



**Academic Support, Student Services**



# **Study Skills for Nurses and Midwives**

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## **About this book**

This handbook has been written and compiled for the students of the School of Nursing by Dr. Ann Hurford with a little help from Dr. Barbara Taylor. It has drawn on the teaching experience of the University of Nottingham Academic Support team and their associated hand-out material. The package on study skills for mature students produced initially by Dr Mark Dale for the (then) School of Continuing Education and the books by Sian Maslin-Prothero (editor) and Elizabeth Whitehead and Tom Mason have also been helpful. As this handbook is only a starting point you might find these useful for future reference.

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## Introduction

This handbook is designed to help you develop your strategies for study. It is a short reference text that provides some guidance into a range of areas, such as managing time and producing written work. Hopefully it will help you to get the most out of your course by becoming an independent learner.

*A starting point is to consider three issues:*

*1. What you think the course might involve?*

There is no right or wrong answer here but your list will probably include attending lectures and taking notes, reading, essay writing, thinking/reflection, and developing both your clinical and critical skills.

*2. How you feel about the course?*

What do you feel are your strengths?  
What skills do you feel you need to brush up on?  
What are your concerns about the course?  
What are you most looking forward to?

*3. How you think you learn?*

*(Ask yourself the following questions to help you decide)*

Do you learn visually?

Do you remember faces rather than names?  
Do you prefer film to radio and enjoy descriptive scenes in books?  
Do you use words like 'see' and 'picture'?

Do you learn by listening?

Do you prefer the telephone for important conversations?  
Do you find verbal instructions helpful?  
Do you use words like 'say', and 'hear'?

Do you learn by doing things?

Do you prefer to jump in and try it when faced with a new task?  
Do you watch for body language?  
Do you use words like 'touch' and 'hold'?

Now you have some idea of the way you learn, you can build on this and bear your learning style in mind as you study:

- a visual learner might draw pictures and construct mind maps
- an auditory learner might use tape recorder and discuss topics with friends
- a kinaesthetic learner needs to keep active- to reflect on issues while doing other things and even walk around whilst reading

A useful tool to support you throughout your course is the School of Nursing website: <http://www.nottingham.ac.uk/nursing/>. Access the student intranet regularly.

Whatever way you learn it is possible to develop your study skills; Stella Cottrell recommends the **C-R-E-A-M strategy**:

#### **C- Creative**

Have the confidence to use your individual strategies and styles, applying imagination to your learning

#### **R-Reflective**

Be able to sit with you experience, analyse and evaluate your own performance, and draw lessons from it

#### **E-Effective**

Organise you space, time, priorities, state of mind and resources to the maximum benefit

#### **A-Active**

Be personally involved and doing things, physically and mentally, to help you to make sense of what you learn

#### **M-Motivated**

Be aware of your own desired outcomes; keep yourself on track using short -and long -term goals

Cottrell, S. (1999 p.49)

## Managing your time

*First of all ask yourself some general questions:*

How many hours am I going to attempt to work each day?  
Do I prefer to work early in the morning or in the evening?  
Do I prefer to arrange set times for breaks or do I like to work straight through until I am finished?  
What are my domestic commitments?  
Am I going to try to keep weekends free?

*Then negotiate a place to study*

Make a space your own where you have your material to hand  
Try to be quiet and away from distractions  
Adequate light, heating and ventilation will help  
A firm chair and a desk can help concentration  
Try to be organised e.g. make use of post-it notes, different coloured files, plastic wallets  
Associate this space with work

## Setting long term goals

*Ask yourself some more specific questions*

What do I want to achieve by the end of the year?  
When do I have to take my exams?  
How often do I have to hand in assignments?  
When are my placements?  
Are there any significant foreseeable domestic events that will affect my study?

## Setting medium term goals

Attempt a weekly plan

- set some time aside (e.g. Sunday evening to plan the week ahead)
- use a weekly timetable to fill in regular academic commitments
- also fill in mealtimes, domestic commitments and leisure activities
- use the action plans to prioritise your study tasks and add these to the timetable
- be flexible- try to adjust your timetable as the week progresses
- review your timetable and try to understand what happened to your time





Information and support for your student life

## Tools for managing your time

### Weekly timetable

Timetable for the week commencing.....

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

You can add details of your regular timetable and then photocopy this page to help you produce a plan for the week ahead.





### Day planner

Date.....

Tasks for the day

9.30		
10.30		
11.30		
12.30		
13.30		
14.30		
15.30		
16.30		
17.30		
18.30		



# Action pad

To do	When for	done

Don't forget



## Timetable

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

## Getting the most out of reading and lectures

There will be a lot of material to read during your course and you may find this overwhelming. Here are some suggestions that may help:

### Selective reading

- discuss your booklist with your tutors- ask them which books are the most relevant and why
- ask more experienced students which books they have found helpful
- share out reading with two or three other students and report to each other regularly on what is worthwhile
- use the index and contents to see if the material is relevant
- check the date of publication and identify the author
- note which books and papers are regularly mentioned in other books as important

### SQ3R- A formula for active reading

**Survey, Question, Read, Recall, Review** is a strategy to help you read more productively.

**Survey**- you will absorb more information if you are aware what is to follow

look at the whole book, chapter, article or section to get a sense of what it is about

look for visual signposts to find your way around the text eg bold print, sub headings, illustrations and diagrams

look for verbal signposts to get to the main argument eg phrases like 'The prime example of' or 'In conclusion'

### Question

make links with the material you know already

decide whether it is relevant to your research

decide how much you need to read

## Read

divide the section of text into small chunks and read in detail for about 20 minutes, vary reading speed

read with a purpose eg take the assignment question to the text

look for important details and evidence to support the main argument within each paragraph

try to identify the sentence which sums up the key idea

try to evaluate the text by comparing its ideas with what you already know or have read elsewhere

try to distinguish between fact and opinion

## Recall

after you have read a section-stop

try to remember any important points

write these down- see the section on note-taking for ideas about how to go about this

## Review

reflect on whether you have answered the questions you took to the text

check the section for important points and detail

complete your recall by filling in any gaps in your notes

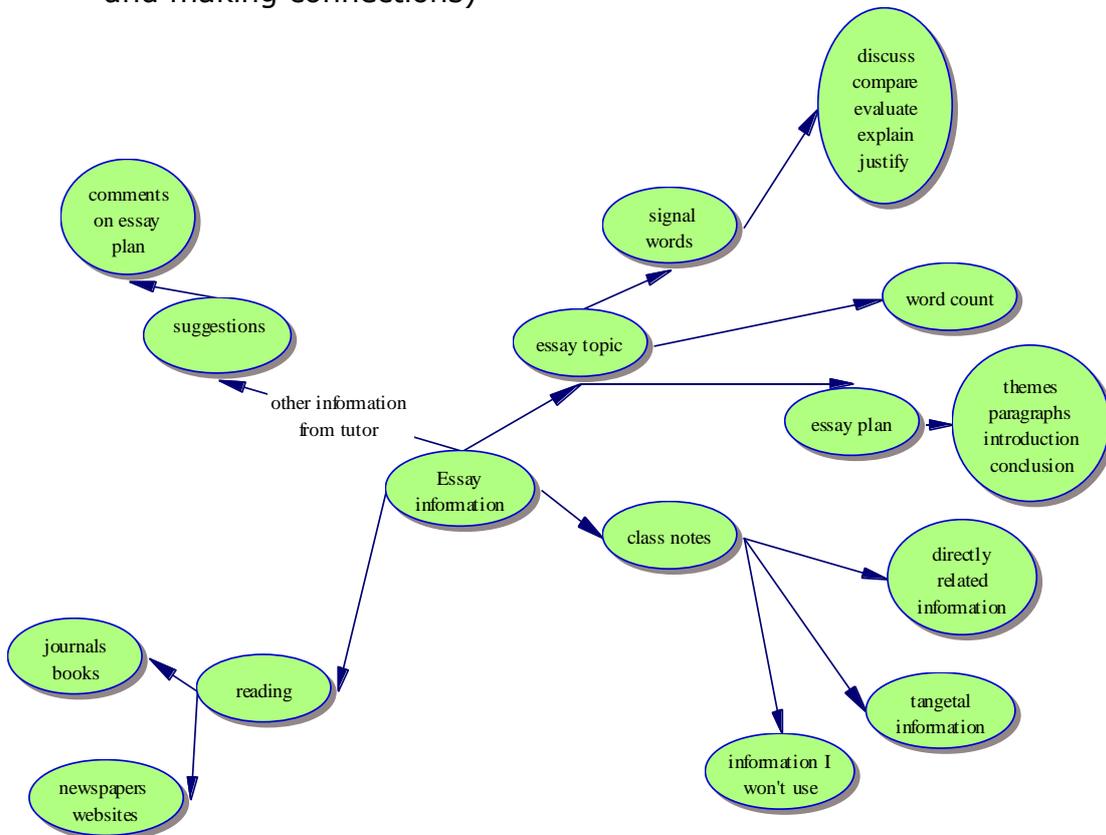
## Note-making (from books, journals etc)

*First of all ask yourself why note- making is useful*

- to help you learn- it keeps you reading actively
- it helps you to distinguish between argument and detail
- it helps you structure your own ideas and think critically
- as a written record for future reference
- for a specific purpose e.g. researching for an essay or exam preparation

*Then consider different styles of notes*

- linear notes- using headings ,sub-headings and numbered points (use your own words and develop your own shorthand e.g. incl for including, cf for compared with)
- diagrammatic notes e.g. spider diagrams, Mind Maps ( here you start with a central idea and build out from this refining information and making connections)



A computer generated mind map created using Inspiration

## Mapping non fiction

This is a useful way of making notes on a book as it provides you with a map of the text for easy reference.

### Tools

- A3 or A4 paper (landscape)
- Sharp pencils
- Coloured pens
- Rubber
- Music (if required)
- Text (and smile)

### Preparation

- Ask yourself questions about the text : 'what is this about?'
- Answer yourself—talk to yourself then ask another question
- Progress one step at a time

### Procedure (use a pencil)

- Place a word or image in the centre of the page
- Count the major headings/chapters. Draw them.
- Put down a heading (single word if possible) on each line. The line should be the same length as the heading.
- Count the smaller subheadings. Draw them.
- Identify a heading (single word if possible) for each of these lines.
- Count the paragraphs. Add these lines to your map.
- Look for information about the paragraphs using the topic sentence (usually the first sentence).
- Guess and put down the key word. You can prove or disprove this later.

## Note-taking (from lectures)

To get the most out of lectures you should try to:

- *before the lecture*- get an idea of its content, how it relates to the rest of the module, what you already know about it and what questions might arise
- *during the lecture*- don't try to write everything down, use headings and sub-headings, leave spaces
- *after the lecture*- work through your notes either expanding or summarising the material and reflect upon how you might use

## Organising your note-making and note-taking

- decide upon a flexible system of usefully organising your notes  
Mind Mapping might be more appropriate for making notes from books and linear notes might work better for lectures
- leave spaces which will allow you to add more information
- ensure that you label notes with the page numbers of the book or journal where you found the information

## Ways of keeping track of your notes

- on a computer database
- on card files
- on ordinary paper using pen and ink!

## Accessing and managing a variety of sources

### Information sources

As a student (and professional) you can expect to use the following

- Libraries for;
  - Books (general and specialized texts)
  - Journals and periodicals
  - Audiovisual material
  - Reference material (dictionaries, encyclopaedias etc.)
- The Internet for;
  - Databases (MEDLINE, CINAHL etc.)
  - Publications (e-journals, government publications etc.)
  - Patient information (patient organisation websites, newsgroups etc.)
- Patient associations/specialist information centres for;
  - Contacts
  - Specialist information
  - Patient information

(Maslin- Prothero, 2005, p.50)

### Using journals

*Think for a moment about how journal articles differ from books*

- unlike books ,journals are published within months rather than years and are increasingly published online ;
- they deal with specific areas sometimes involving ongoing research;
- journal indexes are generally published as electronic bibliographic databases (see IT handbook)
- some database provide an abstract which summarises the content of the article

## Critiquing a research paper from a journal

- Read the paper several times
- Break it up into sections
- Don't worry if it is not immediately understandable
- Take your time
- Then apply the following questions:

Title	Is the title concise, informative and relevant to the research process?
Author	Does the author(s) have appropriate qualifications and professional experience?
Abstract	Does the abstract succinctly identify the research problem and summarise the study?
Introduction	Are the problems clearly established and the specific focus identified?
Literature review	Are the sources relevant and sufficient? Are central and seminal works noted? Is it up to date? Is the theoretical framework identified? Is there a balanced evaluation of literature both supporting and questioning the research focus? Is the need for the paper established?
The Hypothesis	Is the hypothesis clearly stated and realistic?
Method	Is the methodology clearly stated and appropriate to the research problem?
Population/sample	Is the population specified? Is the sample size clearly stated and appropriate to the methodology? Are the figures explained? Is the sampling frame generalisable to the population?
Data management	Is the type of data collected identified? Is the data explained in terms of what, where, when and how?
Data analysis	Is the approach appropriate to the type of data collected? Does the data validate the hypothesis? Is the analysis clearly expressed?
Ethical matters	Has informed consent been sought? Is confidentiality observed and anonymity guaranteed? Is the data secured?

Results	Are they clearly presented? Are they sufficiently detailed? Do they relate to the data analysis?
Discussion	Is this balanced? Does it evolve from the analysis and results and relate to the hypothesis? Does it draw on previous research?
Conclusions	Are conclusions supported by the results obtained?
Recommendations	Do the recommendations suggest realistic areas for future research?
Limitations	Are these identified? To what extent do they limit study? Can they be overcome in future research?

## A working bibliography

Whether you are working towards an essay or a more lengthy research project it is essential to compile a working bibliography with details of your sources- and start from day one!

You need the following information:

### For a book

Author's name  
Date of publication  
Title (and subtitle)  
Publisher  
Place of publication

e.g. Bellman L 2003 Nurse-led change and development in clinical practice. London, Whurr

### For a chapter in an edited book

Author's name  
Date of publication  
Title of chapter  
Editors' names  
Title of book  
Edition (if relevant)  
Publisher  
Place of publication  
Inclusive page numbers

e.g. Masterson A, Mitchell L, 2003 Developing competences for advanced nursing practice. In: McGee, Castledine G (eds) Advanced nursing practice, 2 ed Blackwell Publishing, Oxford, pp.31-46

### For a journal article

Author's name  
Date of publication  
Title of article  
Title of periodical  
Volume and issue number  
Inclusive page numbers

e.g. Albers L 2003 Reducing genital tract trauma at birth: launching a clinical trial in midwifery. Journal of Midwifery and Women's Health Mar/Apr 48(2) pp.105-110

### For an internet source

Author(s)  
date of publication title of Article  
title of Serial/Monograph [type of medium]  
volume number (issue number)  
pagination  
Availability statement [Date of accession]

e.g. International Federation of Library Associations and Institutions 2002 Library and Information Science : citation guides for electronic documents. Available on line at:  
[www.ifla.org/I/training/citation/citing.htm](http://www.ifla.org/I/training/citation/citing.htm) pp.1-3 [accessed 28 November 2003]

(all examples from Maislin-Prothero p.168)

It is also useful to note

- the location of the book/journal i.e. the shelf mark and which library
- the source of the bibliographic information i.e. tutor, list in module handbook

Keep an ongoing record of your sources in a computer file, a note book or on catalogue cards- this will prevent last minute, time-consuming searches for bibliographic information

## Developing your writing skills

*First of all think about the different types of assignments you will be required to write*

- **essays** – structuring an argument with evidence from literature in relation to specific modules
- **reports** - written in a structured way in response to a need for information
- **critiques** - comparing and contrasting material using critical thinking
- **reflective** writing- taking practice to learning (thinking critically about your nursing practice in relation to what you have learnt in the classroom)

### Answering the question

- read the guidelines very carefully to discover what is required
- distinguish between the subject (the broad topic under discussion) and the question (the specific issue your argument will address)
- gather the necessary information ( see the sections on note-making and gathering information)- let the research lead your writing
- plan your essay and then ask yourself the following questions:
- does the plan satisfy the demands of the question?
- are all the points listed relevant to the title?
- are you using appropriate examples?
- is there a balance between different topics and sub-topics ?
- at this stage it might be a good idea to check with your tutor that you are on the right track
- attempt a first draft- re-daft if necessary

### Introductions

- state the aim of the assignment
- give an overview of the essay and the topics it covers
- define the specific areas examined and the main points to be discussed
- give a rationale if necessary
- include participation in clinical practice if necessary
- use pseudonyms for confidentiality reasons in accordance with Code of Conduct

**Example: DN Hypothetical Essay Guidelines and introduction** (with thanks to Alexandra Wilson, Nursing Academic Support Tutor)

Students will produce an essay of 3000 words in which they critically analyse healthcare and support issues arising from the module content. These must include psychological and sociological components of care and the ethical issues which arise from this.

The assignment aims to:

- Enable the student to integrate theoretical concepts involved in developing ethical professional practice
- Strengthen the students' knowledge of the context of health
- Develop the students' critical thought in relation to healthcare

**Guidelines:**

1. Select an aspect of client care you have participated in, giving a rationale for your choice. Focus on one occasion with a particular client. The care must have been delivered safely.
2. Describe briefly the aspect of care with reference to support issues.
3. Critically assess the relevance of psychological and sociological issues in the care given, relating theory to practice.
4. Analyse any ethical issues arising from this and support your argument with appropriate literature
5. Identify elements of learning which can be transferred to future practice
6. Reference according to the School of Nursing policy

**Introduction**

This assignment will look at healthcare and support issues, with particular reference to the psychological and sociological components of care.

In order to do this, the discussion will focus upon the management of leg ulcers in a community care setting, drawing upon experience gained during clinical practice. Leg ulcer care was chosen because it is a high priority area of care; leg ulcers account for 40,000 cases per year within the community (reference, date) placing a significant strain on local services. Therefore this is an issue likely to affect every newly qualified nurse.

The essay therefore sets out to examine the social context of this problem, the psychological impact of pain management in leg ulcers and the ethical issues arising from the treatment and health promotion aspects of this care. To illustrate these points, reference will be made to a particular patient encountered in the local community who has suffered with leg ulcers for the past five years. She will be referred to as Mary throughout the assignment in order to maintain confidentiality and comply with the requirements of the Code of Professional Conduct (NMC, 2002)

## Structuring an argument

Broadly your task in an assignment is to convince the reader that your point of view is worth considering

Eg- an argument against euthanasia

- *Premise*- the deliberate taking of life is wrong
- *Supporting evidence*- the laws and customs of all cultures, the intrinsic value of human life
- *Premise* – the possibility of euthanasia would undermine the basic relationship of trust and confidence that should exist between patient and nurse or doctor
- *Supporting evidence*- medical and nursing codes, Hippocratic oath, statements by professional bodies
- *Premise* – the availability of euthanasia would reduce the drive to improve standards of palliative care
- *Supporting evidence* –expert testimony, publications by specialists in palliative care
- *Premise*- it would be impossible to legislate effectively and safely for euthanasia
- *Supporting evidence*- the history of attempts to legislate, the impossibility of legislating to cover all circumstances, analogy with misuse of other laws and extension in ways not envisaged by their creators
- *Conclusion*- active euthanasia should not be permitted

(example from Maslin-Prothero p.201)

Note how each of the premises that support the main conclusion are in a sense the conclusions of supporting arguments- so the argument develops to a conclusion.

## Conclusions

- Pull together and summarise main points
- Avoid any new material
- Reiterate learning gained for future practice

## Developing an effective writing style

You can develop an effective writing style by using a three pronged strategy:

- Use straightforward language
- Use short or medium length sentences
- Use other people

### Using straightforward language

the words and phrases in the left hand column can sometimes be replaced by shorter and simpler expressions. Fill in the right hand column with a shorter word or phrase

Accordingly	
Ascertain	
As compared	
At the conclusion of	
At the end of the day	
At this time	
Attributable	
By means of	
Constitute	
Costs the sum of	
Demonstrate	
Despite the fact that	
Due to the fact that	
Enclose herewith	
For the purpose of making	
Furthermore	
In a position to	
Inasmuch as	
Increase the effectiveness of	
In regard to	
In the course of	
In the event that	
Make it possible	
Modification	
Nevertheless	
Notwithstanding the fact that	
Prior to	
Subsequent with	
The manner in which	

Answers on next page

## Suggested solutions

Accordingly	So
Ascertain	Find out
As compared	Compared
At the conclusion of	After
At the end of the day	Finally
At this time	Now
Attributable	Due, owing
By means of	By
Constitute	Is, are
Costs the sum of	Costs
Demonstrate	Show
Despite the fact that	Despite, although
Due to the fact that	Because
Enclose herewith	Enclose, here is
For the purpose of making	To make
Furthermore	Also
In a position to	Able to
Inasmuch as	Since
Increase the effectiveness of	Improve
In regard to	About, concerning
In the course of	During
In the event that	If
Make it possible	Enable
Modification	Change
Nevertheless	But
Notwithstanding the fact that	Despite
Prior to	Before
Subsequent to	After
The manner in which	How

## Use short/medium length sentences

- each sentence should move logically on to the next
- use signposts when changing subject or introducing a new point of view eg 'however' or 'on the other hand'
- paragraphs are collections of sentences on the same theme- often the first sentence is then refined or elaborate (so a change of direction necessitates a new paragraph)

## Linking words and phrases for use in essays

### Words for adding to and developing

In addition	adding a further point in an argument or a further piece of evidence in support of the argument
It is also the case	in addition to what has gone before
Furthermore	moving the argument along
Moreover	Further, beyond what has been said
It follows from this that	We can deduce something
It is clear from this that	We can see from what has gone before
Therefore	For that reason
Thence	From that time forward
hence	From this time onward, for this reason

### Words for considering other views or evidence

<b>Alternatively</b>	A different point of view
<b>On the other hand</b>	The alternative point of view, approach, evidence
<b>On the contrary</b>	The opposite of what has been said
<b>conversely</b>	The opposite of what has been said
<b>Even so</b>	Despite what has gone before
<b>However</b>	Despite what has gone before
<b>nevertheless</b>	On spite of what has gone before

### Use other people

- a way of developing effective writing is to look critically at the work of others and try to work out why you prefer one writing style to another
- access tutorial support for help with grammar punctuation and sentence structure

One final comment- the best writing is clear writing –try not to ‘posh up’ your writing with words you feel sound scholarly and also beware of the thesaurus!

## Referencing

*Ask yourself why referencing is necessary*

- To provide evidence and support an argument
- To improve the quality of an argument
- To indicate a professional and scholarly approach
- To enable others to investigate the evidence
- To help avoid plagiarism

*You need to remember to*

- reference the source precisely
- when paraphrasing identify the original source, including author and date of publication
- separate direct quotations from your work by using quotation marks
- list all sources used in the bibliography

You will find detailed advice about referencing in the **referencing guide** from the Information Services Skills pack at the back of this handbook.

**Common pitfalls when referencing** - identified by Dr Victoria Traynor, a lecturer in the School of Nursing at Nottingham

### Bibliography

- inconsistent use of formatting
- list not in alphabetical order
- insufficient breadth of sources e.g. inadequate balance between articles and books
- inappropriate use of websites e.g. citing BUPA health information sheets
- incomplete information e.g. missing volume, edition, issue, page numbers and citations of secondary sources

### Citing references in the text

- citing multiple authors (more than 2) without et al. NB: maximum of three authors to be cited
- continually citing all authors after first citation in text- first author plus et al. sufficient in remainder of text
- missing out a full stop (.) after et al.
- not using a semi colon (;) appropriately when multiple authors
- missing out a comma (,) between the author and the year
- not putting the full stop after the last bracket
- using the author's initials or first name in the text
- citing the title of the book or the journal in the text
- not citing the main source of a secondary source

## Learning from practice - the reflective process

### Reflection consists of

Thinking critically about an experience and learning from it by:

- exploring that experience in terms of feelings and significant features
- processing the significant features and identifying learning
- finding new solutions to dilemmas
- using the process as a tool to help develop future clinical practice

This can be broken down into five stages:

- actively focusing attention on an event on the ward or a clinical situation
- being aware of the range of feelings and thoughts that emerge
- analysing the situation (acknowledging stakeholders' interests, balancing both positive and negative aspects, analysing who gets what and why, examining power relations)
- engaging in interpretation and creating further options
- engaging in innovation and action with a commitment to change

Whitehead and Mason in their *Study Skills for Nurses*(2003) suggest some **activities a student might engage in to achieve more effective reflective practice**

- develop self-awareness by taking time to consider and understand your own thoughts and actions
- reflect on critical events on a regular basis, so that it becomes integral to your thinking
- practice new clinical skills and apply methods of reflection to develop your learning experience
- spend time with your mentor to work towards learning being a joint venture
- gain new knowledge of reflective practice through reading, attending seminar and conferences
- learn from feedback from supervisors
- address particular challenges which may arise through discussions and tutorials
- discuss informally the experiences of reflective practice with fellow students

So the basic skill involved in reflection is to develop self-awareness based on attending to feelings and attitudes by dealing with negative feelings and building on the positive – **and this is a cyclical process**. There are a number of different frameworks commonly used to provide a structure for writing reflective pieces.

## Examples of schemes/cycles of reflection concerning a critical incident

### The Gibbs reflective cycle (1988)

**Description** (what happened ?),  
**Feelings** (what was I thinking and feeling?)  
**Evaluation** (what was good and bad about the experience?)  
**Analysis** (what sense can I make of the situation?)  
**Conclusion** (what else could I have done?)  
**Action plan** (if it rose again what would I do?)

from Burns and Colman (2000).

### Marks-Maran and Rose reflective cycle (1997)

**The incident** (describe what happened)  
**Critical reflection** ( thoughts and feelings arising from this incident )  
**Information** (analysing the related theory)  
**Future action** (what has been learned? If the incident arose again what would you do? How will this influence future practice?)

Marks-Maran and Rose (1997)

### A reflective cycle adapted from Burns and Bulman (2000)

**Self-awareness** (examination of one's own values and how others 'see' you)  
**Description** (accurate description of an event)  
**Analysis** (critical examination of factors relating to an event)  
**Synthesis** (new interpretations)  
**Evaluation** (making judgements)

(Whitehead and Mason 2003 p.187)

And **Driscoll** (1994 in Maslin- Prothero p.238) nicely sums up the reflective process by suggesting 3 crucial questions:

**What?**- returning to the situation and describing it

**So what?**- understanding the context-feelings and effects of the different actions

**Now what?**- modifying future outcomes- what would you change?

## Giving presentations

### Preparation

*Start by asking yourself these questions*

2. What am I aiming to do in my presentation?
3. What are the key points I want to get across?
4. How much do I already know about my subject?
5. Who am I giving my presentation to and what is the size of this audience?
6. At what level shall I pitch it?
7. Where will I be giving it?
8. How long have I got?

### Structure

- at the start state the outline of your presentation, set the context and summarise the objectives
- identify your main points and link them together
- signpost these points
- at the end sum up and emphasise the main points
- so – say what you are going to say ,then say it and, finally, say what you have said!

### Delivery and Visual aids

- make sure you feel happy with your material- prompt cards can be useful but avoid simply reading
- be careful that your language is appropriate for your audience
- interact with your audience by maintaining eye contact, if they look puzzled a more detailed explanation might be required
- use visual aids eg overhead and slide projectors, white boards, Power Point
- make sure that any words are uncluttered and easy to read
- remove visual aids when they are not needed to avoid distracting the audience
- make sure your timing is correct- this means you need to rehearse
- be enthusiastic!

## Bibliography

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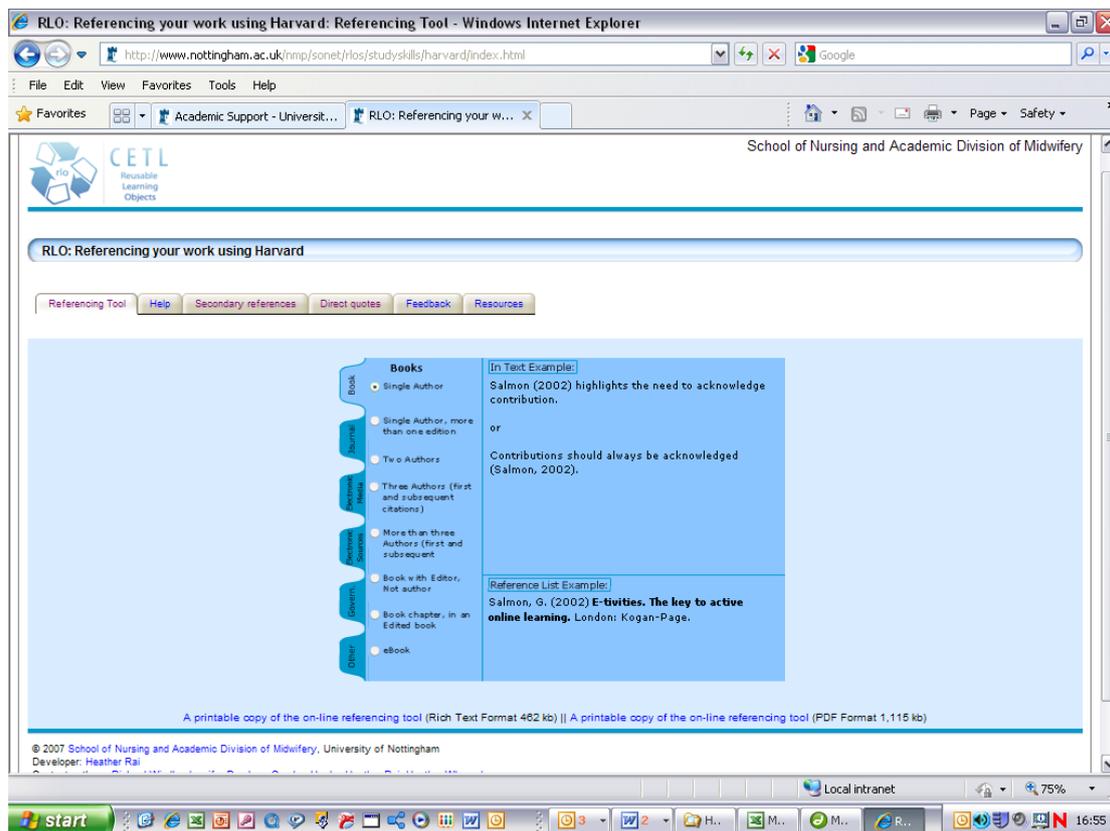
## Appendix

### Advice on referencing from the School of Nursing RLO

The School of Nursing has developed a number of useful Reuseable Learning Objects (RLOs) on referencing.

The main one "Referencing Your Work Using Harvard" provides a range of examples for different types of sources

- Books
- Journals
- Electronic media (e.g. TV broadcasts)
- Electronic sources (e.g. internet websites)
- Government and official bodies and publications (e.g. Nursing and Midwifery Council, Department of Health reports)
- Other (e.g. newspapers)



RLO: Referencing your work using Harvard

Referencing Tool | Help | Secondary references | Direct quotes | Feedback | Resources

**Books**

- Single Author
- Single Author, more than one edition
- Two Authors
- Three Authors (first and subsequent citations)
- More than three Authors (first and subsequent)
- Book with Editor, Not author
- Book chapter, in an Edited book
- eBook

**In Text Example:**  
Salmon (2002) highlights the need to acknowledge contribution.  
or  
Contributions should always be acknowledged (Salmon, 2002).

**Reference List Example:**  
Salmon, G. (2002) **E-tivities. The key to active online learning**. London: Kogan-Page.

A printable copy of the on-line referencing tool (Rich Text Format 462 kb) | A printable copy of the on-line referencing tool (PDF Format 1,115 kb)

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Developer: Heather Rai

There is also advice on how to reference direct quotes and on secondary referencing.