



# **NURS 290: Making Connections and Building Your Practice**

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February 13, 2009

- wac
- c4w
- writing Initiatives
- webmail
- efs

I'm new to the University of Alberta, having come from the University of Western Ontario where I was Director of the Program in Writing, Rhetoric, and Professional Communication in the Faculty of Arts and Humanities. In my new position here I'll be working with faculty and students across the university as part of the Writing Across the Curriculum initiative. I will also be working with students and faculty in the Department of English and Film Studies.

I am the author, co-author, or editor of five books and 29 articles, including Writing Instruction in Canadian Universities. My current research interests include the development of doctoral student writing, writing assignments across disciplinary fields, and rhetorical approaches to text encoding. Currently I serve as co-Vice-President of the Canadian Association for the Study of Discourse and Writing (CASDW) and a member of the Executive Board of the Canadian

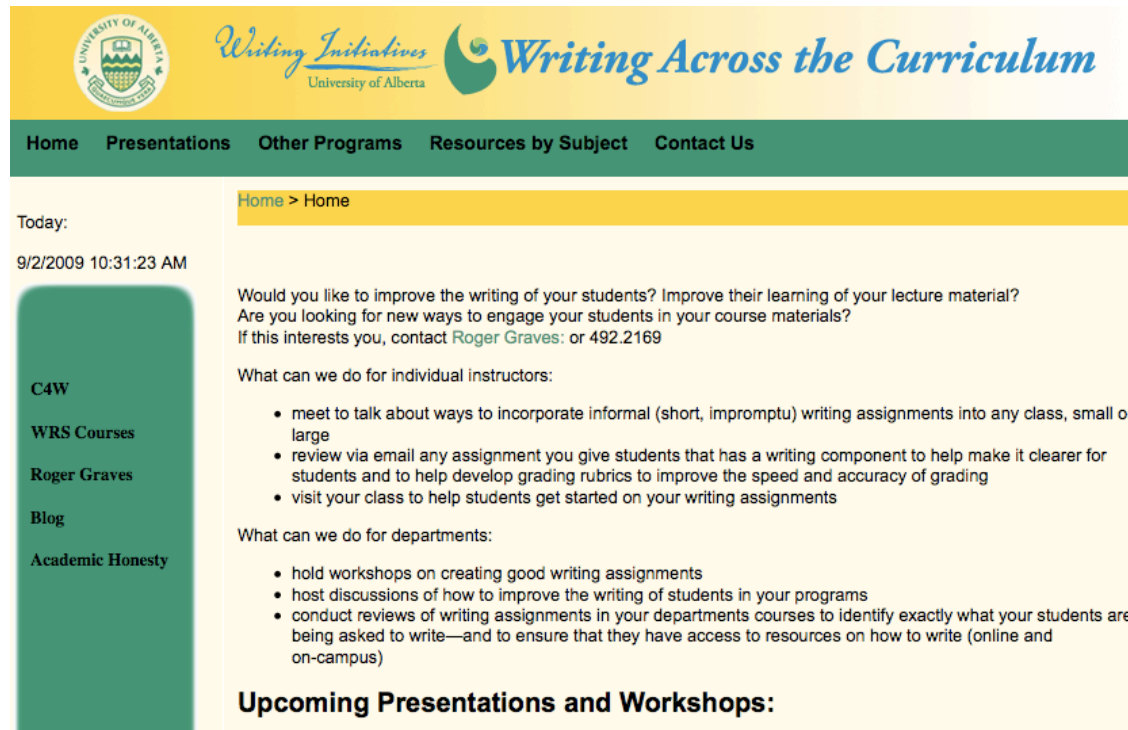
**Recent presentations**  
This page contains links to pdfs of slides displayed at presentations I've given.

**Books**  
This page displays the covers and descriptions of books I've authored, co-authored, or co-edited

**Blog: Thinking About Writing**  
A new blog on writing-related issues

<http://www.ualberta.ca/~graves1/index.html>

# Writing Across the Curriculum



The screenshot shows the homepage of the Writing Across the Curriculum website. At the top left is the University of Alberta logo. To its right is the text "Writing Initiatives University of Alberta" and a stylized logo. Further right is the main title "Writing Across the Curriculum" in a blue serif font. Below this is a green navigation bar with links for "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us". The main content area has a yellow header with "Home > Home". Below this, the date and time "9/2/2009 10:31:23 AM" are shown. A green sidebar on the left contains links for "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty". The main text area contains a paragraph asking if the user wants to improve student writing, followed by a list of services for individual instructors and departments. The text ends with a heading for "Upcoming Presentations and Workshops:".

UNIVERSITY OF ALBERTA

Writing Initiatives  
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Writing Across the Curriculum

Home Presentations Other Programs Resources by Subject Contact Us

Home > Home

Today:  
9/2/2009 10:31:23 AM

C4W  
WRS Courses  
Roger Graves  
Blog  
Academic Honesty

Would you like to improve the writing of your students? Improve their learning of your lecture material? Are you looking for new ways to engage your students in your course materials? If this interests you, contact [Roger Graves](#): or 492.2169

What can we do for individual instructors:

- meet to talk about ways to incorporate informal (short, impromptu) writing assignments into any class, small or large
- review via email any assignment you give students that has a writing component to help make it clearer for students and to help develop grading rubrics to improve the speed and accuracy of grading
- visit your class to help students get started on your writing assignments

What can we do for departments:

- hold workshops on creating good writing assignments
- host discussions of how to improve the writing of students in your programs
- conduct reviews of writing assignments in your departments courses to identify exactly what your students are being asked to write—and to ensure that they have access to resources on how to write (online and on-campus)

**Upcoming Presentations and Workshops:**

<http://www.humanities.ualberta.ca/WAC/>

# The writing process

## Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic



## Getting feedback

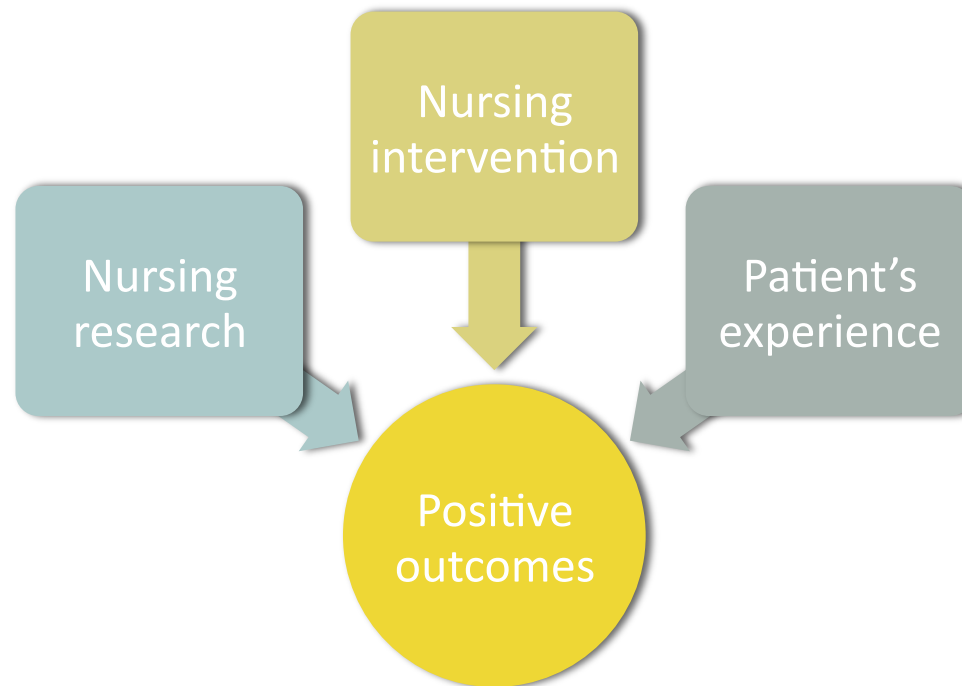
- Make an appointment at a writing centre
- Get feedback on your draft/revise

## Revising

- Work on style and lower order concerns
- Proofread, consult checklist for assignment

# Topic: Making connections & Building Your Practice

- Object/purpose: “help you understand” + “explore connections”



# How?

- “Explore the nursing intervention from a patient’s point of view” through an interview
- Has anyone done interview-based writing before?

# Interview subject characteristics

- An adult
- Recently been a patient (within 6 months)
- Not a current patient
- Suitable choices: friend, neighbor, family member

# Interview questions

Overall purpose of questions:

- Identify one nursing intervention that the patient recalls as having a positive impact on the hospital experience or recovery



# Asking questions

- Put questions in some order: general health to specific issue, history of health issue, contrast of hospital to home care
- Begin with two or three questions you expect the person to be able to answer easily—build a rapport with them
- Ask open-ended questions (cannot be answered “yes” or “no”)
- Provide some detail and background to give your interviewee a chance to see what you are getting at
- Ask follow-up or probing questions in response to answers that you would like to know more about

# Sample questions

- When you were in the hospital, can you recall a conversation you had with a nurse that was helpful to you in some way?
- When you were discharged, did you have a good sense of what you needed to do to continue to recover? How did you learn what you needed to do?
- Others:

# Possible interventions

- Conversation with nurse?
- Discussion of treatment plan?
- Bone health plan for metastatic cancers
- Multidisciplinary approach to pain
- Analysis of patient for indicators of spinal cord compression

# Raw data to finished draft

Organizing your draft:

1. Summarize the interview (.5 page)—this functions as your introduction to the paper
2. Summarize a current nursing article related to the intervention you are studying (.5 page)
3. Discuss and explore the intervention's importance to patient recovery and (.5 page)
4. Discuss and explore the intervention's importance to your nursing practice (.5 page)—this functions as your conclusion
5. Appendix A (interview questions) and B (your article).

# Summarize the interview

- Note: maintain confidentiality and professionalism—what does this mean?

Ron Urqhart (not his real name), a 65 five year old prostate cancer patient, agreed to answer questions about his experience as a patient during his recent operation. . .

# Summarize the article

- Turner B, Drudge-Coates L (2012). Management of patients with metastatic prostate cancer. *Nursing Standard*.
- Turner and Drudge-Coates (2012) describe the role for nurses in the diagnosis and management of metastatic prostate cancer. They outline the ways a multidisciplinary approach to nursing care provides for better patient experiences. While this article focuses on the pharmacological approaches to disease management that reduce testosterone levels, they also discuss the nursing implications of other treatment methods such as radioisotopes and surgery. They conclude that nurses are well-placed to offer **psychological support**, administer hormone therapies, and manage side effects of hormone therapy and note that the role of nurses varies depending on where the patient is in the progress of their disease.

# Identify one intervention

## **Psychological support**

“The patient may have concerns about medications, the future and death. It is important that the nurse allows the patient to discuss any fears or concerns and offers reassurance. In addition, the patient may be anxious about the effects of disease on sexuality and body image” Turner and Drudge-Coates (2012).

# Importance to patient recovery and your nursing practice?

- How is psychological support important to health outcomes?
- As a professional nurse, how will you incorporate what you learned from the interview and the article in your nursing practice?



# Drafting/Revising

- Get a “trusted reader” to get feedback
- Consider using other students in the course or the writing centre for this
- Ask readers to read for specific purposes: thesis, structure, transitions, development of a particular paragraph or idea

# Don't hand in a first draft

Towards the due date, switch your focus from

**higher-order concerns** (arrangement, arguments, evidence) to

**lower-order concerns:** proofreading, grammar, citation format,  
grammar/spelling