

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 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.
The learner will be able to list at least six of the 11 writing skills course development focused on.	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: • 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
The learner will be able to identify methods to engage with their own institutional resources that will impact student performance.	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 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:

- 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