To Write, Right? That Is the Scholarly Question

Melissa A. Murphey, DNP, FNP-C
Juli F. Daniels, PhD
Elizabeth Bertch, MFA (Writing)
Liesl Christina Cottrell, MLIS
Reem Azhari, PhD
Resurrection University, Chicago, IL, USA

Purpose: Scholarly writing should be an integral part of any higher education curriculum, and its pedagogical impact is unique in the ability to target critical thinking skills and enhance problem solving strategies.

Methods: As educators, we want our students to thrive and be both well-versed in pathophysiology and pharmacology while understanding how to effectively and efficiently incorporate research into their studies and subsequent professional endeavors.

Results: Through collaboration, the urgent need to achieve improvement in comprehension and ability to synthesize information in daily clinical work can be achieved. Self-assessment
Measure comprehension-scholarly research
Remediate those deficits.
Follow-up progress test

Conclusion: Comprehension and retention demonstrated, ability to synthesize data through complex reasoning. Translate to daily clinical work and professional relationships and provide the academic-based ground work to take advantage of future career advancement opportunities.