




FACULTY OF  
**NURSING**  
UNIVERSITY OF ALBERTA

# **NURS 390: Patient abuse: Legal, ethical, and professional responsibilities**

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# Roger Graves



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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

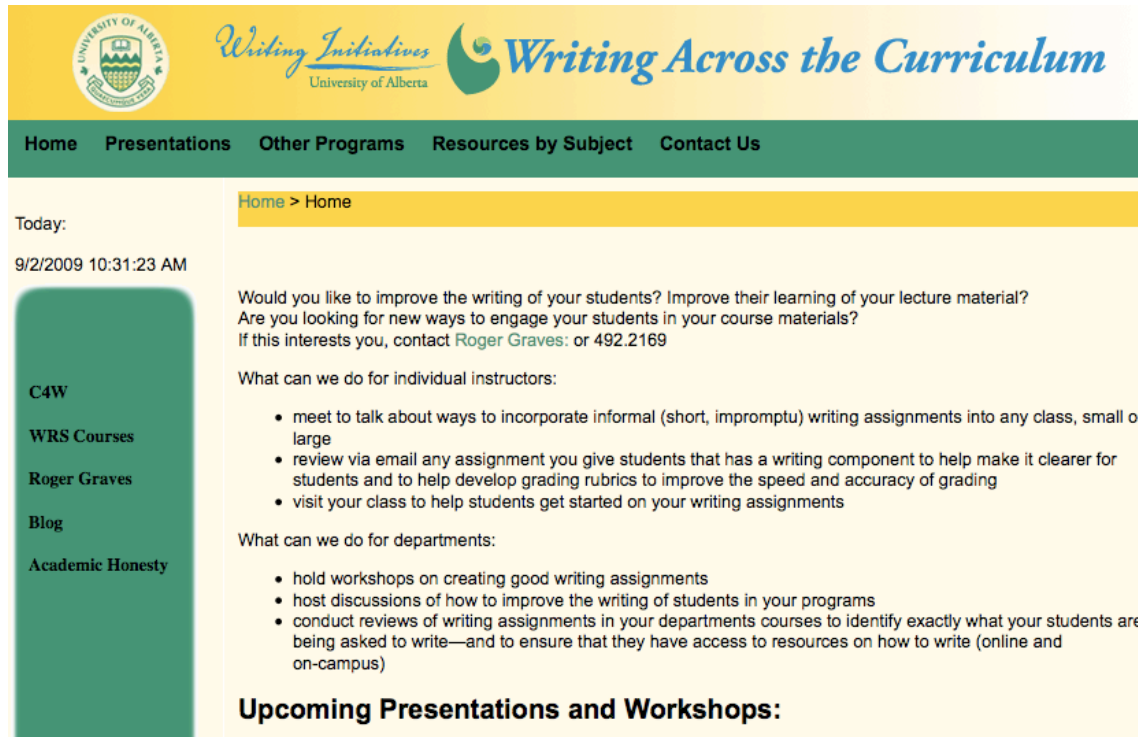


### Blog: Thinking About Writing

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 University of Alberta. The header features the University of Alberta logo, the 'Writing Initiatives' logo, and the 'Writing Across the Curriculum' logo. A navigation bar includes links for Home, Presentations, Other Programs, Resources by Subject, and Contact Us. The main content area has a breadcrumb trail 'Home > Home' and a welcome message from Roger Graves. It lists services for individual instructors and departments, including workshops and grading reviews. A sidebar on the left contains links for C4W, WRS Courses, Roger Graves, Blog, and Academic Honesty. The page ends with a section for 'Upcoming Presentations and Workshops:'.

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Writing Initiatives  
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Writing Across the Curriculum

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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

# The goal/purpose

**Outline how this situation—verbal abuse of a patient—must to be dealt with**

- **legally**
- **ethically**
- **professionally**

# Legal requirements

- What are the legal requirements for a nurse who encounters verbal abuse of a patient?

# Ethical frameworks

1. **Utilitarianism** - John Stuart Mill (consequences/benefits of an action)
2. **Virtue Ethics** – Aristotle (the good)
3. **Formalism** – Immanuel Kant (logical, universal values, absolute rules)
4. **Contractarianism** - John Rawls. (ethics derives from social contracts we enter into)

What are the ethical requirements for a nurse who encounters verbal abuse of patients?

# CAN Code of Ethics (2003)

- safe, competent and ethical care
- health and well-being
- choice
- dignity
- confidentiality
- justice
- accountability
- quality practice environments



# Professional standards

- What are the requirements of the nursing profession when a nurse encounters verbal abuse of a patient?

# 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
Legal	CARNA Nursing Practice Standards (2003) Provincial <b>laws</b>
Ethical	CNA Code of ethics— <b>value</b> driven ( <a href="http://www2.cna-aiic.ca/cna/practice/ethics/code/default_e.aspx">http://www2.cna-aiic.ca/cna/practice/ethics/code/default_e.aspx</a> )
Professional	CARNA Entry-to-Practice <b>Competencies</b> for the Registered Nurses Profession (2006): “Ethical practice,” item 82: “establishes and maintains a caring environment”



# Organizing your paper

- Abstract
- Introduction
- Body
- Conclusion
- References

# 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.<sup>1</sup>

# 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:

- Nurses who encounter patients being abused—regardless of the source of the abuse—are required to intervene immediately to end the abuse. [Is this true? Are there exceptions?]

# How will you develop your position? [body]

- Adopt the “legal, ethical, professional” schema?
- Organize around nurse-patient abuse or begin with abuse from visitors/family and then focus on the nurse-patient relationship?
- Differentiate different levels of abuse and advocate different reactions based on the level of the abuse?



# Conclusion

- How can you extend the position you've focused on in the paper?

For example, if you have focused on the nurse-patient relationship, perhaps you could broaden what you found there to apply to abuse from family, visitors, doctors, etc.

# 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