

# Interdepartmental Collaboration to Develop Online Graduate Nursing Students' Writing Skills and Decrease Faculty Stress

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**MARQUETTE**  
UNIVERSITY

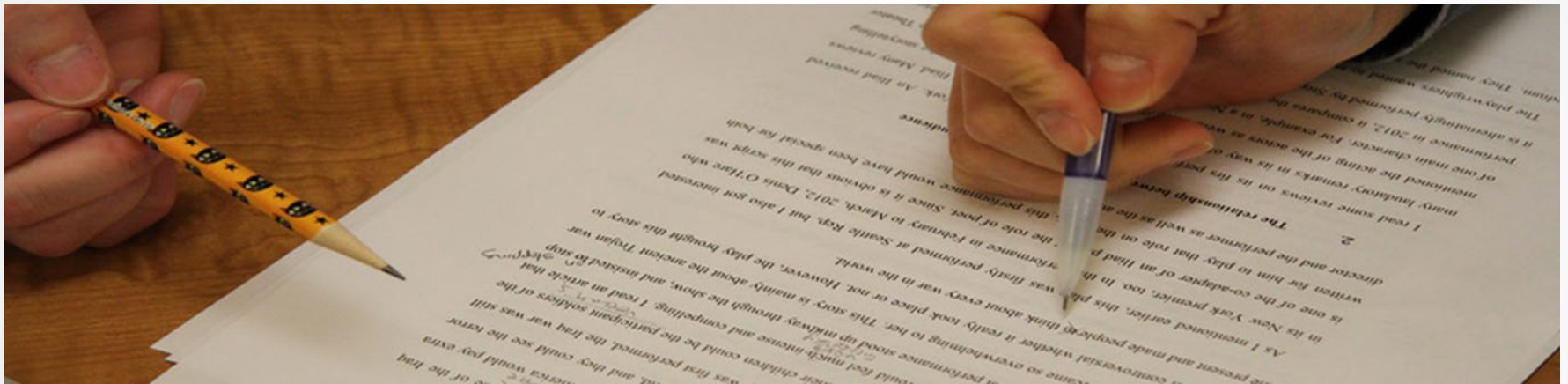
College of Nursing

# Marquette University, USA



Catholic, Jesuit University in Milwaukee, Wisconsin

# Background: Scholarly Writing



Graduate nursing faculty described their discontent with students' scholarly writing.

# Faculty Stress

Long  
hours  
grading

Poor  
student  
writing

Student  
feedback  
not read

# Factors Influencing Students' Weak Writing

Unaware of writing instruction

Limited interest in improving writing

Time constraints and Distance Program

Feelings of embarrassment and intimidation

Not recognizing importance of writing assignments to professional goals



# Interest in Writing Help



Student interest in writing help

University desire to work with students and faculty



# Writing Center



- Tutors
- Helping faculty, staff and students
- Writing is a life-long learning process

[The writing center](#)

# Collaborations lead to success

Interdepartmental  
collaborations

Incorporation of  
writing specialists

Improved writing  
skills and  
increased faculty  
and student  
satisfaction

(Bastian & Fauchald, 2014)

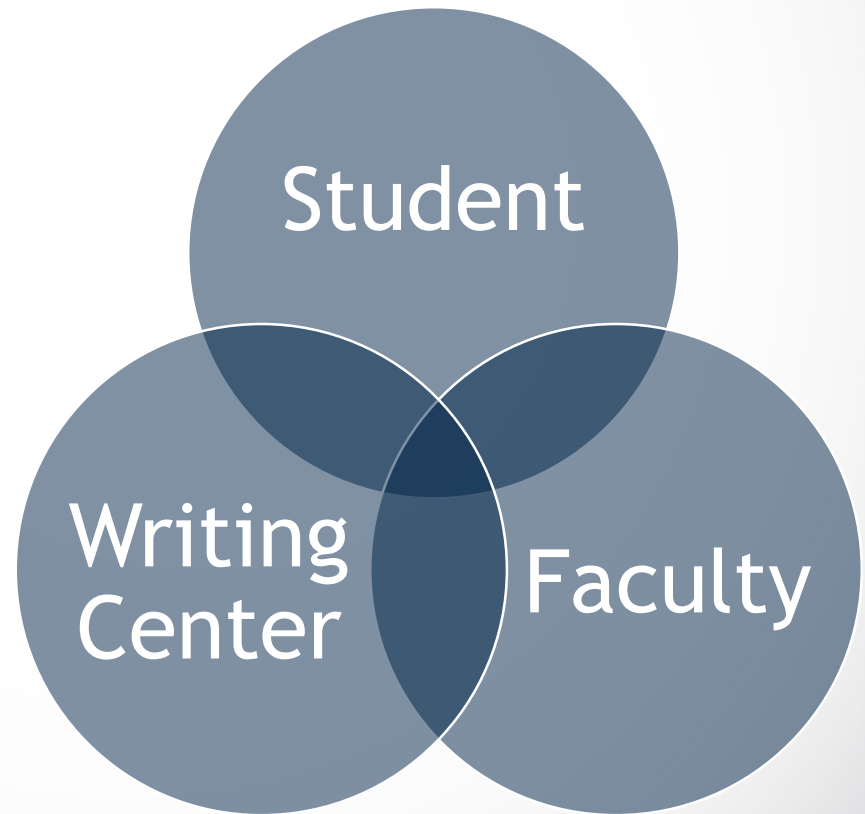
(Kastner et al., 2018)



# Purpose

To create an online process for interdepartmental collaboration.....

to improve student writing and increase faculty satisfaction, decrease stress



# Program

Faculty and  
writing  
center  
collaborate

Faculty  
communicate  
with students

Student  
work with  
writing  
center

Proof  
submitted,  
extra credit  
awarded

# Results

Increased faculty and student satisfaction

Decreased grading time

Improved writing scores

# Collaboration provides mutually beneficial relationship



Increase in  
**positive student  
interactions**

**Professional  
development for  
writing tutors**

**Better protocols  
and services for  
online learners**

# Quotes from students

- “I finally understand what I need to do to improve my writing.”
- “I am thankful for the opportunity to work with the writing center.”
- “I had no idea that the writing center had online appointments.”



# Quotes from students

- “I never liked going to the writing center because I was embarrassed.”
- “I did not know that the writing center was free.”
- “As long as I’m getting extra points... I’m goin’.”

# Challenges with project

- Students describe different needs
- English language learners
- High level writing skills
- Student/tutor mismatch
- Timing of writing center conference

# Implications for future practice/research

Expansion of project

Impact of writing fellows

Need for research

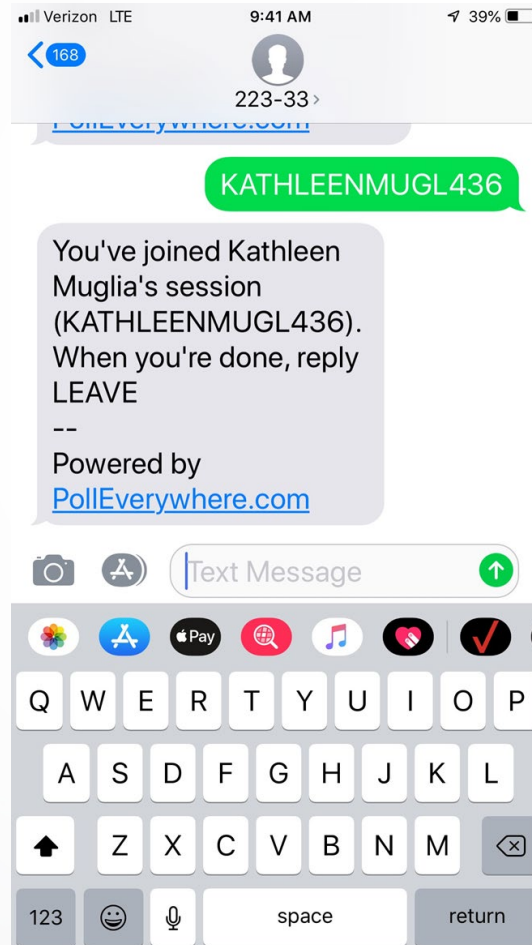
Need data on what improves student writing

Evaluate collaborations

# Poll Everywhere

- **Text my number 22333**
- **In the message type in  
KATHLEENMUGL436**

# Instructions on Poll Everywhere





**What are some words to describe how you feel when grading student's papers?**

# What percentage of your graduate students utilize writing center tutoring services?

A. Less than 10%

B. 10-25%

C. 25-50%

D. 50-75%

E. More than 75%

F. I do not know if students use writing instruction

# Do you have any courses that you require the students get writing support?

Yes

No

# In courses where writing support is included, how is that done?

A. Students are given extra credit

B. Students are required

C. Students are encouraged

Thank you! Questions?

