


# **NURSING 295: COMMUNITY HEALTH INITIATIVE PROPOSAL**

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DIRECTOR, WRITING ACROSS THE CURRICULUM

# THE SLIDES ARE ONLINE



## Roger Graves

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- wac
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- CASDW
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**News:** Proposal writing class helps raise \$5000 for non-profit organic farming group

As Director of Writing Across the Curriculum, I work with faculty and students across the university to improve student writing. I consult with instructors and departments, and I teach writing in a wide variety of courses when students in those courses are starting a writing assignment. The link to Recent Presentations to Classes will take you to slides from these presentations.


I am the author, co-author, or editor of eight books and 20 articles, including *Writing Instruction in Canadian Universities*. My current research interests include writing assignments across disciplinary fields and rhetorical approaches to text encoding. The SSHRC-funded research project on writing assignments across the curriculum extends our work at the University of Alberta across Canada.

Currently I serve as Past President of the **Canadian Association for the Study of Discourse and Writing (CASDW)**, the Executive Committee of the *Conference on College Composition and Communication*, as a member of the editorial boards for *College English* and the *IEEE Proceedings on Technical Communication*, and as publisher of Inkshed Publications, the publications initiative of the Canadian Association for the Study of Language and Learning (CASLL/inkshed).

I

**Books**

This page displays the covers and descriptions of books I've authored, co-authored, or co-edited such as the Brief Penguin Handbook (below).



**Recent Articles**


Writing Requirements Across Nursing Programs in Canada. Co-authored with Jo-Anne Andra. Forthcoming in *Journal of Nursing Education*.  
Undergraduate Writing Assignments in Engineering: Some Preliminary Findings  
*Writing Well: Building Traction and Triumph into Co-authorship*

**Recent presentations to classes**


This page contains links to slides displayed at presentations I've given to classes.

**Research and faculty presentations**


**Digital rhetoric**




**Research Writing Groups**



**Style in Writing**



**Grammar**



**Blog: Thinking About Writing**

A new blog on writing-related issues at the U of A and beyond.

# WRITING CENTRES ON THIS CAMPUS



Join the "University of Alberta Centre for Writers" fan page | Follow us on Twitter @ "UofA\_C4W"



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## Welcome to the Centre for Writers

There is a new link for our scheduling system. All users will need to create a new account. The Centre for Writers will be open Monday September 10th to Wednesday December 5th, 2012.

Our current working hours:

Monday: 4pm - 7pm  
Tuesday: 10am - 6:30pm  
Wednesday: 10am - 5pm  
Thursday: 10am - 5pm  
Friday: 10am - 5pm

Please note our hours **will increase** throughout the semester. Please keep checking the schedule for **available appointments**.

We offer free writing support to all students, instructors and staff at the University of Alberta – in any subject, discipline, program, or faculty, and at all levels of study. Tutors can assist you with any type of assignment or project, at any stage of the writing process.

**To book, change, or cancel appointments, please click here.**

**Interested in becoming a tutor, click here.**

**Professors/Instructors: To request a classroom visit by a tutor, click here.**

**To find our location please click here.**

The Centre for Writers invites YOU to weekly, **\*\*FREE WORKSHOPS\*\*** on the English language and **free food!**



Student Success Centre | Home - Contact Us

Home > Writing Resources

## Writing Resources

[Print this page](#)

Writing is one of the most critical tools for participation in university life, as well as life after university.

Students will be given an opportunity to consider, develop, and sharpen their writing skills through a number of courses and individual consultations.

*Professional academic support for pre-university, undergraduate and graduate students!*

### Writing Resources

- [Pre-University Resources](#)
- [Undergraduate Resources](#)
- [Graduate Resources](#)

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# 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

# FROM THE ASSIGNMENT

Process:

1. Select a target group:
  - New moms: birth to 6 mo (first time)
  - Parents of school aged children
  - School aged children
  - UAlberta students
2. Identify a model for working with that group.
  - Ottawa Charter: preventative
  - McGill: focus on family groups
3. Propose an initiative for this group
  - 1. Health promotion: hand washing, nutrition, bike safety, healthy eating and active
  - Living
    - Presentations, demonstrations
    - Conference booth

# THE DELIVERABLE

Hand in a paper following APA style including:

Title page

Main body of paper = 6-7 pages

Reference page

Appendices (table of goals/objectives/activities/expected outcomes)

Abstract?



# FROM THE GRADING RUBRIC

Background (10)

Goal/objectives, activities, outcomes (20)

Description of model/approach (20)

Discussion of determinants(20)

Discussion of CHNSP (Community Health Nursing Standards of Practice) (10)

Evaluation (10)

References (10)

Is this an outline?



# QUESTIONS

How much research do you need to do?



Model + 4 or 5 more  
ONLY USE EVIDENCE IF IT SUPPORTS  
YOUR CLAIM/POSITION  
ONLY USE AS MUCH EVIDENCE AS YOU  
NEED

What types of resources count for this assignment?



Model  
Determinants  
Practice standards  
Textbooks  
Sites  
Nursing articles: 2 - 3



# BACKGROUND

Names the initiative and goals: “Purpose statement”

Provides demographic data of target group

Includes community needs assessment and findings

Describes rationale and chosen model clearly

Integrates evidence with findings to support rationale



# GOALS

	Example
Goal (comprehensive) 1	
Objectives (SMART!) 2-3	
Activities (linked to objectives; realistic)	
Outcomes (specific, actual)	

# DESCRIPTION OF MODEL

Appropriateness/"fit" of model

Clearly defined

Applicable elements analyzed

Show how model is used in all aspects of the project

Include examples of how it is used



# DISCUSSION OF DETERMINANTS

Appropriate

Integrate evidence to support definition and health influence

Examples for each determinant

What does your initiative address? Appropriate, specific

What barriers exist to prevent group from achieving max health?

Education leads to health literacy

healthy environments

Be specific!

personal coping skills and health practices

healthy child development: for parents



# CHNSP

Appropriate (2)

Clearly defined

Show relevance to practice, initiative/project, and target group

Provide examples that apply each CHNSP to the project

- Professionalism and accountability
- promoting health
- evidence-based practice
- accessibility

# EVALUATION

Reflect insightfully and thoughtfully on strengths and weaknesses of project

Insight on how the project could continue

- could it be continued as is? Could it be improved?
- could it be expanded/developed further?
- is there a need for further research?

If applicable, reflect on group processes

- how did you work together?



# STYLE, REFERENCES

Well- organized

Few errors in grammar/spelling

APA format correct



# 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**

