Learning to speak nursing

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listening
speaking
writing
spelling
reading
grammar
critical thinking
and you!
In international/ Educated overseas
Variety of educational backgrounds

Bridging Education
Courses designed to support literacy and numeracy

NZ High School leavers
Literacy and numeracy NCEA credits

Transfers into Unitec
From other New Zealand BNurse programmes
The language of Healthcare

Dates from the 4th century with both Greek and Latin roots

- Dysphasia
- Dysphagia
- Bradypnoea
- Tachycardia
- Rhabdomyosarcoma
- Difficulty speaking
- Difficulty swallowing
- Slow breathing rate
- Fast heartbeat
- Tumour of a particular muscle
Does early assessment of students’ foundation adult literacy using Literacy Numeracy for Adults Assessment Tool (LNAAT) (TEC, 2017) with targeted, follow-up interventions for selected students impact on success in the first year of the Bachelor of Nursing programme?
# LNAAT Testing

<table>
<thead>
<tr>
<th>LNAAT step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>I read very easy things/(decoding) a-e-i-o-u</td>
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<tr>
<td>2</td>
<td>Long words are hard for me</td>
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<tr>
<td>3</td>
<td>Technical and specialised words are hard sometimes</td>
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<tr>
<td>4</td>
<td>I need more practice at getting key details and information</td>
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<tr>
<td>5</td>
<td>I need to read some complex material more than once</td>
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<td>6</td>
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*Literacy and Numeracy Assessment Tool for Adults (Tertiary Education Commission, 2017)*
Quasi-Experimental Design

1. All of cohort LNAAT testing

2. LNAAT 1-3 follow-up interviews and intervention

3. Interview 2: End of semester 1

LNAAT 4-6 continue BNurse programme
Quasi-Experimental Design

4. Interview 3: End of semester 2
5. LNAAT testing for all cohort
6. Compare Year 1 success with control
Pathways Awarua

Recommendation for activities during the term that would support students to develop literacy skills alongside their studies

Learning support team throughout the year
LNAAT Testing

LNAAT testing scores

Number of students

LNAAT level score

0 2 3 4 5 6
By the numbers....

14 Students at LNAAT step 1-3 and all were invited to interview

5 Students took up the offer of intervention

32 Students at LNAAT step 4-6 and all were offered the resources to review as they wished

30% Declined LNAAT testing
Characteristics of the group

- **Priority groups**: All 5 students were in a priority group.
- **Two priority**: 3 of 5 met criteria for 2 priority groups.
- **Language**: 3 of 5 have English as an additional language.
Outcomes

- Our students had a variable year 1 academically.
- We don’t know the extent of the Covid-19 emergency response on literacy development.
- We hear their improving language capability.
- We know that they are reading novels in English.
- Project was hugely affected by the Covid-19 emergency response.
- We learned a few practical things along the way!
- Plan to restart the project in February 2021.
- We also want to add entry qualifications to the study.
“And so it is with those who have foundational literacy skill: They begin to take flight into whole new worlds effortlessly as young birds take to the sky.”

William James
Our Team

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Pam Williams
Ruth Jackson
Evelyn Hikuroa
Karen Haines
Treena Brand
Victor Roux
Dianne Roy
Jill Philips
References and acknowledgements


https://pathwaysawarua.com/

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Thanks!

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