

# Baccalaureate Nursing Students' Self-Assessment of Knowledge, Skills, and Attitudes Toward Scholarly Writing

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## After attending this session the learner will:

- Discuss baccalaureate nursing students' self-assessment ratings for knowledge, skills, and attitudes about scholarly writing.
- Formulate evidence-based recommendations that may influence teaching and learning of scholarly writing for nursing students.

The presenters do not have any conflict of interest.

# Background

- Communication is an essential component of baccalaureate nursing education
- Students need to develop professional communication skills
- Students enter programs with varying levels of writing skills
- Faculty want to ensure students gain appropriate knowledge, skills, and attitudes about scholarly writing

# Purpose

- Assess pre-licensure baccalaureate nursing students' use of an evidence-based set of knowledge, skills, and attitudes specific for scholarly writing



# Data Collection Methods

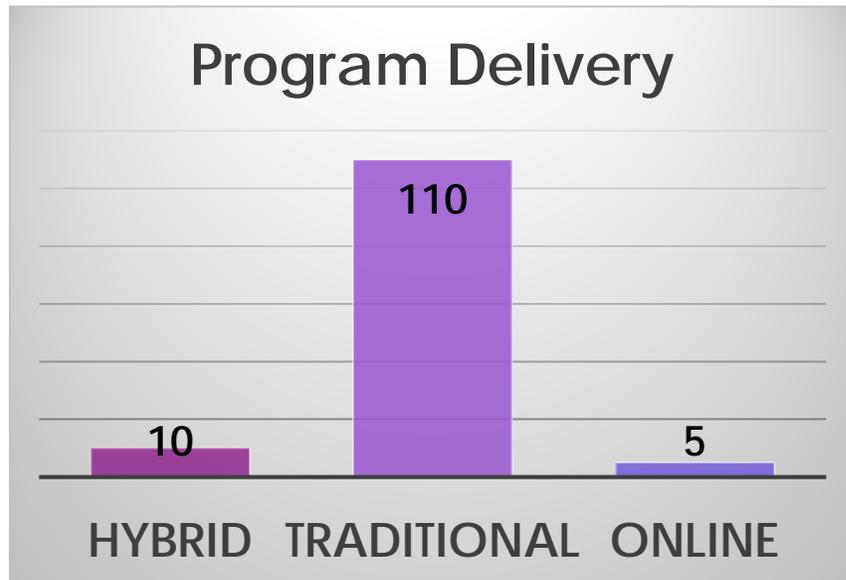
- IRB approval
- Recruitment via nursing program administrators from Discover Nursing website
- Electronic survey
  - Demographics
  - Self-assessment of writing

# Self-Assessment Tool

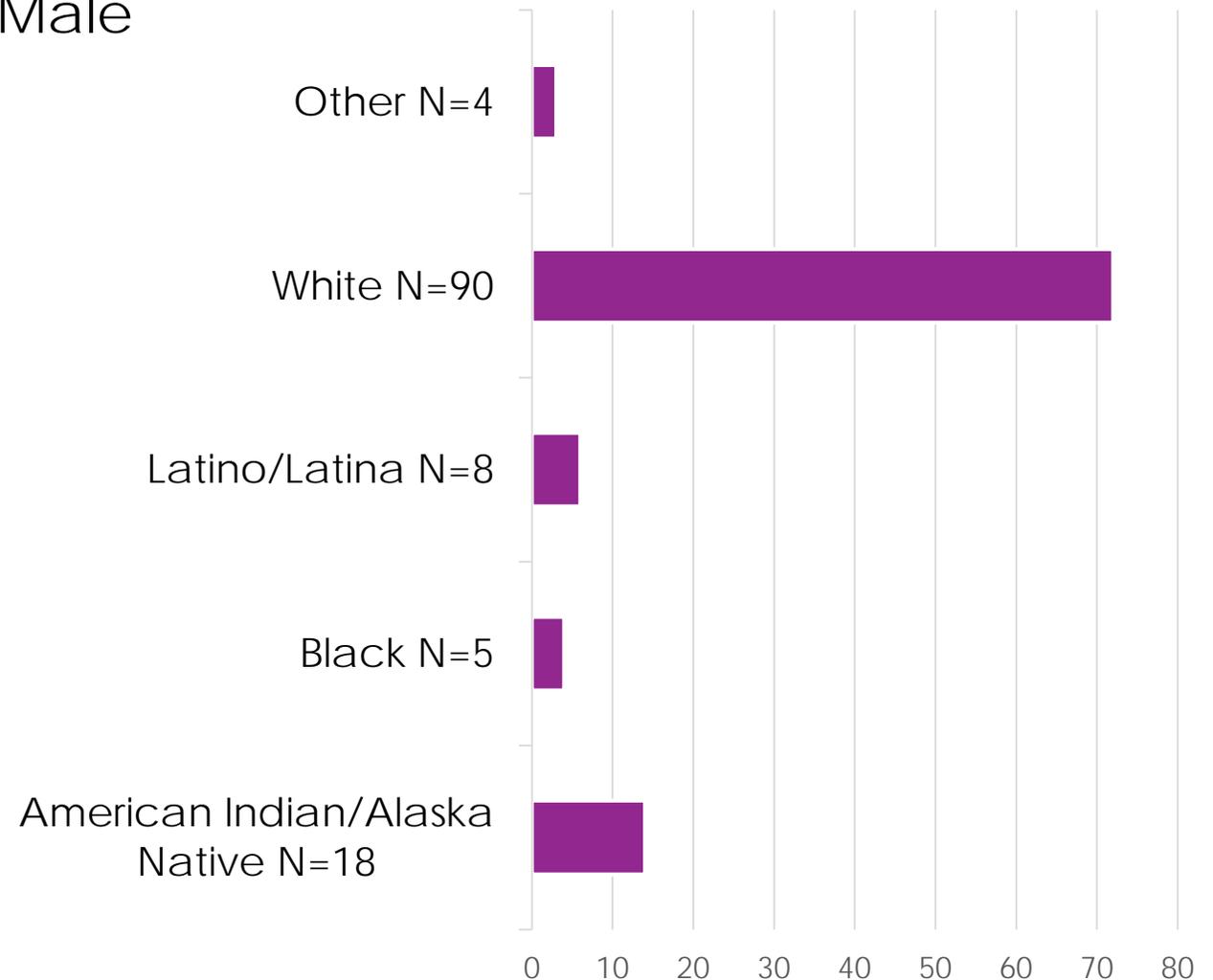
- 15 item self-assessment
- 5 point Likert scale
- Based on knowledge, skills and attitudes (KSA) of scholarly writing (Hunker, Gazza, & Shellenbarger, 2014)

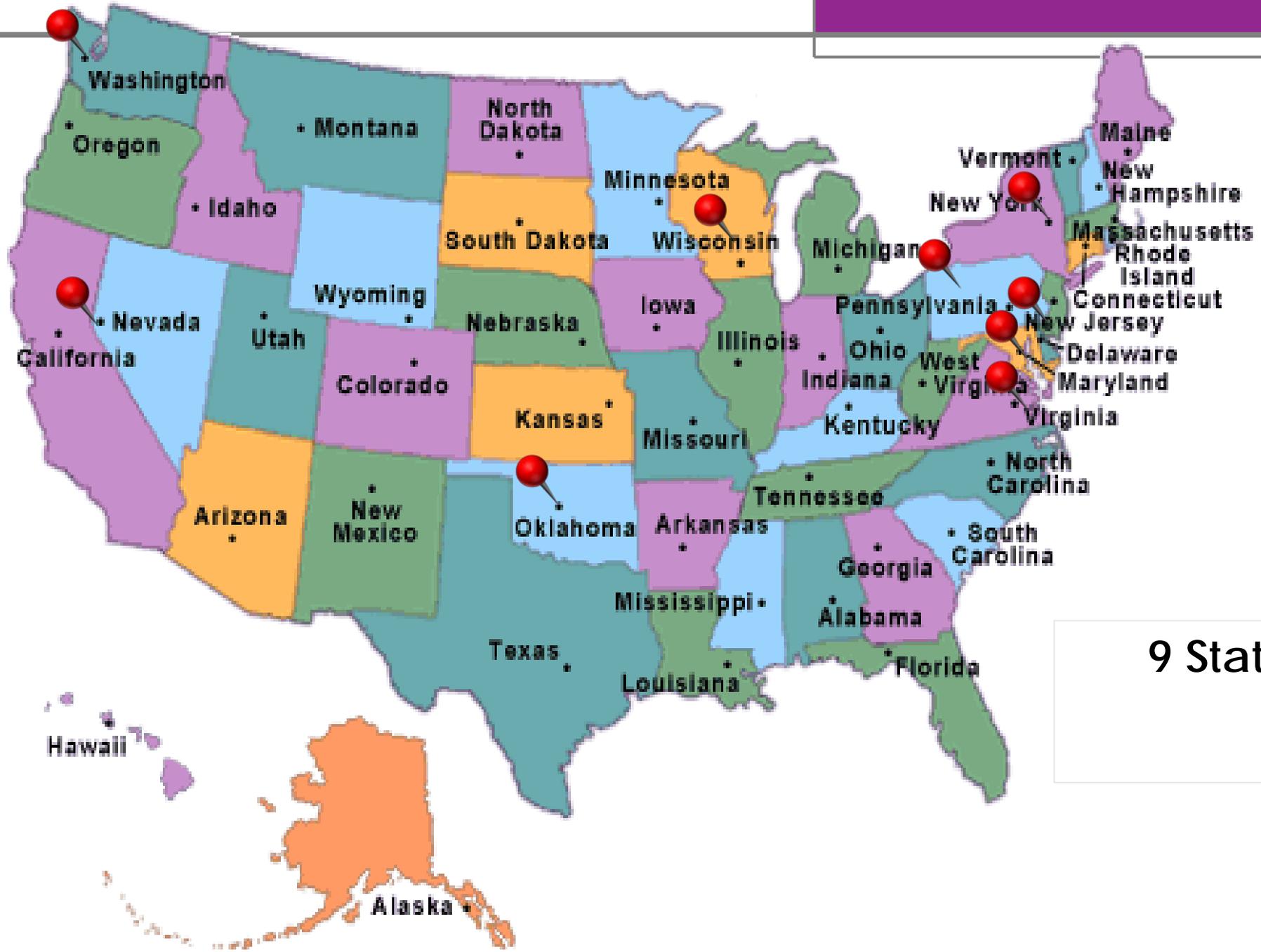
# Demographics

- 112 (90%) Female, 13 (10%) Male
- 8 to 40 years of age
  - (mean-21.7; mode-18)
- GPA 3.0-4.0 (118)
- Full-time (117); Part-Time (8)



## Diversity (N=125)





9 States

# Findings—Highly rated items

- Knowledge

  - Realize that writing is a process

  - Use proper grammar, spelling and mechanics when writing

- Skill

  - Use references to support work so that I adhere to ethical writing principles

- Attitude

  - Use appropriate resources to enhance development of writing skills

## Findings—Lowest rated items

- Knowledge

Identify attributes of a scholar

- Skill

Create abstracts and written summaries of published literature

- Attitude

Select strategies to manage the emotional aspect of writing

## Other Findings

- No associations between age, mode of program delivery, GPA and scholarly writing self-assessment of knowledge, skills, or attitude scores

# Discussion

- Lower scores on more abstract components of scholarly writing
- Higher scores on information literacy areas

# Recommendations

- Use tool to self-assess at various points in the program
- Address the emotional aspect of writing
- Scaffold learning activities that build a variety of writing skills
- Provide feedback, practice, writing support



# Future Research

- Further study needed with larger diverse sample
- Determine if self-assessment reflects actual performance

# References

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