tentative /cautious**

**Rewrite the following sentences or phrases in a more academic style:**

1. Teamwork is essential in a group and if you do not work as a team the task becomes much more difficult.
2. This problem is getting bigger and bigger.
3. The patient got worse.
4. So far, there hasn’t been much research on….
5. So, why did the bridge collapse? There’re lots of reasons.
6. It may be tough to make a decision about the method that we should use.
7. The government didn’t allocate much funding for the program.
8. Scientists are looking into innovative drug delivery systems that can transport and deliver a drug precisely and safely to its site of action.
9. The purpose of this paper is to try to figure out what is lacking in our current understanding of corrosion.
10. The use of touch-screen voting systems could get rid of a lot of problems associated with traditional paper-based ballots.
11. The situation got better.
12. The patient didn’t show up at his appointment.
13. Researchers have come up with a number of models to describe the effects of certain cola drinks on dental enamel erosion.
14. Problems with this policy showed up soon after its implementation.
15. In the past 5 years, many studies have looked at the effect of…
16. There are some studies that have concluded that…..
17. AIDS researchers have run into a variety of unexpected problems in their efforts to develop an effective vaccine.

Adapted from: Swales, J.M. & Feak, C.B. (2012). *Academic Writing for Graduate Students. Essential tasks and skills.* (3rd ed.). USA: The University of Michigan Press.

**Rewrite the following sentences to make them more concise and academic:**

1. There are several studies in epidemiology that have shown that when people consume alcohol in moderate amounts they have a lower risk of developing heart disease in comparison to those people who drink a lot of alcohol.
2. This essay will look at several different theories that have been developed by psychologists for attempting to explain why…...
3. In 1916, the disease of polio reached epidemic proportions when 27,363 cases of polio were reported by health care workers in America and more than 7000 people died of polio as a result of the worst outbreak of polio in the history of the country.
4. There are many issues to examine in the results of the study. The first issue, the most important of the issues, is the fact that the placebo achieved the same results as the drug. The second issue is that ……
5. Social Workers look to engage service users who are viewed as vulnerable or in need due to their struggling to participate in society fully for whatever reason.

**Some possible revisions for the sentences above:**

1. Some studies in epidemiology have concluded that moderate alcohol consumption results in a lower risk of heart disease / Some studies in epidemiology have shown that moderate alcohol consumption lowers the risk of heart disease.
2. This essay will explore several theories psychologists have developed to explain why…../Psychologists have developed several theories to explain why ……..
3. In 1916, American health workers reported 27,363 cases of polio and over 7000 deaths, in the country’s worst polio epidemic.
4. The *first* and most important issue presented by the study is the fact that the placebo achieved the same results as the drug. The second is that ……
5. Social work is undertaken with those who are marginalised in society, the dispossessed, the dysfunctional and those in crisis.

Musson, P. (2011). *Effective writing skills for Social work students.* London: Learning Matters. Sage Publications Ltd.

Osmond, A. (2013). *Academic writing and grammar for students.* London: Sage Publications Ltd.

Soles, D. (2005). *The academic essay. How to plan, draft, write and revise.* (2nd ed.). Abergele: Studymates.

Swales, J.M. & Feak, C.B. (2012). *Academic Writing for Graduate Students. Essential tasks and skills.* (3rd ed.). USA: The University of Michigan Press.

**Variety in writing**

**Text 1:**

Nurses can work in many healthcare settings. They can gain experience in all aspects of caring for clients and their families. They can build their professional career in many different ways. They may choose to become clinical specialists or consultant nurses, or they can opt for managerial positions as a head of nursing services or supervisor of other nurses. They may even prefer to pursue an academic career in education and research. These are just a few examples of the opportunities that nurses currently have to develop their professional interests.

**Text 2:**

Nurses can work in many healthcare settings, which gives them the opportunity to gain experience in all aspects of caring for clients and their families. Nurses can thus build their professional career in many different ways. For instance, they may choose to become clinical specialists or consultant nurses, or they can opt for managerial positions as a head of nursing services or supervisor of other nurses. For the more academic oriented ones, there are also opportunities in education and research. These are just a few examples of the opportunities that nurses currently have to develop their professional interests.

**Alternatives to the sentence opener “subject + verb”**

Clause: *Although his case was not urgent*, the patient was examined immediately.

Adverb: *Quickly* and *effectively,* all casualties were treated by the new team of surgeons.

Infinitive phrase: *In order* *to gain a deeper understanding of the issues,* the midwife gathered as much information as she possibly could.

Participial phrase: *Hoping to gain a deeper understanding of the issue,* the midwife gathered as much information as she could.

Nominalization: *A decision about the case* was not made until the following day.

Gimenez, J. (2007). *Writing for Nursing and* *Midwifery Students.* Palgrave Study Guides.

Making your essay flow: Linking words and phrases

Consider the following passages. Underline the parts in passage B that differ from passage A. Why does B have better “flow” than A?

1. Lasers have found widespread application in medicine. Lasers play an important role in the treatment of eye disease and the prevention of blindness. The eye is ideally suited for laser surgery. Most of the eye tissue is transparent. The frequency and focus of the laser beam can be adjusted according to the absorption of the tissue. The beam “cuts” inside the eye with minimal damage to the surrounding tissue - even the tissue between the laser and the incision. Lasers are effective in treating some causes of blindness. Other treatments are not. The interaction between laser light and eye tissue is not fully understood.
2. Lasers have found widespread application in medicine. For example, they play an important role in the treatment of eye disease and the prevention of blindness. The eye is ideally suited for laser surgery because most of the eye tissue is transparent. Because of this transparency, the frequency and focus of the laser beam can be adjusted according to the absorption of the tissue so that the beam “cuts” inside the eye with minimal damage to the surrounding tissue - even the tissue between the laser and the incision. Lasers are also more effective than other methods in treating some causes of blindness. However, the interaction between laser light and eye tissue is not fully understood.

Extracted from: Swales, J. and Feak, C. (2004). *Academic Writing for Graduate Students.* 2nd ed.The University of Michigan Press.

**Transitional Link Words and Their Uses**

|  |  |  |
| --- | --- | --- |
| To | | Use |
| Create contrast | | but although  however despite  Conversely in spite of  yet even so  in contrast even though  nevertheless still  on the contrary whereas |
| Illustrate  Something | | for example such as  that is as follows  for instance in particular  in this case as shown |
| Show you are moving  on to the next step | | then  after that |
| Extend a point/  Additional Information | | similarly as well as  moreover indeed  furthermore in addition  as a consequence to be more precise |
| Cause and Effect | | hence due to  accordingly since  as a consequence so  owing to this |
| Show you are  concluding | therefore finally  thus in conclusion  consequently to sum up  in brief as a result | |

**Based on a list compiled by The School of Combined Studies, English Language Teaching, University of Hertfordshire, 2008**

**Points to help you summarise**

1. Make sure you understand the original text.
2. Think about your purpose in using and summarising this text: Is it

- to support your points?

- so you can criticise the work before you introduce your main points?

1. Select the relevant information. This depends on your purpose.
2. Find the important ideas and mark or make a note of them in some way.
3. Find synonyms or alternative phrases for the words or phrases selected. You do not need to change specialised vocabulary.
4. Change the structure of the text. This includes:
   * changing adjectives to adverbs and nouns to verbs
   * breaking up long sentences and combining short sentences
   * identifying the relationships between words and ideas and expressing them in a different way, while being careful not to change the meaning
5. Then, you can begin to rewrite the main ideas in complete sentences combining your notes into a piece of continuous writing. Use linking words such as “therefore”, “however”, “although”, “since”, to show the connections between the ideas.
6. Check your work.

**TIP: Make sure:**

* + **your purpose is clear**
  + **you have not copied any text (unless you are quoting)**
  + **you do not misinterpret the original**
  + **the length of your text is shorter**
  + **the style of writing is your own**
  + **you acknowledge other people’s work**

**Slightly adapted from:** Gillett, A., Hammond, A. and Martala, M. (2009). *Successful Academic Writing.* Harlow. Pearson Longman.

**Model of paraphrase**

**Original passage**

Language is the main means of communication between people. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among people. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favour of a universal language are simple and obvious. If all people spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert, 2004).

**Possible Paraphrase**

Humans communicate through language. However, because there are so many different languages, people around the world have difficulty understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better feelings among countries (Kispert, 2004).

1. **How many sentences are there in the original passage? In the paraphrase?**
2. **Compare the original passage and the paraphrase sentence by sentence. Analyse how the sentence structure and words differ.**
3. **There is an issue with this paraphrase though. Can you identify it?**

Slightly adapted from: Hogue, A. & Oshima, A. (2006) Writing Academic English. (4th ed.). New-York: Pearson Longman.

**Pick the best paraphrase**

**Step 1:** Read the original passage

**Step 2:** Choose the best paraphrase from the choices given and mark it “Best”.

**Step 3:** For the other three choices, say which one is too similar, which one has failed to provide in-text citation, and which one is either incomplete or inaccurate.

**Original Passage:**

Living aboard a space station in orbit around Earth for months at a time poses problems for astronauts’ bodies as well as for their minds.

(The source is an article from Space Science Magazine, published in 2003 by Patrick Clinton)

**Different paraphrases:**

1. An article in *Space Science* Magazine reports that lengthy space station duty may lead to physical and mental problems for astronauts (Clinton, 2003).
2. An article in *Space Science* Magazine reports that astronauts who live aboard space stations for long periods of time may experience physical as well as mental problems.
3. An article in *Space Science* reports that living in a space station orbiting Earth for a long time can cause difficulties for astronauts’ bodies and minds (Clinton, 2003).
4. An article in *Space Science* reports that astronauts will become physically sick and have mental problems if they visit a space station (Clinton, 2003).

Slightly adapted from: Hogue, A. & Oshima, A. (2006) Writing Academic English. (4th ed.). New-York: Pearson Longman.

**Activity on punctuation**

**The paragraph below has no punctuation and no capital letters. Please add the correct punctuation and capital letters to make this paragraph grammatically correct, clearer and easier to read:**

childcare social workers need to have an understanding of child development as an important part of their role is to undertake assessments of children developmental needs they are not solely responsible for determining this however they need to have a level of knowledge that would alert them to a child who had additional needs or a child in need as defined under s17 of the children act 1989 or a child in need of safeguarding although they would not be expected to come to such decisions based entirely on their own assessments they would be expected to know when it would be appropriate to consult a health visitor or a paediatrician who will have specialist knowledge in their respective roles in order to better inform their assessment in this respect Mary Sheridan charts laying out children developmental milestones are a useful source of information for social workers as they explain what children should be capable of at what age

**Then, compare your punctuated paragraph with the one below:**

Childcare social workers need to have an understanding of child development as an important part of their role is to undertake assessments of children’s developmental needs. They are not solely responsible for determining this; however, they need to have a level of knowledge that would alert them to a child who had additional needs, or a ‘child in need’ as defined under s17 of the Children Act 1989, or a child in need of safeguarding. Although they would not be expected to come to such decisions based entirely on their own assessments, they would be expected to know when it would be appropriate to consult a health visitor or a paediatrician, who will have specialist knowledge in their respective roles, in order to better inform their assessment. In this respect, Mary Sheridan’s charts laying out children’s developmental milestones are a useful source of information for social workers, as they explain what children should be capable of at what age.

Slightly adapted from: Musson, P. (2011). *Effective writing skills for Social work students.* London: Learning Matters. Sage Publications Ltd.

**Quick Check: Use of apostrophe**

**An apostrophe is used:**

* **To show a letter is missing when a word is contracted, such as when “does not” is shortened to “doesn’t”. However, contractions are not allowed in academic writing.**
* **To show possession: The coat is Tara’s = The coat belongs to Tara.**

**Note the correct use of the apostrophes below and figure out the rules:**

The patient’s coat

The patients’ coats

The children’s toys

The nurse’s records

The nurses’ records

The doctor’s recommendations

The patients’ welfare

Mr. Jones’s notes

Mr. Jones’ notes

**Hers / his / yours / theirs / ours / its**

**These possessive pronouns are used without an apostrophe:**

This pen is yours.

This car is not ours.

This pen is his, not hers.

This cupboard will not open. Its lock is broken.

Adapted from: Cottrell, S. (2008). *The student planner 2008-9.* Hampshire: Palgrave Macmillan.

**Quick Check: Spelling**

**For each sentence, pick the correct word**

**affected/effected**

His lack of commitment ………………………… the whole team.

**ensured/insured**

The nurses ……………………….. that the patient was safe and comfortable.

**their/they’re/there**

……….. children were distressed.

It’s over …………….. .

**its/it’s**

The dog wagged ………….. tail.

Every country has ……….. traditions.

**whose/who’s**

She is the patient ………………………. bag was stolen.

**where / were**

She asked ………… the patient was.

His belongings ……….. moved without his consent.

**Principle (s) /principal**

He is a man of ……………………

The …………………. of gravitation was discovered by Newton.

He was asked what his ……………. reason was for wanting to be a nurse.

**TIP: Here, there, where**

**When there and where refer to a location, they contain the word “here”.**

**t + here = there w + here = where**

Adapted from: Cottrell, S. (2008). *The student planner 2008-9.* Hampshire: Palgrave Macmillan.

**Proof-read and edit the following extracts**

**Sentence construction:**

Within this essay, the author is going to briefly define Negative Pressure Wound Therapy (NPWT), the principles related to wound healing and its indication and contraindications for use on the open abdomen. Clarify some alternative methods temporary abdominal closure (TAC) which has been traditional used prior to development of NPWT.

Within the article it did not state any other healthcare professional performing subsequent dressing changes.

With regards to loss, Payne, Horn and Relf (1999) suggest that loss relates to more than death, it can encompass the transformation of one’s body image or function or the changes in expectations or social roles.

Bowlby (1969) understands attachment as a lasting bond to another person. Believing that, early attachments formed by children with their caregivers can have a serious impact that continues throughout life.

The lower part of the digestive system is called the bowel, this is where polyps form, these are benign growths on the wall of the bowel, they are common in people as they age (Beating bowel cancer, 2010).

Although studies are showing improvements in the survival of patients with open abdomen but with increasing complications such as fistula formation.

Although high fistula rates have been reported (Kaplan et al., 2005).

According to Kause, Smith, Prythrtch et al. (2004), they found that the majority (60%) of primary events (deaths, cardiac arrests and unplanned ICU admissions) were preceded by documented abnormal physiology.

One of the group members last minute changed the presentation around without discussing it with the rest of the group members, it shows that the individual did not respect our ideas as every single group member spent a lot of time and effort on the presentation.

**Tenses:**

If all the team members were motivated and working together right from the beginning, time would not have be wasted unnecessarily and the team would not have to rush things at the end to meet the deadlines and achieve their goals.

After we finished our poster presentation, I feel relaxed and confident.

**Grammar and spelling not usually picked up by ‘spell check’**

It was identify that most of the members of staff where not practising the trust dress code policy.

All these critically ill patients with grade II and III open abdomen, were primary closure is not possible, require TAC to contain the abdominal contents before delayed primary closure can be achieved (Kaplan et al., 2005).

Health professionals have a legal responsibility to ensure that there use of personal information is lawful, properly controlled and that the rights of the individuals are respected at all times.

Planning and prioritising care may seem a difficult task for newly qualify nurses as they luck experience and confidence and tend to focus on a large project in total rather than braking it down into small components and attempting each task step by step (Duchscher, 2008).

**Miscellaneous:**

For a case study or scenario, be careful when you bring in your citation: Jack’s assessment show that he has a mild learning disability (Professional Affairs board of The British Psychological Society, 2000).

The IPE module is crucial as it has enabled the team to find out challenges that they would face when working in an Inter-Professional team in the future.

Such skills can include drug administration, wound dressings, care plans, admitting or discharging patients, completing incidents forms if necessary, advocating for patients within a multidisciplinary team and so on ( Potter et al., 2010).

Furthermore the NMC (2008) also states that nurses are obliged to make a referral to another practitioner when it is in the best interests of someone in your care.

As a group we learnt that the topics we discussed would not work properly without good communication. Good communication is vital if we are to become good healthcare professionals. I may be the best nurse in the world but if I don’t have good communication skills then I will not be able to interact with my patients. I learnt that in a group I should listen more and talk less. To respect everyone’s opinions. That if I did not agree with someone’s statement then I should calmly talk to them about it. To agree to disagree. To remain professional at all times. That the patient is our main priority at all times. That we will form a trusting nursing relationship with them. I learnt that if a patient told me something of a serious nature that I could only tell my supervisor if it was a risk to other people or themselves. Over all I think that we done well as a group.

**Comments on the proof-reading and editing activity**

**Sentence construction:**

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Planning and prioritising care may seem a difficult task for newly qualify nurses as they luck experience and confidence and tend to focus on a large project in total rather than braking it down into small components and attempting each task step by step (Duchscher, 2008).

**Miscellaneous:**

For a case study or scenario, be careful when you bring in your citation: Jack’s assessment show that he has a mild learning disability (Professional Affairs board of The British Psychological Society, 2000).

The IPE module is crucial as it has enabled the team to find out challenges that they would face when working in an Inter-Professional team in the future. .

Such skills can include drug administration, wound dressings, care plans, admitting or discharging patients, completing incidents forms if necessary, advocating for patients within a multidisciplinary team and so on ( Potter et al., 2010).

Furthermore the NMC (2008) also states that nurses are obliged to make a referral to another practitioner when it is in the best interests of someone in your care.

According to Kause, Smith, Prythrtch et al. (2004), they found that the majority (60%) of primary events (deaths, cardiac arrests and unplanned ICU admissions) were preceded by documented abnormal physiology.

Teamwork is essential in a group and if you do not work as a team the task becomes much more difficult.

As a group we learnt that the topics we discussed would not work properly without good communication. Good communication is vital if we are to become good healthcare professionals. I may be the best nurse in the world but if I don’t have good communication skills then I will not be able to interact with my patients. I learnt that in a group I should listen more and talk less. To respect everyone’s opinions. That if I did not agree with someone’s statement then I should calmly talk to them about it. To agree to disagree. To remain professional at all times. That the patient is our main priority at all times. That we will form a trusting nursing relationship with them. I learnt that if a patient told me something of a serious nature that I could only tell my supervisor if it was a risk to other people or themselves. Over all I think that we done well as a group.