

Quality Enhancement Plan: Interprofessional educational program to improve nursing students' self-efficacy in scholarly written communication



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INTRODUCTION

UWF Quality Enhancement Plan (QEP), “**Communication for Professional Success**,” is a proactive initiative to improve student communication knowledge and skills.

RN-BSN students struggle with scholarly composition due to limited formal writing opportunities during prior studies. To enhance effective communication skills, Nursing and English/Writing Lab faculty identified essential elements for professional written communication:

- Professional communication
- APA Style, format, references
- Grammar, composition, organizing information
- Paraphrasing, quoting, and citing
- Academic integrity, plagiarism
- Library skills, choosing sources, literature review
- Integrating source material, and revision editing
- Career development (cover letters, resumes)
- Peer review

METHODS

Two (2) online co-requisite 1-hour writing courses were collaboratively developed by the Nursing and English faculty and piloted in Spring & Summer 2016. By design, the writing courses supported success in the two (2) associated nursing courses.

Seventy (70) students participated in this quasi-experimental study. The validated 20-item *Post-Secondary Writing Self-Efficacy Instrument* assessed students' pre- and post- intervention belief in their ability to meet writing objectives. Scores were compared for both individual student questions, and total means of all questions.

THE “WRITE” STUFF

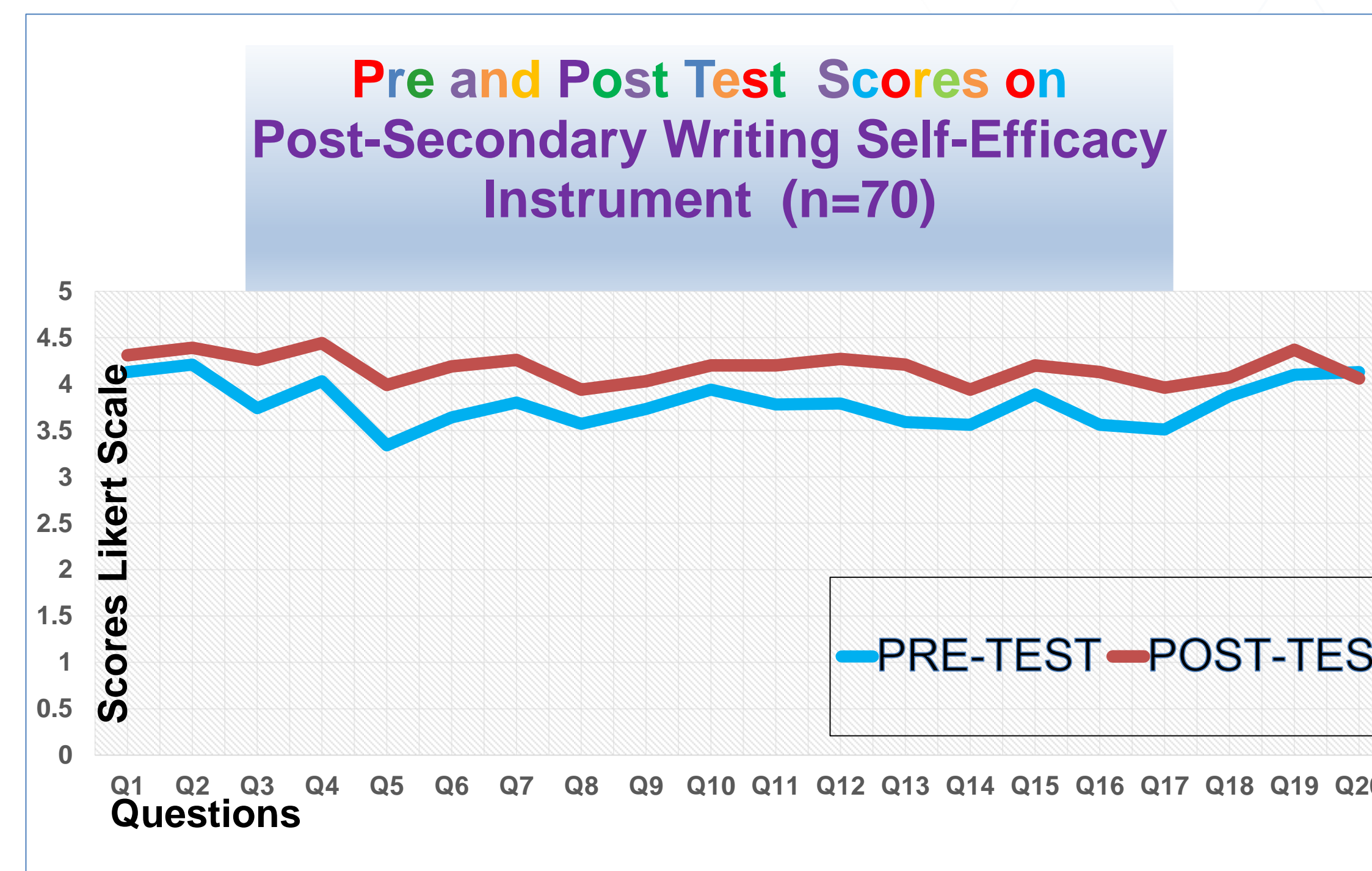


RESULTS

Comparison of pre- and post-intervention scores on *Post-Secondary Writing Self-Efficacy Instrument* demonstrate statistically significant improvements individually and on combined mean scores. Scores significantly improved on 15 of the 20 instrument items, and, overall pre-post mean scores ($p < 0.0001$), indicating higher confidence in students' writing ability.

Post-Secondary Writing Self-Efficacy Instrument	Mean N=70	Standard Deviation	P-value
Total Pre-Test Score	75.80	11.25	<0.0001*
Total Post-Test Score	83.41	12.44	

*Wilcoxon Signed Rank Test



DISCUSSION

Interprofessional educator (IPE) collaboration is key to the co-requisite courses. English composition faculty provide purely grammatical feedback on students' writing practice, with focus on word usage, paragraph organization and APA writing mechanics. Nursing faculty provide course topics and subject matter feedback. The faculty carefully schedule assignments to allow practice from one co-requisite course to the other.

Student informal qualitative comments reflect increased confidence in completing scholarly writing assignments.

Faculty report improved composition organization; and, decreased time on correcting grammar mechanics and APA format. Nursing faculty say they can focus on content evaluation and feedback.

CONCLUSION

The IPE collaboration is a benefit for both faculty and students. Linking assignments in the writing and nursing courses allows profession-specific academic content.

Foundational writing activities help students develop proficiency in critical thinking, writing, and learning.

Promoting self-efficacy and competence in scholarly writing empowers nurses to become professional communicators.