DNP Scholarship: Developing the Genre of Knowledge Translation and Dissemination

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The End
Learning Objectives

1. Consider the rationale for teaching essential components of scholarly writing as a component of doctoral curriculum

2. Discuss strategies for teaching writing to nurses

3. Share preliminary outcomes from the foundations for scholarship course at JHU SON

4. Share lessons learned
1. Rationale for teaching writing at the doctoral level
2. Strategies for teaching writing to nurses
Strategies

- ASSUMPTIONS - about DNPs
  - expanded influence
  - improve practice
  - translation

- FEEDBACK - students and faculty

- AGREEMENT - scholarly writing is demanding.

- CERTAINTY - success in writing will increase impact
Strategies

• Chunk the work (modules)
• Focus on the genre of nursing literature
• Adult learning
• Call on considerable expertise
• Practice & shape performance (drafts)
• Focus on application & mastery
• Accountability for quality
• Make it acceptable to need to learn to write right
Strategies

• Chunk the work (modules)
• Focus on the genre of nursing literature
• Adult learning
• Call on considerable expertise
• Work in increments (drafts)
• Focus on application, practice & mastery
• Accountability
• Make it acceptable to need to learn to write right
I cannot teach anybody anything. I can only make them think!

Socrates
MODULE 1: Baseline

• Why do you write?

• Who reads your writing?

• Describe your writing process.
Baseline

- known and accepted as expert
- largely technical information
- e-mails, progress notes, charting-by-exception, memos, procedural information
- Write it down and move to the next thing
- Spelling ?
- Syntax ?
- Grammar ?
- Jargon ?
- organization directed by sequence, time, parts
MODULE 2: Good Writing

- Share a piece of quality writing?
- What makes it good writing?
- What does the author do that you want to emulate?
Good Writing

• Say something important
• Say it well
• Be clear
• Establish your credibility & authority
• Lead the reader
• Do not make assumptions
• Break it down & make it flow
• Use direct & elegant language
• Spelling Syntax Grammar
• Cite your sources
• Use figures & tables effectively
Now consider writing you did not choose to represent quality.

Why did you reject it?

What was missing?
DISCUSSION OF MISSED OPPORTUNITY

**Threads**
- Ethics of criticizing others
- Sloppiness & carelessness
- Figures & tables
- Accuracy
- Disorganization
- Abstracts not related to text
- Conclusions not relevant to the work

**AHA !!**
- Criticizing another brings great responsibility
- Detracts from credibility
- Need to add value
How vain it is to sit down to write when you have not stood up to live.

Henry David Thoreau
More than a half, maybe as much as two-thirds of my life as a writer is rewriting. I wouldn't say I have a talent that's special. It strikes me that I have an unusual kind of stamina.

John Irving
Strategies

http://www.youtube.com/watch?v=89EqiYO59Lk
Resources

- The Classic Guide to Better Writing
- Woe Is I: A New and Expanded Grammarphobe's Guide to Better English in Plain English
Preliminary Outcomes

1. Caliber of writing improved
2. Faculty demand reduced
3. Student frustration minimized
4. Logic & organization improved
5. Publishing success increased
Lessons Learned

• Know your learners (temporary incompetence)
• Balance teaching rules / following rules
• Select text & readings carefully
• Work in increments
• Focus on application, practice & mastery
• Accountability
• Incremental progress
• CONFIDENCE - success in writing will increase impact
Impact