Development of Novel Teaching Modules to Improve Writing Skills in RN to BSN Programs

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Abstract

Background/Introduction
Scholarly writing in RN-BSN education is an essential curricular component yet is often identified as a significant barrier to student success. As a result, student stress and challenges with written communication can hinder their success in the program. To address this issue, nursing faculty need to design courses that accommodate the needs of students and provide effective writing resources.

Purpose
The purpose of this project was to develop innovative teaching modules to increase course pass rates of students enrolled in RN to BSN writing intensive courses.

Methods or Processes/Procedures
A committee was formed consisting of four core faculty that led writing intensive courses. The committee met monthly from 2021 to 2022. To achieve the project goals, existing writing resources were reviewed, and new resources were developed. Modules addressed consistent barriers to student writing success which included: searching the literature, writing structure, plagiarism, APA, outline, introductory paragraph, and tips for writing success. These resources were then integrated into all RN to BSN writing courses. Program evaluation was completed with the core writing faculty.

Results
Data on the project's outcomes were collected and analyzed. Prior to implementation of this program, in the Spring semester of 2021 86.5% (n=74) received a grade of 73% or higher. After implementation of the writing intensive modules, Spring of 2022 92% (n=88) received a passing grade of 73% or higher. Core faculty members teaching in the writing intensive courses observed a favorable trend.

Limitations
This project was implemented in a single university setting over one academic year potentially limiting the generalization of findings.

Conclusions/Implications for Practice
Development of a targeted writing initiative can improve success of RN to BSN students in writing intensive courses.

Biography

Dr. Angie Hensley received her bachelor's degree in nursing from Eastern Kentucky University; an MSN from the University of Kentucky; and her DNP from the University of Cincinnati. She is a board-certified family nurse practitioner. Dr. Hensley was an ICU nurse at UK Health Care for 10 years. Dr. Hensley is currently an associate professor and is the RN-BSN track coordinator. As an APRN, she practices in the UK Health Care hepatology clinic. Dr. Hensley's research focus is online engagement and satisfaction of nursing students. Her past works, published in peer-reviewed journals, have focused on online education.

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