




FACULTY OF
NURSING
UNIVERSITY OF ALBERTA

NURS 390
Fall 2011

The Scholarly Paper: Evidence-based research papers

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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

UNIVERSITY OF ALBERTA

Writing Initiatives
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Writing Across the Curriculum

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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/>

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 offers free one-on-one writing coaching and support to students, instructors, and staff. It lists services such as thesis formation, organization, idea development, grammar, and documentation style. A red link "Request a class room visit by a tutor." is present. A welcome message for the Fall 2009 term is also included. On the right sidebar, 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*

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[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

Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic



Getting feedback

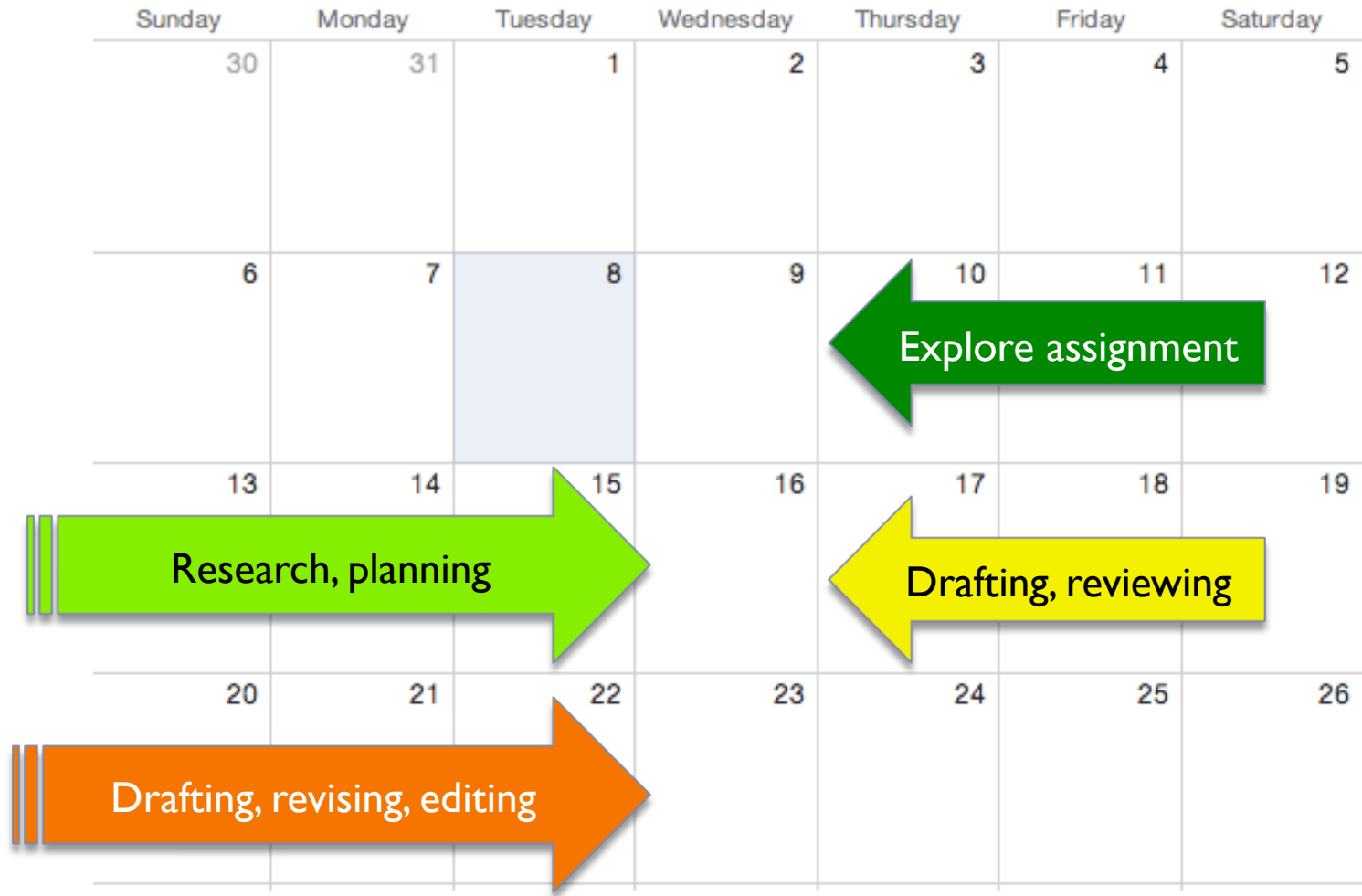
- Make an appointment at a writing centre
- Get feedback on your draft/revise

Revising

- Work on style and lower order concerns
- Proofread, consult checklist for assignment



November 2011



Your assignment

- ▶ **Explore** the implications of Interprofessional Collaboration for the nursing profession and **make recommendations** for the future
- ▶ What is the present state? Are there any? What status are these collaborations?



Exploring the prompt

- ▶ **Choose** either Principle 2 (Population Health Approach) or Principle 3 (Quality Care and Service)
- ▶ **Describe** two or three implications for the nursing profession (Scope of practice)
- ▶ For each implication, **make** at least two recommendations that will improve interprofessional collaboration in nursing (4-6 recommendations total)



The fine print

- ▶ 4 pages
- ▶ Abstract and headings required
- ▶ APA 5th or 6th
- ▶ 30% of grade; late = 10% penalty/day
- ▶ See Course Outline for grading criteria (p. 11)
- ▶ Cite 6 sources from 2006-2011; 50% of sources should be primary; 50% should be nursing sources (3 of 6; 4 of 8; 5 of 10)



Exploring the prompt 2

Population Health Approach

- ▶ Using assessments of the demographics and health status of a community will ensure the relevance of health services, including the identification of appropriate health professions. Trends in the health of the population are tracked to assess the impact of the services offered.
- ▶ Framework:
PHA is “consistent and rational”; what is currently inconsistent or irrational?
PHA focuses on “tailored” and “holistic” care; are these terms in tension with “consistent” and “targeted” treatment plans?



Exploring the prompt 2

Quality Care and Services (aka Best Possible Care)

- ▶ Health professionals work together to identify and assess research evidence as a basis for identifying treatment and management of health problems. Health outcomes are continuously evaluated to track the effectiveness and appropriateness of services.
- ▶ Framework:
Use “results of research”—what counts as research here?
Epidemiological studies? Interviews with patients?
Continuous evaluation requires time and money that could be spent on other priorities



Overall Implications

- ▶ If IC requires infrastructure and IT, what kinds are needed and how will they be used?
- ▶ If IC requires access to electronic health records, who decides how much access each member of the collaborative team gets?
- ▶ If IC requires measures of performance of IC practices based on research and “surveillance,” who does the research? What kinds of research count? Who does the spying/observing?
- ▶ Nurses need to be able to do research
- ▶ Nurses need to be able to use technology to access records



Implications for Pop. Health Approach (based on the “Framework”)

- ▶ PHA: Nurses need to be able to conduct research to assess health needs in a community
- ▶ PHA: Nurses need to possess an overview of the “continuum of care” in order to place a patient within it

Recommendations:

1. IC programs sponsor quarterly research events at which participants share what they have read in the last year and offer to answer questions about those studies.
2. IC programs ...



Implications for Quality Care and Services (based on the “Framework”)

QCS/BPC:

- ▶ Nurses need to be able to read research and translate findings into practices within the context of their community

Recommendations:

1. Nurses will need access to research studies to translate those findings, so IC programs need to provide that access.
2. Second, . . .



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:

Specific
Manageable
Interesting

- ▶ More manageable (tighter scope):

- ▶ More interesting:



Organizing your paper

Abstract

Title

[introduction with thesis statement—no subtitle for this section]

Body

Conclusion



Getting organized: Introduction

- ▶ Thesis:
- ▶ What else can we say in the intro?



Getting organized: Body



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 (Oct. 3), switch your focus from

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

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

