

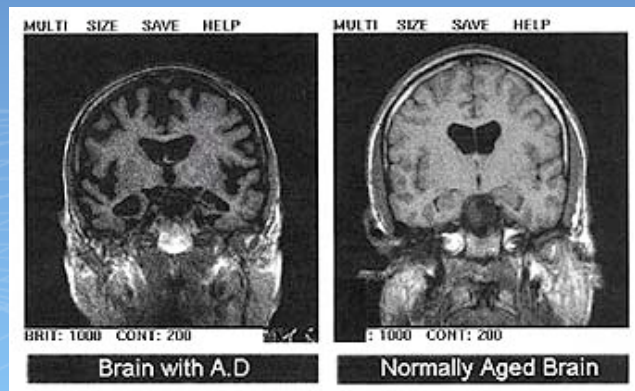


Nursing 494

Annotated Bibliography

Scholarly Paper

A worked example for Nursing 394
Roger Graves
Director, Writing Across the Curriculum





Roger Graves



Roger Graves

Director, Writing Across the Curriculum

Professor, EFS

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



Writing Initiatives
University of Alberta



Writing Across the Curriculum

[Home](#) [Presentations](#) [Other Programs](#) [Resources by Subject](#) [Contact Us](#)

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/>



Centre for Writers



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

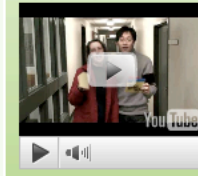
Express News

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!





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

Mental health
Pediatrics
Rural
Emergency
Intensive care
OR/recovery
Home care
Cardiology
Medicine
Operating room

Quality of care
myocardial
Accessibility
Resources
Scope of practice
Safety
Interdisciplinary care



1. Introduction

- Addresses the purpose and outline
- Define the topic
- Connect the topic to NURS 494

What does
this mean?



2. Search/selection

- 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 what interested you about these four readings (“only ones I could find”)—What could you say?



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; include comments about the audience of the article.
- 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”)



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/>.
- 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. 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.



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. (55 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.”