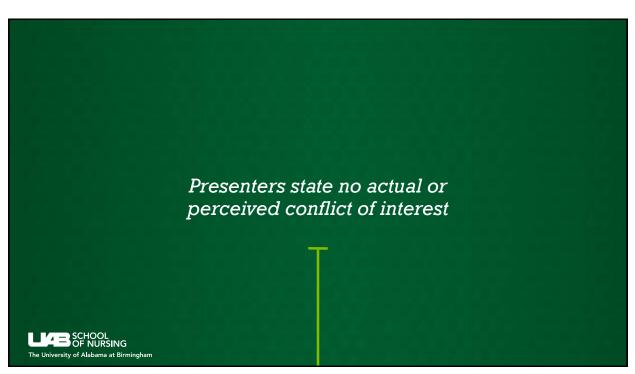
# Building Writing Skills Across the DNP Curriculum to Prepare Future Nurse Scholars

Nancy Wingo, PhD; Erin Currie, PhD, RN, CPLC; Sigrid Ladores, PhD, RN, PNP, CNE; Adelais Markaki, PhD, RN, CNS, PHCNS-BC; Glenda Smith, PhD, MDiv, CRNP, NNP-BC, PNP-BC

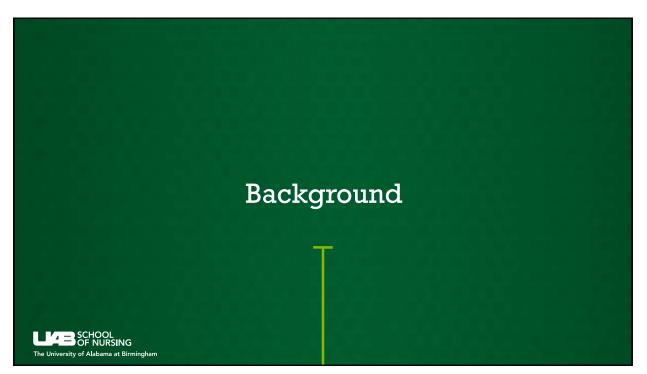
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# **Focus question**

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







Call for

**SUBMIT NOW!** 

bstracts

**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

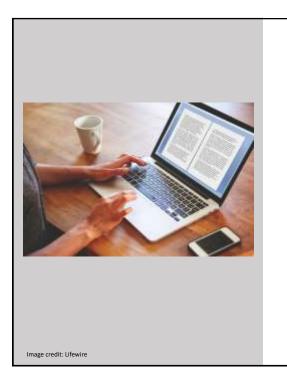
improve healthcare outcomes through

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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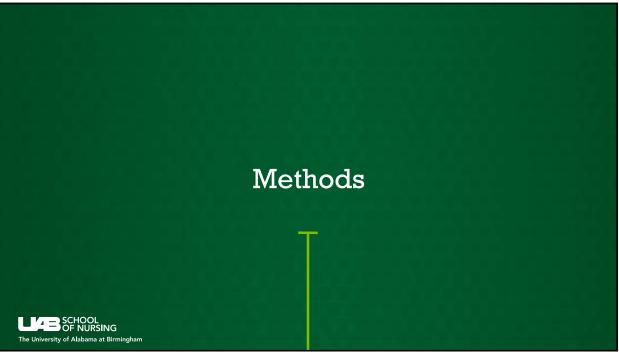


# **DNP Faculty...**

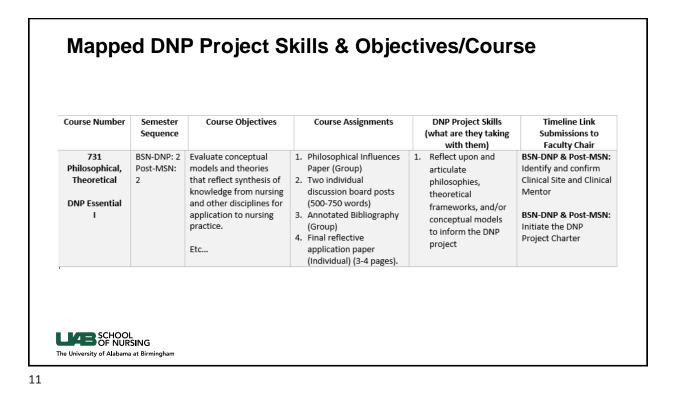
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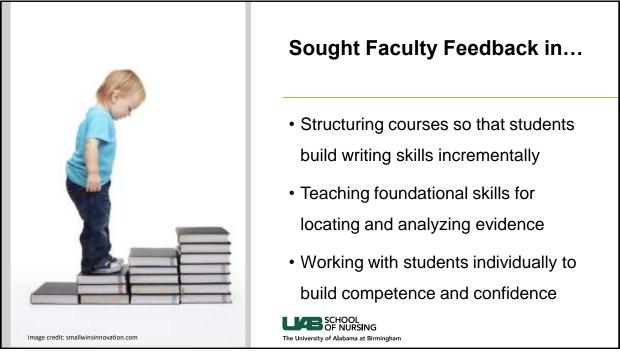
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- May find it difficult to engage students in the writing process
- Need time to provide detailed, individualized feedback
- Need writing resources to recommend to students



ressed	1	Course Assignments	Course Module Objectives	Objectives	DNP Program Outcomes
ninga for	Pract III. C Scho Anah for E	Assignment 5: Critical Appraisal of Selected Articles working in Tauma (15% of Griddo) "Please note that you will submit your PP presentation on Octobe 27, 2817 and will be presenting via Gol Offeeting on November 1st and 2ad. You will be ovaluated on your PP sides, as well as your presentation. This is a taum assignment with each team assignment articloguideline to critically approve. We will have 10 teams (4 per team).	Module 3: Critically Appraising: Making Sense of External Evidence (CG 5) Upon completion of the Miniski, students will be able to 1. Relate the chrical guestion to togit works at research wridence 2. Describe a variativ of critical appraisal toxis for evaluating various levels of research evidence. 3. Work with a learn or- nepraising b variative diversion of research evidence. 3. Work with a separational body sor- evaluating chical appraisal body sor- evaluating chical andedime.	Citically approise the releases widence for its variable to the variable of the advanced practice nursleg (DNP3.1.3, PO.1)	Synthesize scientific evideosc for the development of clinical interventions for practice.



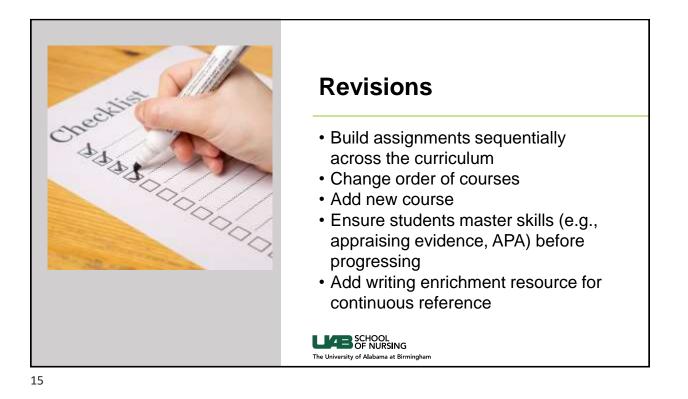




# **Strategies to Address Needs**

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









# Module 01: Research Articles	• Module 04: Documenting Sources
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📱 🕶 Module 02: Article Critiques	• Module 05: Avoiding Plagiarism
🗄 🖹 Module 02 - Article Critiques	I 🕑 Module 05: Avoiding Plagiarism
• Module 03: Types of Research	🛛 • Module 06: Grammar and Style
🗄 🖻 Module 03 - Types of Research	I 🕑 Module 06: Grammar and Style



### 19

# **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





# Student Feedback

"Much to my surprise, I really enjoyed the class. I liked how we wrote the paper slowly over the course of the semester and received feedback as the process went on. The feedback I was given was constructive and helpful."

"Absolutely loved taking this class! I learned so much, and I thoroughly enjoyed the course. [My writing coach] was always available, and she explained all the assignments thoroughly. I always knew what she would be grading me on."

"Thank you for a wonderful semester. This course was very easy to follow and very challenging. I loved taking this synthesis piece by piece to really grasp each section's content and application."

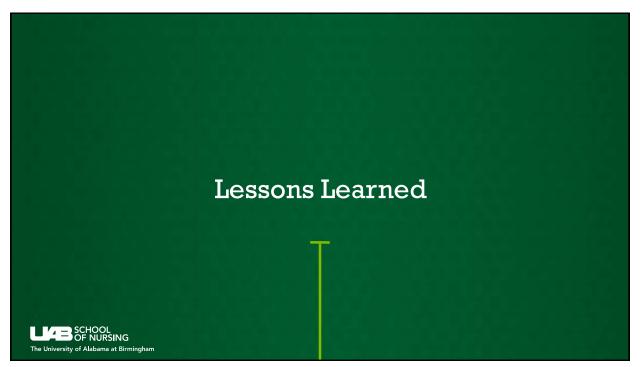
*"I enjoyed the concept of a writing coach. The pacing and building of a complete literature synthesis was much more helpful than having a number of random, unconnected assignments."* 



# 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



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# **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

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