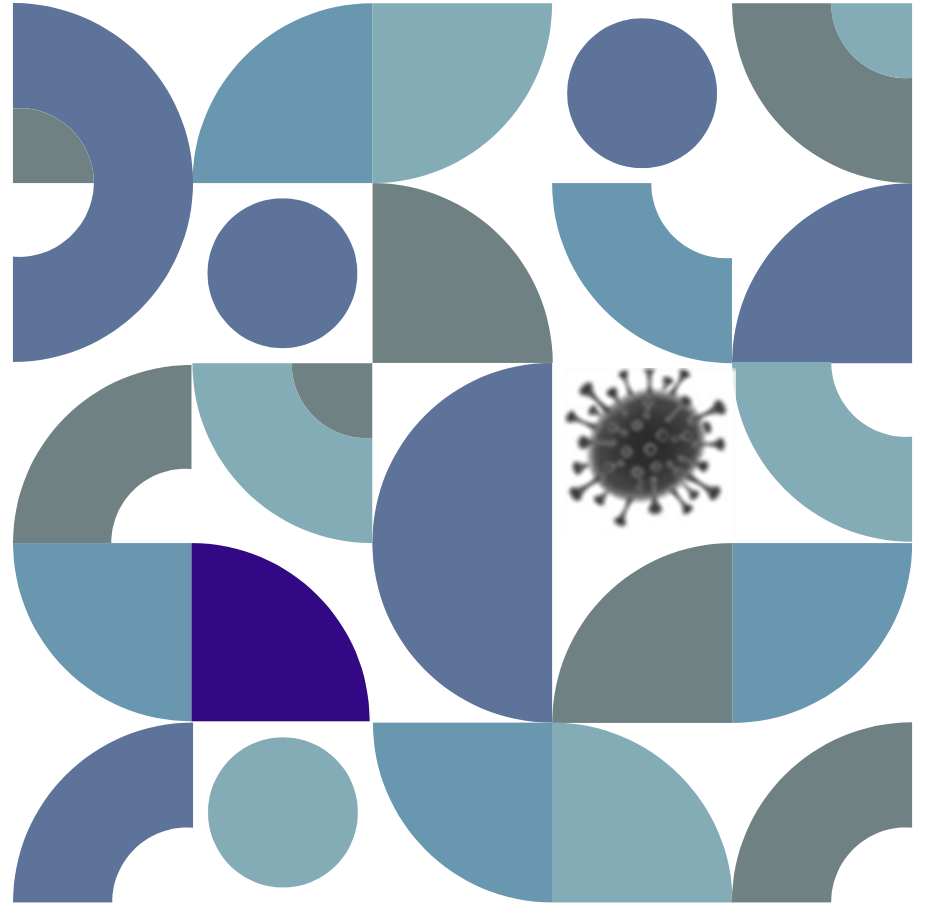


Learning to speak nursing

Samantha Heath, Pam Williams,
Ruth Jackson, Victor Roux, Karen
Haines, Treena Brand, Evelyn
Hikuroa, Dianne Roy, Jill Philips





listening
speaking
writing
spelling
reading
grammar
critical thinking
and you!

**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

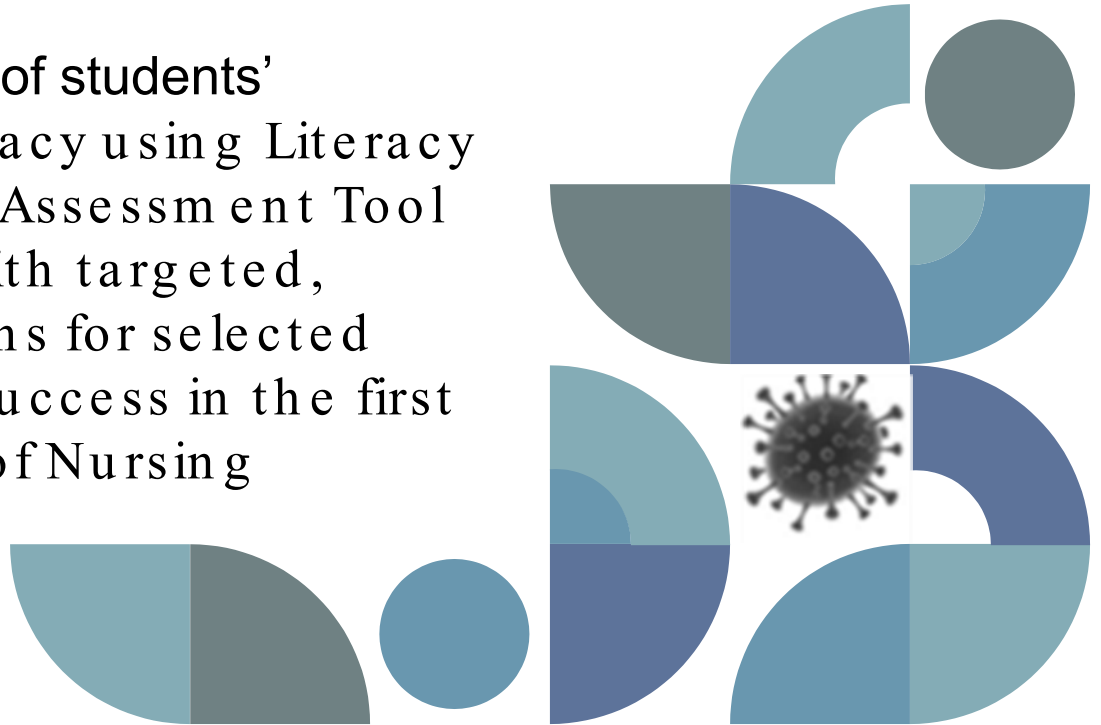
The language of Healthcare



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?

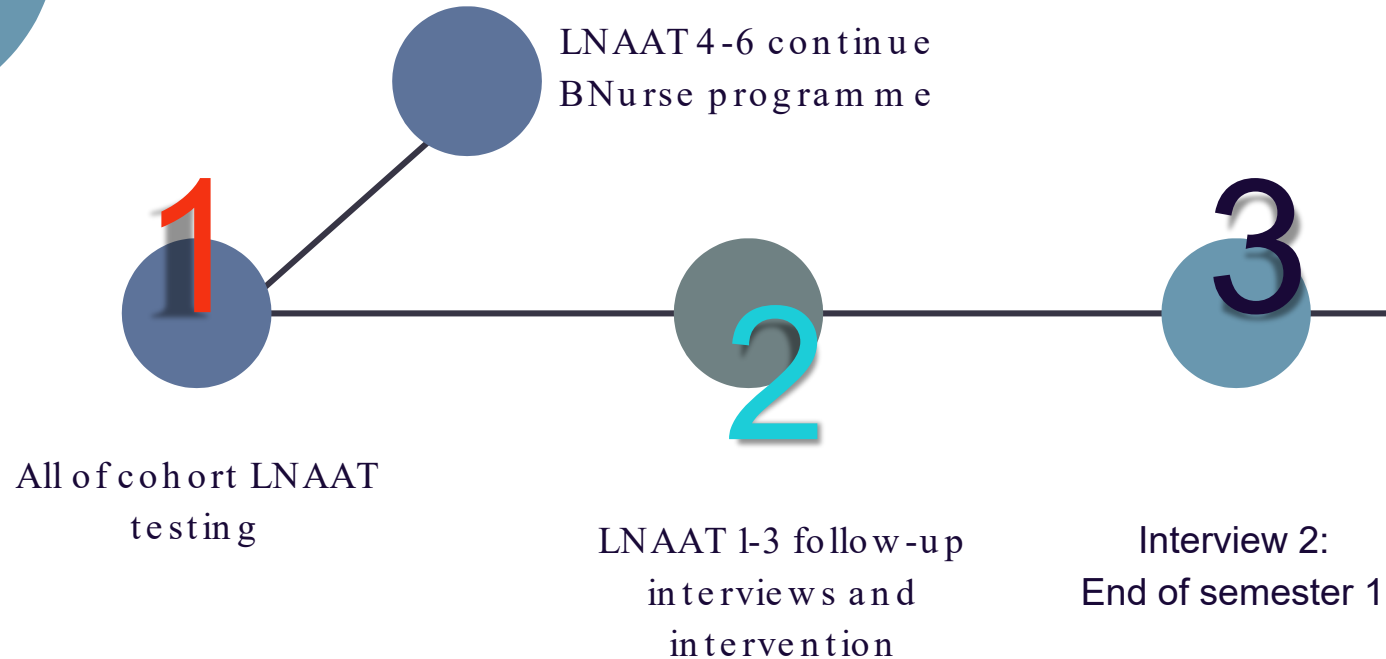


LNAAT Testing

LNAAT step	Description
1	I read very easy things/(decoding) a-e-i-o-u
2	Long words are hard for me
3	Technical and specialised words are hard sometimes
4	I need more practice at getting key details and information
5	I need to read some complex material more
6	than once



Quasi-Experimental Design



Quasi-Experimental Design



4

Interview 3:
End of semester 2

5

LNAAT testing for all
cohort

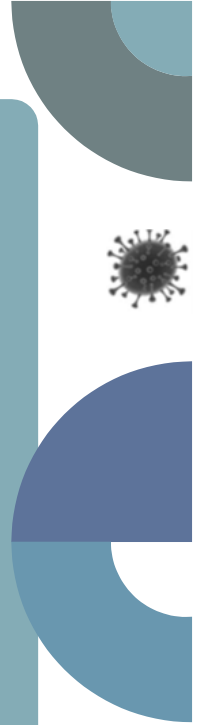
6

Compare Year 1
success with control

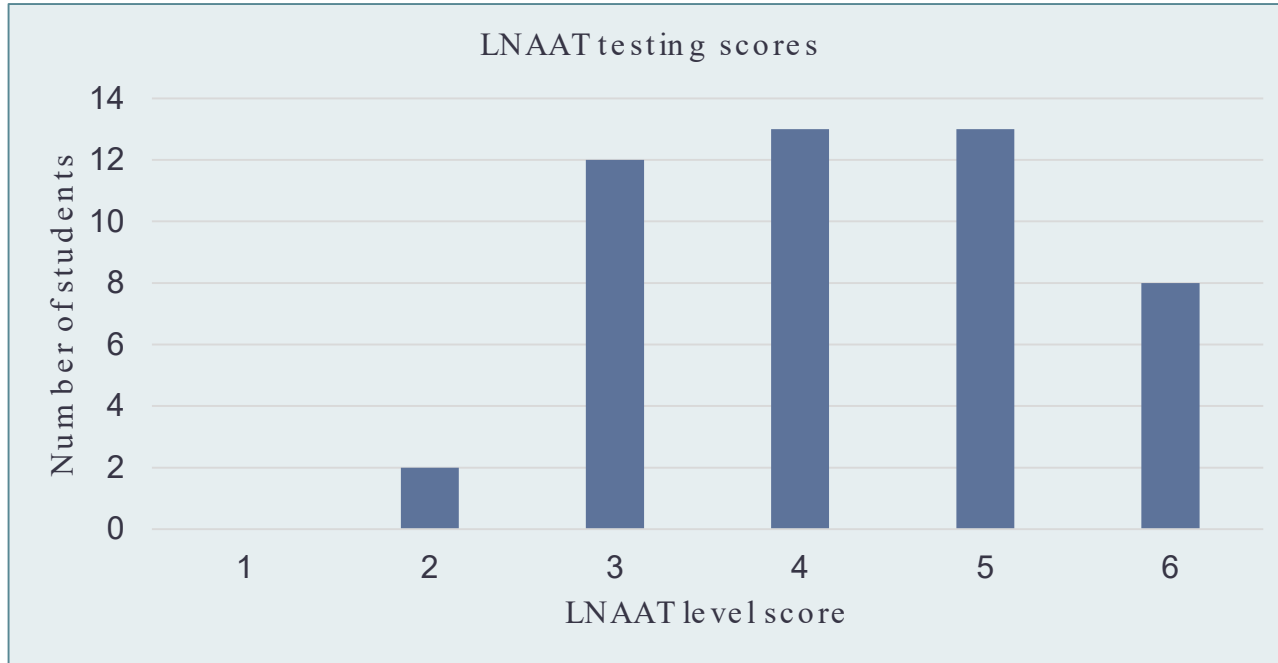
Pathways Awarua

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



By the numbers.....

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

Students took up the offer of intervention
5

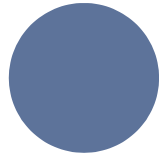


32 Students at LNAAT step 4 -6 and all were offered the resources to review as they wished

30% Declined LNAAT testing

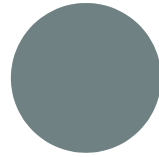


Characteristics of the group



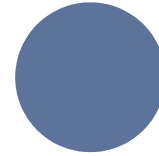
Priority groups

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



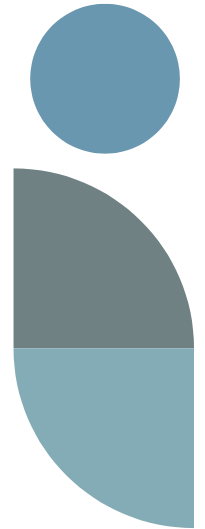
Outcomes

- 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

Samantha Heath

Pam Williams

Ruth Jackson

Evelyn Hikuroa

Karen Haines

Treena Brand

Victor Roux

Dianne Roy

Jill Philips



References and acknowledgements

Tertiary Education Commission. (2017). Guidelines for using the Literacy and Numeracy for Adults Assessment Tool. Wellington: Tertiary Education Commission

<https://pathwaysawarua.com/>

Thank-you to the students in the Unitec Bachelor of Nursing who participated in this study.

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Unitec Research Ethics Committee approval 2019-1038



Thanks !

Do you have any questions?

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