

Title:

Quality Enhancement Plan: Interprofessional Educational Program to Improve Nursing Students' Self-Efficacy in Scholarly Written Communication

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Session Title:

Leadership Poster Session 2

Keywords:

Communication-writing, Interprofessional Nursing Education and Self-efficacy

References:

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Abstract Summary:

This presentation describes Nursing and English departments' interprofessional strategies to create two sequential writing courses for an online RN to BSN nursing program. This collaborative effort created learning activities to educate students on how to effectively write for academic and business purposes.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to recognize and verbally explain the significance and efficacy of a collaborative interprofessional effort in the development of courses teaching writing.	Effective communication skills are essential for professional nurses to be successful in leadership roles and graduate study. Yet, RN-BSN students struggle with expressing their professional thoughts. Limited formal writing opportunities during their prior studies may explain the low quality of current essays. Understanding grammar mechanics and writing skills helps students express scholarly language and promote critical thinking

	<p>abilities (Tesh, et al. 2014). The UWF collaborative interprofessional efforts in program development and implementation combine the expertise of the English Department and Writing Lab and that of the Nursing Department to improve students' professional writing skills.</p>
<p>The learner will be able to list at least six of the 11 writing skills course development focused on.</p>	<p>Deficient writing skills were qualitatively identified and articulated during collaborative meetings among the UWF faculty from the Nursing and English Departments and the Writing Lab. The following skills were identified for the writing course focus:</p> <ul style="list-style-type: none"> • Grammar and professional communication • Choosing sources, using the library • APA Style and format, citations, referencing • Academic integrity, plagiarism • Paraphrasing, quoting, and citing • Literature review • Composition: building your paper, organizing information, outlining and integrating source material and revising your work • Career and professional development (cover letters, CVs, résumés) • Writing clearly and concisely • Peer review • Creation and maintenance of an E-portfolio
<p>The learner will be able to identify methods to engage with their own institutional resources that will impact student performance.</p>	<p>1. Nursing faculty, together with the English and Writing Lab faculty, determined the writing issues to focus the students' writing course assignments. 2. The topical content outline was created for two (2) online, asynchronous, 1-credit hour courses. The English faculty created refresher writing skills activities that included grammar mechanics, sentence structure, paragraph organization, and APA format. 3. The Nursing faculty provided nursing-focused concepts on which to base the writing practices. These practices complimented the co-requisite nursing course content. 4. Writing courses were instructed by Master Degree English or Writing Lab faculty with experience in teaching English Composition. Nursing faculty of the co-requisite course are involved as guest instructors to promote content alignment. 5. The first writing course is co-requisite with the</p>

	<p>introductory RN to BSN Transitions to Professional Nursing course; the second writing course is co-requisite with the Essentials of Evidence-based Practice course. Thus, students, in their introductory RN to BSN course and co-requisite writing course practice writing skills that translate well to the nursing assignments. Students engage in higher-order writing skills, practicing proper APA format and citation. These foundational activities promote students' ability to critically summarize and synthesize information effectively from scholarly literature (Stevens, et. al., 2014). The learning activities include the following:</p> <ul style="list-style-type: none"> • Apply basic mechanics of writing • Compare and contrast scholarly vs popular literature • Identify primary, secondary, and tertiary sources • Demonstrate the ability to critically read and synthesize nursing literature • Communicate effectively, both individually and as members of a team • Describe the elements of an annotated bibliography • Demonstrate competency with APA format • Develop a portfolio with selected written work using Google sites • Create a professional problem statement • Perform an analytic annotated bibliography, understanding its purpose and components • Produce a professional cover letter and CV • Demonstrate proficiency with APA format
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Abstract Text:

Introduction: Effective communication is essential in business and academia for professional success. RN-BSN students struggle with scholarly composition as a result of limited formal writing opportunities during their prior studies. A collaborative interprofessional education effort is described to improve students' professional writing skills.

*Methods:*After assessing observational qualitative data from Nursing, English and Writing Lab faculty, two (2) online, 7-week, asynchronous, 1-credit hour courses were developed and implemented. Both courses are instructed by English or Writing Lab faculty. To promote content alignment Nursing faculty are 'guest instructors' in the course.

The first course is co-requisite with the introductory course in an online RN to BSN program. The second writing course is co-requisite with the EBP Research Essentials course. Using nursing content, writing activities provide nursing students with learning opportunities for practicing grammar mechanics, writing skills, and organizing scholarly summaries.

Specifically, students receive an overview of professional and technical writing principles that focus on identified skills necessary for success in the academic and professional environments. The students develop their skills through multiple writing assignments, and constructing a professional portfolio of documents deemed essential. These documents include emails, letters, literature reviews, annotated bibliographies, and scholarly papers. Other assignments such as the annotated bibliography, curriculum vita, and portfolio creation and management are specifically designed toward the nursing educational and professional expectations.

Using a quasi-experimental, pre-post survey design, the *Post Secondary Writing Self-Efficacy Instrument* (PSWSES) is used to assess students' belief in their ability to meet the writing objectives. Successful course completion is another outcome measured. Upon program completion, graduates will also complete the *Professional Role Confidence* survey provided by the University Quality Enhancement Plan office.

Results: Preliminary results indicate students are satisfying course objectives and successfully completing both courses. Student qualitative comments are overwhelmingly positive, with participants reporting that they learned valuable skills, information, and increased confidence in completing scholarly writing assignments. Faculty report a decreased need to spend time on correcting grammar, APA format, and style and an opportunity to spend more time on content evaluation and feedback.

Discussion: The interprofessional instruction in these two writing courses is key. English composition faculty provides purely grammatical feedback on students' writing practice. This division of faculty instruction focuses on word usage, paragraph organization and APA writing mechanics, all within the background of nursing context. The co-requisite practice prepares students for the concurrent Nursing course activities.

Pilot course offerings were initiated during the 2016 Spring and Summer terms. The English and Writing Lab faculty continue to work closely with Nursing Department faculty to update the new courses based on student and faculty feedback.

Conclusion: These foundational writing activities help students' express scholarly language, and promote critical thinking abilities. Linking the writing workshop course assignments to selected existing nursing course assignments allows for the utilization of profession-specific academic assignments while providing a theoretical foundation of communication skills and specific feedback to enhance development and proficiency of the students' critical writing, learning, and thinking skills.

Supporting and promoting self-efficacy and competence in professional writing creates nursing students who can be successful writers (Miller, et.al., 2014).