




# The Scholarly Paper: Evidence-based research papers

Roger Graves  
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## Roger Graves

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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

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

# Writing Across the Curriculum

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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/>

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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 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 "Express News" section with a timestamp of 9/2/2009 10:34:15 AM, a "Twitter Updates" section with a tweet about the fall term opening on Monday, September 14, and 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/>

# GRAM WOW!

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# 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 the writing centre for later in the week
- Get feedback on your draft/revise

## Revising

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



# Your assignment

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- ▶ **Select and describe** two evidence-based interventions for each of two health determinants (a total of 4 interventions) to improve the health outcomes of the Worthington family that would help this group's health outcomes in a community context. Your description of these four interventions must show that you have operationalized or applied the PHMP concepts.



# What are the health determinants?

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1. Socio-economic status
  2. Gender
  3. Education
  4. Environment—physical and social
  5. Employment
  6. Healthy child development
  7. Genetic endowment (Age +)
  8. Culture
  9. Health services
  10. Social support
  11. Coping skills
- 





# What are some evidence-based interventions?

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- ▶ Giving the family resources
- ▶ Providing education
- ▶ Eating breakfast leads to more learning
- ▶ Reducing exposure to industrial solvents leads to decreases in cancer rates and/or increases level of consciousness
- ▶ Treating addictions leads to greater family functioning



# What is the Population Health Promotion Model?

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- ▶ Framework for health determinants
- ▶ Ways for making changes in policies to make healthier communities
- ▶ Values and beliefs based—evidence from research
- ▶ Strategies: community development leads to healthier people—5 strategies
- ▶ Principles of primary health care
- ▶ Integrates health promotion with population health



# Thesis statements

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- ▶ **Specific**
- ▶ **Manageable**
- ▶ **Interesting**



# 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



# Sample thesis for this assignment

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1. Social support
2. Coping skills

This paper will examine how two health determinates—social support and coping skills—influence the health of the Worthington family. Four specific interventions would help this family: providing emotional support through telephone hotline



## Step 3: Apply the research

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- ▶ **Summarize** the research
- ▶ **Describe** how you would **apply** the research findings to the Worthington family
- ▶ **Explain/justify** why the health determinants you choose are relevant to the Worthington family
- ▶ **Explain/justify** why your nursing interventions would help the Worthington family



# Organizing your paper

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- ▶ See the “Steps for Success” part of your assignment handout

Abstract

Title

[introduction with thesis statement; The Worthington Family; Population Health Promotion Model]

Community Assessment

Health Determinants

Evidence-based interventions

Conclusion





## 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) to

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

