

Building Writing Skills Across the DNP Curriculum to Prepare Future Nurse Scholars

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*Presenters state no actual or
perceived conflict of interest*



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Focus question

How can we best prepare our DNP students to critically appraise evidence and disseminate findings through scholarly writing?

Background



Image credit: Elsevier.com

DNP Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares graduates in analytic methods to determine and implement the best evidence for practice through **critical appraisal of existing literature and other evidence**

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DNP Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares graduates to improve healthcare outcomes through **dissemination of findings from evidence-based practice and research**

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DNP Students...

- Often struggle with scholarly writing and understanding evidence-based articles
- Have unique needs as writers and may not be ready to write in teams
- May be returning to school after a long absence

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DNP Faculty...

- May find it difficult to engage students in the writing process
- Need time to provide detailed, individualized feedback
- Need writing resources to recommend to students

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Methods

Mapped Course Assignments

| DNP Program Outcomes | Course Objectives | Course Module Objectives | Course Assignments | DNP Essential Addressed | Course Assignment Recommendations |
|--|--|---|---|--|---|
| <ul style="list-style-type: none"> Synthesize scientific evidence for the development of clinical interventions for practice. | Critically appraise the research evidence for its validity, value, and utility for advanced practice nursing. (DNP3.1.3, PO 1) | <p>Module 3: Critically Appraising: Making Sense of External Evidence (CO 5)</p> <p>Upon completion of the Module, students will be able to:</p> <ol style="list-style-type: none"> Relate the clinical question to high levels of research evidence. Describe a variety of critical appraisal tools for evaluating various levels of research evidence. Work with a team on appraising a variety of levels of research evidence. <p>Identify critical appraisal tools for evaluating clinical guidelines.</p> | <p>Assignment 5: Critical Appraisal of Selected Articles working in Teams (15% of Grade)</p> <p>*Please note that you will submit your PP presentation on October 27, 2017 and will be presenting via GoToMeeting on November 1st and 2nd. You will be evaluated on your PP slides, as well as your presentation.</p> <p>This is a team assignment with each team assigned to a particular research article/guideline to critically appraise. We will have 10 teams (4 per team).</p> | <p>I. Scientific Underpinning for Practice</p> <p>III. Clinical Scholarship and Analytical Methods for EBP</p> | <p>#1 RECOMMENDATION</p> <p>Revise assignment to threaded discussion for students to each critically appraise one article pertinent to their topic; each appraisal is critiqued by assigned student peers on discussion board</p> <p>RATIONALE</p> <p>More meaningful discussion can occur via asynchronous discussion board than viewing recorded video of presentations. Also viewing student power point presentations of critique may not be the most efficient use of faculty or student time.</p> |

Mapped DNP Project Skills & Objectives/Course

| Course Number | Semester Sequence | Course Objectives | Course Assignments | DNP Project Skills (what are they taking with them) | Timeline Link Submissions to Faculty Chair |
|---|---------------------------|---|---|---|--|
| 731 Philosophical, Theoretical DNP Essential I | BSN-DNP: 2 Post-MSN: 2 | Evaluate conceptual models and theories that reflect synthesis of knowledge from nursing and other disciplines for application to nursing practice. Etc... | <ol style="list-style-type: none"> 1. Philosophical Influences Paper (Group) 2. Two individual discussion board posts (500-750 words) 3. Annotated Bibliography (Group) 4. Final reflective application paper (Individual) (3-4 pages). | <ol style="list-style-type: none"> 1. Reflect upon and articulate philosophies, theoretical frameworks, and/or conceptual models to inform the DNP project | BSN-DNP & Post-MSN: Identify and confirm Clinical Site and Clinical Mentor BSN-DNP & Post-MSN: Initiate the DNP Project Charter |

Sought Faculty Feedback in...

- Structuring courses so that students build writing skills incrementally
- Teaching foundational skills for locating and analyzing evidence
- Working with students individually to build competence and confidence



Image credit: smallwininnovation.com

Strategies to Address Needs

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Strategies to Address Needs

- Revise writing requirements across the curriculum
- Revise course sequencing
- Develop new course with “coach approach”
- Provide self-paced writing enrichment modules as resource

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Revisions

- Build assignments sequentially across the curriculum
- Change order of courses
- Add new course
- Ensure students master skills (e.g., appraising evidence, APA) before progressing
- Add writing enrichment resource for continuous reference

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New Course: NUR 745 (2nd semester)

FA2019 NUR 745-QL Foundations Scholarly Writing

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Welcome to NUR 745 - Foundations of Scholarly Writing

We are dedicated to helping students become confident scholarly writers. Writing is hard work, but we know that writing skills are built through regular practice.

In this course, you will complete learning activities that will help you search scholarly literature, appraise evidence, synthesize evidence, hone writing skills, and navigate writing resources. Everything you do will be directed toward writing, revising, and editing a paper synthesizing evidence about a nursing topic of your choice. You will write the paper in stages, receive feedback, revise accordingly, and finally, submit a full manuscript with an abstract and references. Perhaps some of you will use this work to further develop your DNP project as you move through the program.

We consider ourselves your writing coaches. As such, we will teach, encourage, support, and push you to become the best writer you can be! We look forward to a productive semester.

Begin the course by clicking "Modules" on the left navigation bar or "Module 1: Course Information" below.

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Writing Enrichment Resource

Writing Enrichment

[Jump to Today](#)
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Welcome to Writing Enrichment!

We have learned that students sometimes feel a need to review concepts related to searching the evidence and scholarly writing before they start a busy semester. This resource was built with these scenarios in mind. None of this material is required, and no assignments are associated with this course. Use it at your leisure, and as always, let us know if you have questions!

Writing Enrichment Modules

- Module 01: Research Articles
 - Module 01 - Research Articles

- Module 02: Article Critiques
 - Module 02 - Article Critiques

- Module 03: Types of Research
 - Module 03 - Types of Research


- Module 04: Documenting Sources
 - Module 04: Documenting Sources

- Module 05: Avoiding Plagiarism
 - Module 05: Avoiding Plagiarism

- Module 06: Grammar and Style
 - Module 06: Grammar and Style

Results

Results: Assignment mapping

- Raised faculty awareness of need for coordination in building incremental scholarly writing skills
- 
- Eliminated student complaints about not being prepared for scholarly writing assignments at beginning of program

Writing Enrichment Resource

- Faculty are able to refer students to helpful resources for remediation or review
- Initial comments show students are grateful and find resources useful

Lessons Learned

Lessons Learned

- Map, map, map!
- Ensure DNP faculty see the big picture and share goals
- Plan for small faculty-to-student ratios in foundational writing course
- Provide a variety of resources for students
- Incentivize faculty and students (e.g., manuscript for publication option)
- Continually revise for quality improvement

