




FACULTY OF
NURSING
UNIVERSITY OF ALBERTA

NURS 390: Photo identification: Safety, professional, and legal issues

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Presentation slides



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- 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

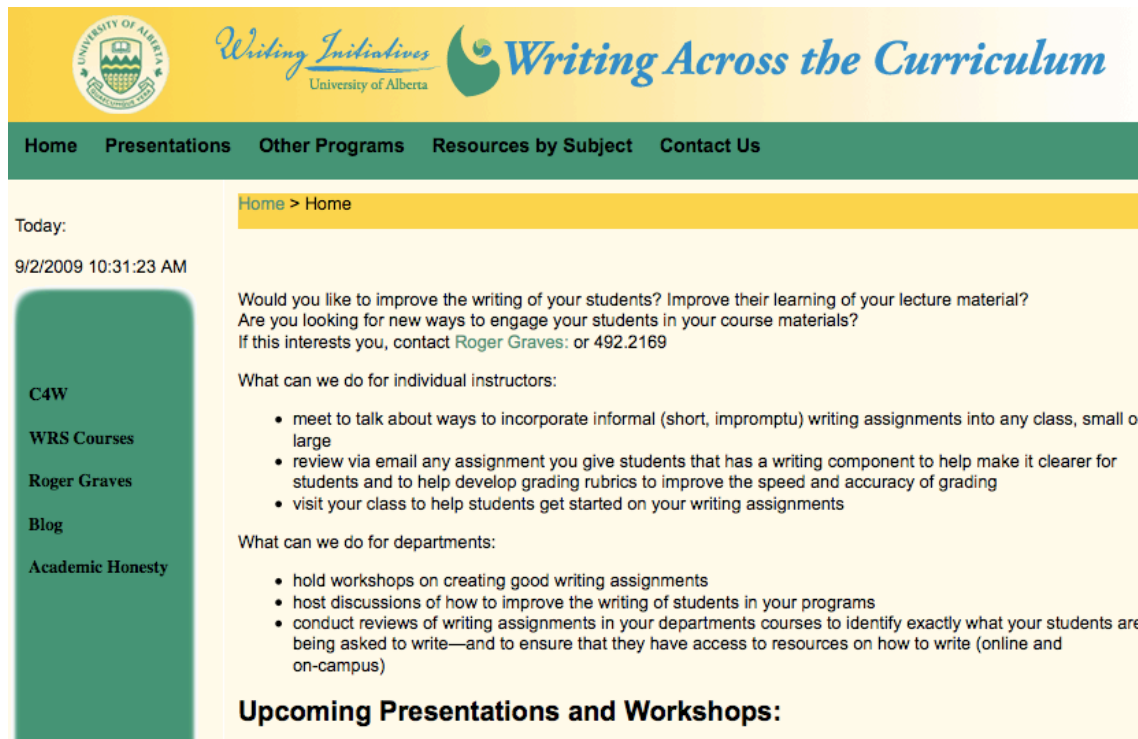


Blog: Thinking About Writing

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 are the logos for 'Writing Initiatives' and 'Writing Across the Curriculum'. Below these 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, a text block asks if the user wants to improve student writing and provides contact information for Roger Graves. It then lists services for individual instructors and departments, each with a bulleted list of activities. At the bottom, there is a section for 'Upcoming Presentations and Workshops'.

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/>

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

The goal/purpose

Take a position on the FoN's current policy on nursing students' photo identification. Support your position with references to the following requirements:

- **safety**
- **professional**
- **legal**

The goal/purpose: key terms

- **“Take a position”**
 - Should the FoN photo ID policy remain as it is, or should it change to become “less inclusive”?
 - Yes/No
 - Yes, but....
- **“Support your position”**
 - Why or why not?
 - What counts as support? You need both:
 - Primary documents: CARNA, CNA, Occupational Safety, Ministry of Health, legal documents, etc.
 - Secondary documents: scholarly articles, books, chapters, etc.

Safety requirements

- What kinds of safety issues and/or requirements impact the use of photo identification in this case?
 - Privacy
 - Patient safety: who is qualified to provide aid?
 - Colleague safety
 - Awareness of designations
- Where?
 - Occupational health
 - Nursing journals
 - Ministry of Health
 - Etc.

Professional requirements

- What kind of professional standards, requirements, and/or standards would apply in this case?
 - Designation: what can you do as a nursing student?
 - Interprofessional relationships/identification
 - Hospital protocol
 - CARNA: standards of practice
 - Alberta Health Services
 - CNA Code of Ethics
 - Policy documents specific unit or hospital

CNA Code of Ethics (2003)

- safe, competent and ethical care: SAFETY and PROFESSIONAL?
- health and well-being : SAFETY
- choice
- dignity: PROFESSIONAL
- confidentiality: PROFESSIONAL and LEGAL?
- justice
- accountability: PROFESSIONAL and LEGAL?
- quality practice environments: PROFESSIONAL and SAFETY?

Legal standards

- What kind of legal requirements (laws, professional regulations, etc.) play a role in this issue?
 - Reporting issues
 - Union regulations
 - Employer policy documents

 - FoN student policies: dress code
 - Provincial laws
 - FOIP
 - Ministry of Health regulations

Support for your positions

- Can these sources fulfill more than role?
 - E.g., Both safety and professional issues.
 - Yes!

Support for your positions

- What reference material could you cite to show you have a full and up-to-date understanding of these requirements?

Requirement	Support/reference
Safety	<p>CNA Code of Ethics? FoN safety guidelines? UAlberta hospital policy documents?</p>
Professional	<p>CARNA Nursing Practice Standards (2003) CARNA Entry-to-Practice Competencies (2006)? CNA Code of Ethics?</p>
Legal	<p>UAlberta and/or FoN bylaws and regulations? Provincial or federal laws? CNA or CARNA regulations?</p>



Organizing your paper

- Cover page 1 page
- Abstract 1 page
- Introduction } ½ page (roughly)
- Body } 4 pages 3 pages (roughly)
- Conclusion } ½ page (roughly)
- References 1+ page(s)

A sample thesis statement

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.¹

Sample thesis—implied argument

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

Thesis statement: Pop. Health Approach

- Interprofessional Collaborations that apply the Population Health Approach principle require nurses to adjust their practices to include time to read, translate, and apply research findings to their work. This new demand has several implications for the scope of nursing practice.
- More specific: which practices; “work=?”
- More manageable (tighter scope): gerontology; cardiac
- More interesting:

Specific
Manageable
Interesting

What is your position?

[introduction]

Possible thesis statements:

- The Faculty of Nursing at the University of Alberta should not change its policy on photo identification for nursing students, because the current policy best fits the legal, professional, and safety needs and requirements of patients, nursing students, and the University itself.
- The current photo identification policy should be changed to include less information; in order to better protect the privacy of students, while maintaining current standards of safety and professionalism, the last names of students should not be displayed.

What is your position?

[introduction]

- Statement of purpose
 - “The purpose of this paper is to examine the FoN’s current policy on photo identification for nursing students, and to take a position on whether the information required by this policy should be made less inclusive.”
- Thesis statement
 - “The current policy should not be changed, because it currently meets the safety requirements put forward by the federal Ministry of Health, the legal requirements of provincial privacy laws, and supports the professionalization of nursing students as per CARNA.”
- Outline
 - “This paper will begin by providing background information on the current policy, before addressing the safety, legal, and professional issues raised by the topic. Evidence will be drawn from the Ministry of Health’s document “Identification and Safety,” from Alberta laws (primarily _____), and CARNA’s Nursing Practice Standards.”

How will you develop your position? [body]

- Adopt the “safety, professional, legal” schema?
- Focus on one or two aspects (e.g., patient and coworker safety and professionalization)?
- Organize around UAlberta context alone, or compare and contrast policies at other institutions? (e..g, <http://nursing.ucalgary.ca/sites/nursing.ucalgary.ca/files/AttireforStudentsinthePracticeSettingJune2012.pdf>)
- American situation? Find alternate models: remember to relate them to the specific context of UAlberta’s FoN.
- Differentiate different requirements for different units?

How will you develop your position? [body]

- Safety
- Professional
- Legal

- Patient concerns
- Staff concerns

- Safety and student privacy rights

Conclusion

- How can you extend the position you've focused on in the paper?
 - **NO NEW INFORMATION!**
 - Summarize your argument
 - Relate to larger concerns
 - Raise questions
 - Point to the need for further research

Abstracts

- What's the paper about?
- Sell your ideas
 - Use **strong language**: why is your position important? Why should the NUA read it?
- Include:
 - Statement of topic
 - ... Of your position
 - Evidence
- 150 – 200 words
- Keywords: no more than 12; be as specific as possible

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

Contact

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