




FACULTY OF  
**NURSING**  
UNIVERSITY OF ALBERTA

NURS 407  
Fall 2011

# The Scholarly Paper: Evidence-based research papers

Roger Graves  
Director, Writing Across the Curriculum

# Roger Graves



## Roger Graves

Director, Writing Across the Curriculum  
Professor, EFS

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

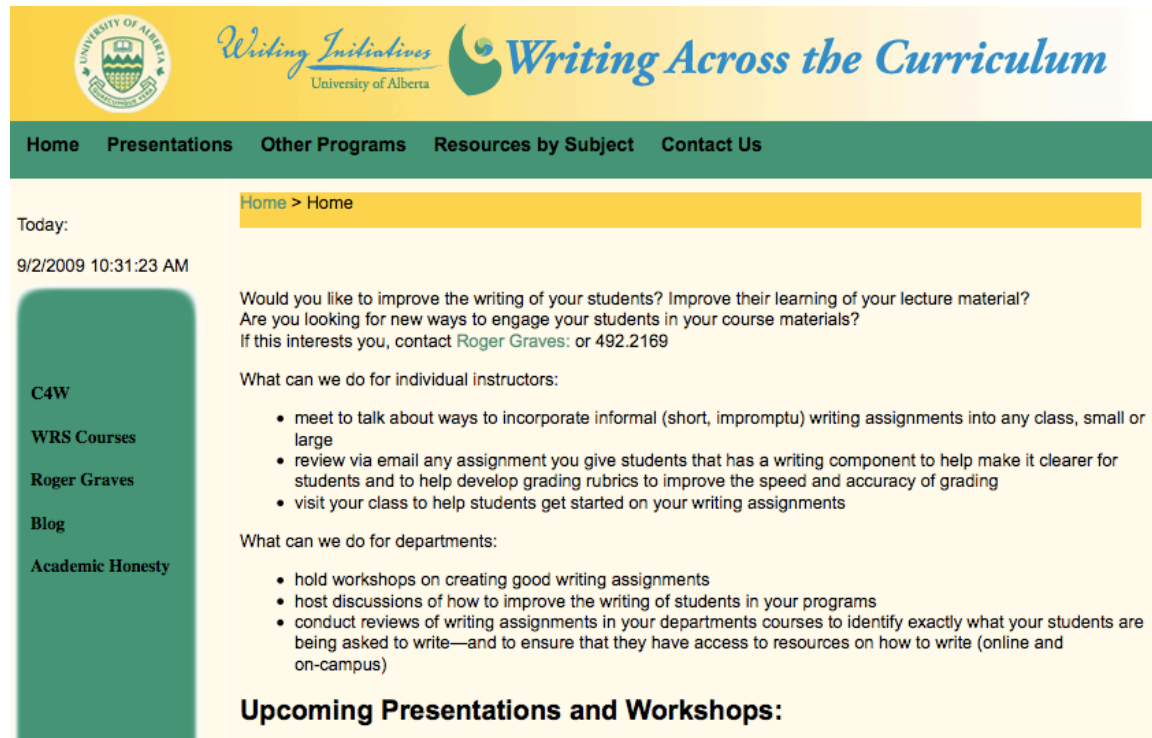


**Blog: Thinking About Writing**  
A new blog on writing-related issues

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

# Writing Across the Curriculum

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The screenshot shows the homepage of the Writing Across the Curriculum website at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the main title "Writing Across the Curriculum". A green navigation bar contains links for "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us".

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

**C4W**  
**WRS Courses**  
**Roger Graves**  
**Blog**  
**Academic Honesty**

[Home > Home](#)

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/>

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# Centre for Writers



The screenshot shows the homepage of the Centre for Writers at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the "Centre for Writers" logo. A navigation menu includes Home, Appointments, Contact Us, Location, Coaches, Resources, FAQ, and WAC. The main content area has a breadcrumb "Home > Home" and a "Welcome to the Centre for Writers" section. This section states that free one-on-one writing coaching is available to all students, instructors, and staff. It lists the types of writing projects that can be brought in, such as essays, lab reports, and creative pieces. A red link "Request a class room visit by a tutor." is present. Below this, a welcome message for the Fall 2009 term is displayed, mentioning that tutoring hours begin on Monday, September 14. On the right side, there is a "Twitter Updates" section with a tweet from 9/2/2009 and a "follow me on Twitter" link. Below that is a "GramWOW" section with a video player showing a person holding a sign.

 *Writing Initiatives*  
University of Alberta  *Centre for Writers*

[Home](#) [Appointments](#) [Contact Us](#) [Location](#) [Coaches](#) [Resources](#) [FAQ](#) [WAC](#)

[Home](#) > Home

## Welcome to the Centre for Writers

We offer **free** one-on-one writing coaching and support to all students, instructors and staff at the University of Alberta - in any faculty or at any level of study.

Our writing coaches are available to assist clients with higher order concerns in their writing, such as thesis formation, organization and idea development, as well as more specific details, like grammar and documentation style. Clients can bring in any writing project at any stage of development: essays, lab reports, creative pieces, scholarly articles, thesis drafts, application letters - and more. Our coaches will also help students read instructor comments on already-graded papers. ESL and EAL students are welcome!

[Request a class room visit by a tutor.](#)

Welcome back for the Fall 2009 term! Tutoring hours will begin on Monday, September 14. The online appointment-booking schedule will be available to clients as soon as possible prior to this date. We look forward to working with you!

9/2/2009 10:34:15 AM

**Express News**

**Twitter Updates**

The Centre for Writers will open for the fall term on Monday, September 14! 5 days ago

[follow me on Twitter](#)

**GramWOW**



<http://www.c4w.arts.ualberta.ca/>

# The writing process

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## 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



# Timelines: Due March 12

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2012

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Explore assignment

Research, planning

Drafting, revising, editing

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	1	2	3
4	5	6	7	8	9	10

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Drafting, reviewing



# Your assignment

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- ▶ **Identify an issue and describe** how a practicing RN could demonstrate leadership through social-political action in addressing that issue.
- ▶ **Set** the context for your discussion as one of the two scenarios(?)
- ▶ **Discuss** the issue in relation to one of the two scenarios (?)
- ▶ **Apply** knowledge gained from the research to one of the two scenarios(?)



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## **Questions:**

- ▶ What are some issues?
- ▶ What are the options for demonstrating leadership?
- ▶ What constitutes social-political action?





# Issues applicable to the scenarios

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- ▶ Organ donation
- ▶ Adolescents participating in high-risk behaviours
- ▶ Farm safety
- ▶ Snowmobile safety
- ▶ Cost of burn treatments
- ▶ Others?



# The fine print

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- ▶ 1250-1500 words pages
- ▶ Abstract and headings required
- ▶ APA 6<sup>th</sup>
- ▶ 30% of grade; late = 10% penalty/day
- ▶ Cite 6 sources; 50% of sources should be primary from peer-reviewed literature; 50% should be nursing sources



# A sample thesis statement

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According to new approaches in pain management, nurses must obtain **three kinds** of knowledge if they are to respond effectively to a patient's pain: **knowledge of self, knowledge of pain, and knowledge of standards of care.**

Specific  
Manageable  
Interesting

[original/passive voice] New approaches to pain management stress three kinds of knowledge for nurses to obtain if they are to respond effectively to a patient's pain: knowledge of self, knowledge of pain, and knowledge of standards of care.<sup>1</sup>

# Sample thesis—implied argument

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This paper looks at **seniors living alone following the death of a spouse** and will examine **five nursing interventions** that meets those specific needs. [**descriptive statement**]

1. **Support groups**
2. **Financial assistance counseling/advice**
3. **Psychological counseling**
4. **Senior hotline**
5. **Activities/cards/**
6. **Friend and family support**

Specific  
Manageable  
Interesting



# Getting organized: Introduction

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- ▶ Scenario: Carrie and Scott
  - ▶ Issue: snowmobile safety
  - ▶ Leadership through social-political action: Write letter to local paper; speak at high school they attend(ed); raise money for awareness campaign;
  - ▶ Thesis:
- 
- ▶ What else can we say in the intro?



Rowe, B. H., Therrien, S.A., Bretzlaff, J.A., Shahai, V.S., Nagarajan, K. V., Bota, G.W. (1998). The effect of a community-based police surveillance program on snowmobile injuries and deaths. *Canadian Journal of Public Health*.

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Serious snowmobile injuries are preventable and associated with late-night travel, alcohol use, and speed. We studied the effectiveness of a community-based policing (STOP) program in the prevention of serious injuries related to snowmobile trauma in Sudbury, Ontario. Volunteers were trained in police protocol and were appointed special constables to increase policing on snowmobile trails from 1993-95. Snowmobile admissions and deaths in Sudbury were examined; the pre- (1990-1992) and post- (1993-1995) STOP seasons were compared. In the pre-STOP period, 102 injuries, 87 admissions, and 15 deaths occurred compared to 57 injuries ( $p = 0.0004$ ), 53 admissions ( $p = 0.00001$ ) and 4 deaths ( $p = 0.13$ ) in the post-STOP period. All other event and demographic features of the crashes remained similar. Significant economic savings were realized from this intervention; acute care costs savings exceeded \$70,000/year and costs from death decreased by \$5 million. An intervention involving enforcement on snowmobile trails can reduce the incidence of injuries from snowmobile-related trauma.

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Stewart, R. L. & Black, G. B. (2004). Snowmobile trauma: 10 years' experience at Manitoba's tertiary trauma centre. *Canadian Journal of Surgery*.

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**INTRODUCTION:** According to the literature, the increased recreational use of the snowmobile has resulted in an increasing number of musculoskeletal injuries. We wished to examine whether previously described risk factors continue to be associated with snowmobile trauma and to identify previously unrecognized risks and specific patterns of injury. **METHODS:** We carried out a chart review of all snowmobile-related injuries over a 10-year period at the Health Sciences Centre in Winnipeg, the only level 1 trauma centre serving the Province of Manitoba, with particular attention to the risk factors of suboptimal lighting, excessive speed and alcohol consumption. **RESULTS:** We identified 480 injuries in 294 patients, and 81 (27.6%) of these patients died. Collisions accounted for 72% of the injury mechanisms. Of the injuries sustained, 31% occurred on roads. Excessive speed was a risk factor in 54% of patients, suboptimal lighting in 86% and a blood alcohol level greater than 0.08 in 70%. Musculoskeletal injuries accounted for 57% of those recorded. There were also brachial plexus injuries (3%) and knee dislocations (2%). To our knowledge, this is the largest study detailing injury associated with recreational use of snowmobiles in Canada. **CONCLUSIONS:** Because snowmobile trauma is caused principally by human errors, it is potentially preventable. Efforts aimed at prevention must focus on the driver, who controls the common risk factors. The danger of snowmobiling while intoxicated must be emphasized. Trail-side monitoring is likely to be ineffective, as the majority of accidents do not occur on designated snowmobile trails.

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Dearing, B. & Yohn, D. (2009). High-risk adolescent injury prevention: the first program of its kind. *Journal of Trauma Nursing*.

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This article describes the history, development, and growth of Maryland's first hospital-based trauma prevention program. It details how the creators of the program partnered with multiple community agencies to provide a much-needed service for high-risk teens. The program has grown to include a variety of prevention education programs reaching people of all ages.

“The program content is constantly being evaluated by the nurses and is always changing with the current trends in the teens' lives. Recent issues discussed include texting while driving, car surfing, cell phone use, drag racing, and MP3/iPod use while driving.”

“A few of the nurses joined local and statewide committees to influence legislation and education regarding underage drinking and driving while intoxicated (DWI). These committees were sponsored by the Maryland State Highway Association, county health departments, and other agencies. . . the nurses also become public relations representatives”

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# Getting organized: Thesis

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- ▶ Trauma prevention programs for teen populations have existed since the 1970s (Dearing & Yohn 2009). Teens in these programs are “risk takers” with alcohol, drugs, driving, and violence. Nursing professionals at this time developed realistic educational programming for teens that connected risk-taking behaviour with the consequences. In the past few years these programs have been broadened and renamed “Students Against Destructive Decisions” (Dearing & Yohn 2009). Creating these kinds of programs are one way in which RNs can lead socially and politically.



# Organizing/outline

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- ▶ Statistics about injuries—gives some context
- ▶ Discuss how injuries are preventable because connected to driver error
- ▶ Describe the behaviors and link to preventable consequences
- ▶ Talk about some programs that exist
- ▶ Suggestions about what should exist for programs
- ▶ Examples of nursing roles that are part of these programs—ways RNs contributed



# Drafting/Revising

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- ▶ 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

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Towards the due date, switch your focus from

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

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

