

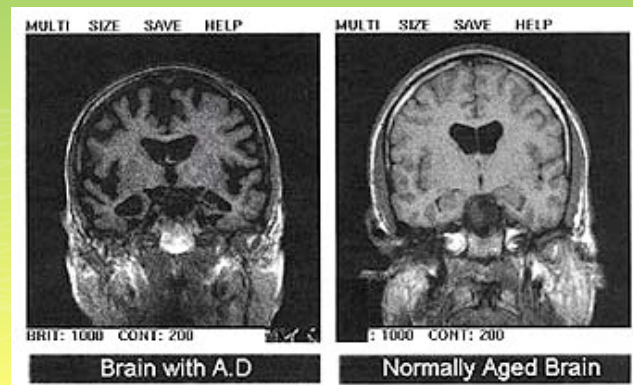


Nursing 494

Annotated Bibliography

Scholarly Paper

A worked example for Nursing 494
Roger Graves
Director, Writing Across the Curriculum





Roger Graves



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Director, Writing Across the Curriculum

Professor, EFS

May 4, 2010

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c4w

writing initiatives

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As Director of Writing Across the Curriculum, I'll be working 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. I will also be working with students and faculty in the Department of English and Film Studies, my home department.

I am the author, co-author, or editor of six books and 29 articles, including *Writing Instruction in Canadian Universities*. My current research interests include the development of disciplinary fields, and rhetorical approaches to text encoding. Currently I serve as co-President of the Canadian Association for the Study of Discourse and Writing (CASDW), the

Recent presentations to classes

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

Research and faculty presentations

Digital rhetoric



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



Writing Across the Curriculum



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Presentations to Classes

Fall 2010

Graduate Students Writing Workshop

Writing Genres
Elements of Scholarly Academic Papers
University of Alberta, November 18 2010

Nursing 390: The Scholarly Paper
Faculty of Nursing, November 5 2010

Political Science 101: The Scholarly Research Essay
Faculty of Arts, November 5 2010

RLS 502: The Thought Paper and Thesis Proposal
Faculty of Physical Education, Recreation, and Leisure Studies, October 25 2010

Mechanical Engineering 200: Writing the 500 word paper
Faculty of Engineering, October 25 2010

Religious Studies 274: How to write the long essay
Faculty of Arts, October 18 2010

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



Centre for Writers



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Welcome to the Centre for Writers

We offer free writing support to all students, instructors and staff at the University of Alberta – in any subject, discipline, program, or project at any stage of the writing process

To BOOK, CHANGE, or CANCEL APPOINTMENTS, please click [HERE](#)

This website also offers style manuals, dictionaries, ESL/EAL resources, writing handbooks, and discipline-specific writing resources

C4W will be open during the Fall Term (September 20 - December 10):

Monday to Thursday : 10:00AM – 7:00 PM
Friday : 10:00 AM – 5:00 PM

Professors/Instructors: request a classroom visit by a tutor.

Are you a U of A student? Do you want to work as a tutor at the Centre for Writers next year? Click [here](#) for more information!



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



The essay

Highly structured:

1. Introduction
2. Search and Selection
3. Annotations
4. Application to Clinical
5. Conclusion
6. References
7. Appendices

Can students use these as headings in the essay itself?



Note the verbs

- Discover
- Analyze
- Synthesize
- Evaluate

What do these terms mean to you?



Getting started

Ideas for Topics

Expected placement	Topics related to placement



1. Introduction

- Addresses the purpose and outline
- Identify the topic
- Explores importance of topic to practice in NURS 494 clinical practicum

What does
this mean?



2. Search/selection

What issues and/or problems arose?

- Write a description of your approach to finding articles on your topic
- Describe dead ends, choices you made to find different topics or search terms
- Explain why these four readings (“only ones I could find”) were chosen over other readings.



3. Analytical/critical annotations

An objective evaluation of a work's contents, quality, and limitations. Length is typically between 100-200 words.

- Gives full bibliographic information for the work.
- Gives the authority and the point of view of the author.
- Evaluates the contents, scope, and quality.
- Points out the merits and deficiencies.

From <http://guides.library.ualberta.ca/annotations>



Annotations

- Summarizes the article (2-3 sentences; 45-60 words)
- Evaluates (“discuss the value”)

“Discuss the value of the article including:

- authority of author and journal,
- support from other sources, and
- strengths, limitations and potential.”



APA (6th, 2010) Citation

- Phillips, C. D., Spry, K. M., Sloane, P. D., & Hawes, C. (2000). Use of physical restraints and psychotropic medications in Alzheimer special care units in nursing homes. *American Journal of Public Health* 90: 92-6. Retrieved from <http://www.ajph.org/>.



Sample summary

- In this article the authors question whether or not Alzheimer's patients are less likely to be restrained or medicated as a result of residing in Special Care Units (SCU) in nursing homes. They found, however, that these patients were no less likely to be restrained and, in fact, they were more likely to receive psychotropic medication. (56 words)



Hints for summarizing

- Previous summary took 5 pages of article and turned it into 2 sentences
- Look in the article's Introduction for the question they are asking (in this case, paragraph 2)
- Look in the Results for the findings (in this case, the last paragraph of the Results)



Sample Evaluation

- This study looked at a large amount of data (1100 residents in 48 SCUs) from a small geographical area—only four U.S. states. The extent to which the findings of this study apply to Alberta are unclear, particularly since these standards vary considerably from state to state. Nevertheless, the authors speculate that SCUs led something of a revolution in Alzheimer's patient care—these units demonstrated that the use of physical restraints could be avoided, and that may account for the similarity in use in both SCUs and regular units. (89 words)



4. Apply this knowledge

- Describe connections between the articles
- Connect the research to your expected NURS 495 clinical experience
- How can you use these research findings in your practices as a nurse in 495?



5. Conclusion

- Brief review
- Connections/insights/conclusions:
- “SCUs and other innovations in health care may be useful mostly because they lead improvements in non-specialist units. System-wide changes often result from these kinds of innovations.”