Writing in the Discipline of Nursing

Plan for WID: Nursing

I. **Statement of the role of writing in the discipline:** Writing is essential to communicating as a professional nurse. Professional nurses write as care givers, advocates, teachers, and researchers. Nurses use writing to provide high quality safe care to patients and communities, to propose improvements to health care delivery, and to promote changes in health care policy.

The forms of writing used in nursing are clinical writing (or workplace writing), academic writing, and reflective writing. Through various types of clinical writing, including care plans, charting, discharge summaries, nurses describe and document the care of patients. Clinical writing may also include promotional materials and policies developed to serve groups and communities. Professional nurses use academic writing to disseminate new knowledge in the discipline and promote evidence-based practice. Reflective writing, such as journaling and informal responses, serves as a way to learn (“writing to learn”) and as a means to self-understanding and professional growth.

II. **WID Program Outcomes: Desired writing outcomes for the discipline**

*Students will understand the purposes of writing and employ the conventions of writing in the field of nursing. (Written communication outcome for General Education at Rhode Island College)*

The Bachelor of Science in Nursing graduate will:

I. Effectively communicate in writing in the various professional nursing practice roles.

II. Accurately and precisely document professional practice in clinical settings.

III. Prepare thoughtful and effective research papers in the discipline of nursing.

IV. Prepare oral and written presentations individually and collaboratively to achieve a specific purpose.

V. Engage in reflective writing for personal professional development.

III. **Statement about the progressive nature of learning to write in the discipline of nursing**

Writing skills develop over time. The WID Program provides undergraduate nursing students numerous opportunities to write and builds on the foundation of
the first year writing components of the Rhode Island College General Education Curriculum: First Year Writing (FYW) and First Year Seminar (FYS).

During the first year of coursework in the required nursing curriculum, students are introduced to the essential forms of writing used by nurses in Nursing 225: Introduction to Writing and Research in Nursing. Subsequently, each required nursing course develops the student’s ability to understand and practice the writing conventions addressed in NURS 225 through a purposeful, developmental pattern of assignments and activities.

The following chart, “Writing in the Discipline of Nursing” describes writing assignments currently in place. We plan to add the writing activities in N225 as well as new assignments to the chart. The writing activities will be further described in relation to the associated learning objectives, content, learning activities, and associated expected program outcome to map how each assignment contributes to the progressive development of writing competency.

**Writing in the Discipline of Nursing: Chart of Writing Opportunities**

**BSN Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Writing Activity – classroom</th>
<th>Writing Activity - clinical</th>
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<tbody>
<tr>
<td>N175</td>
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<tr>
<td>N220</td>
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<tr>
<td>N222</td>
<td>Research Paper (A)</td>
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<tr>
<td></td>
<td>Library Assignment (A)</td>
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<tr>
<td></td>
<td>Nurse Interview Assignment (P/R)</td>
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<td></td>
<td>Simulation Assignment (PR)</td>
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<tr>
<td>N223</td>
<td>Unfolding Case Studies (P/R)</td>
<td>Gerontological Nursing Process Assignment (A &amp; WP)</td>
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<td></td>
<td>Simulation Assignment (P?R)</td>
<td>Communication Process Recording (P/R)</td>
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<td></td>
<td>Article Reviews (A)</td>
<td></td>
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<tr>
<td></td>
<td>Drug profile (A)</td>
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<tr>
<td>N224</td>
<td>Cultural Assessment</td>
<td>N/A</td>
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<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
<td>Description</td>
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<tr>
<td>N340</td>
<td>Research Paper</td>
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<tr>
<td>N342</td>
<td>“Clinical Preparation”</td>
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<tr>
<td>N344</td>
<td>Research Assignment Maternal Assessment</td>
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<tr>
<td>N346</td>
<td>Group exercises on case studies (P/R) Short answer and case studies on exams (P/R)</td>
<td>Clinical preparation including assessment and problem identification and interventions (WP/C) School Nurse Teacher Research Paper (A) Primary Clinic Journals (P/R)</td>
</tr>
<tr>
<td>N370</td>
<td>Communicable Disease Assignment Cultural Assignment Legislative Assignment</td>
<td><strong>Health Education Project:</strong> Plan Implementation Intervention <strong>Public Policy Project:</strong> Problem Identification Assessment Community Diagnosis Intervention Reference List PowerPoint Presentation Draft Group Paper</td>
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<tr>
<td>N372</td>
<td>Case Study Paper and presentation Clinical Preparation</td>
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<tr>
<td>N374</td>
<td>Group presentation on Leadership Topic (A) Includes written abstract</td>
<td>N/A</td>
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and references to support presentation  
Root Cause Analysis Case Studies with Fishbone Diagramming  
(A & W/P)

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<tr>
<th>Course</th>
<th>Writing Activity</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>N375</td>
<td>Research Paper (A)</td>
<td>Reflective Journals; Narrative and analysis components (P/R) Clinical documentation (WP/C)</td>
</tr>
</tbody>
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**RN to BSN Program**

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<thead>
<tr>
<th>Course</th>
<th>Writing Activity</th>
<th>Details</th>
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</table>
| N207   | Nursing Care Plan:  
Resume  
Research Assignment  
Teaching Assignment  
Group Process Assignment | Case Study Paper  
Clinical Preparation |
| N316   | Health History and Physical Assessment Write-up (WP/C)  
Evidence-based Assignment (A) | |
| N370   | Communicable Disease Assignment  
Cultural Assignment  
Legislative Assignment  
**Health Education Project:**  
Plan  
Implementation  
Intervention  
**Public Policy Project:**  
Problem Identification  
Assessment  
Community Diagnosis  
Intervention  
Reference List  
PowerPoint | |
IV. Specific WID Course: Nursing 225: Writing and Research in Nursing
Course description: Students are introduced to the conventions of writing in nursing and to the role of research in evidence-based nursing practice.

Contact Hours: 2
Credit Hours: 2

Course Outcomes:
The student will:

I. Describe the major types of writing nurses engage in as professional nurses.
II. Describe the guidelines for writing in clinical practice: the essential characteristics of effective clinical writing.
III. Explore the issues relevant to writing in nursing, including patient care (patient confidentiality), nursing liability, and communication accuracy.
IV. Analyze personal attitudes and beliefs in relation to nursing experiences through reflective journaling.
V. Describe the significance of Evidence-Based Practice in nursing, including the clinical decision-making of professional nurses.
VI. Use established guidelines to critique nursing research reports.
VII. Describe the process of using evidence to improve nursing care.
VIII. Identify characteristics academic writing for professional nursing audience.
IX. Complete a research paper on a relevant topic in nursing using a research process that includes:
   • Selection of an appropriate topic
   • Gathering information from relevant sources
   • Summarizing and analyzing information from a variety of sources
   • Documenting findings using APA format
X. Prepare an oral presentation on a relevant topic using a computer format

Course Requirements: Specific writing assignments to be developed
Course Outline:
   I. Writing in clinical practice
      A. Types of clinical writing: nurse’s notes, patient care plans,
      B. General principles and practices
   C. Personal professional writing: Resumes and Cover letters
   II. Reflective writing for professional development
      A. Journaling
   III. Scholarly writing
      A. Scholarly communication: Content and Style
         2. APA Format
         3. Context: writer, audience, purpose
         4. Gathering evidence: Primary Research, Database Research, Searching the World Wide Web
      B. Effective power point presentations
   IV. Evidence-Based Practice in Nursing
      A. Overview of Research in Nursing
         1. Fundamentals of Evidence-Based Practice
         2. Ethics in Research
         3. Reading Research Reports
      B. Appraisal of Evidence
      C. Research Designs
      D. Data Collection
      E. Data Analysis and Interpretation
F. Designing Evidence-Based Care

Approved by the Committee on General Education
November 30, 2012