

Hudson, DNSc, RN, CNE, Karen Camargo, PhD, RN, Tara Vaughn, Ph.D. (c), MPH, MSN, RN Nursing Program (Corresponding author: Dr. Hudson, hudsonce@uhv.edu)

BACKGROUND

Faculty experience and the literature suggests students need assistance in developing academic literacy, teaching practices should be consistent across the program, and the development of academic literacy enhances critical thinking/clinical reasoning skills.¹ Writing intensive courses and writing assignments are strategies used to aid students in understanding content and enhancing critical thinking/clinical reasoning skills.² Scaffolding written assignments is a tool that aids students in developing academic literacy.^{3,2} In addition, faculty found it enhances student understanding in applying EBP, thus demonstrating student understanding and application of this content. Peer review has been demonstrated as a reliable assessment tool to guide students in developing self-efficacy to improve their writing.^{4,5} Innovative use of technology to facilitate academic literacy can be used whether students are online, face-face-, or hybrid.

OBJECTIVES

1. Identify strategies for teaching academic and evidence-based practice literacy to RN to BSN students
2. Explain the process of scaffolding writing assignments
3. Describe the roles of faculty and students in programmatic writing

STRATEGIES

- Mapping written assignments to curriculum
- Interactive learning activities at face-face or online orientation with writing center and librarian
- Scaffolding written assignments (writing intensive courses)
- Writing assignment rubrics – across curriculum
- Technology applications – the University available resources within learning management system (LMS)
 - Turnitin ® – Internet-based plagiarism detection service providing formative (student) and summative reports
 - Originality Report & Revision Assignment
 - E Rater by ETS ® - grammar check technology

SCAFFOLDING WRITTEN ASSIGNMENTS

Introduction to Evidence-Based Practice

- 8-week online nursing course designed to provide students with introductory skills in the research process, evidence-based practice, scholarly writing in discipline, and use of proper APA style
- Four-part scaffolding assignments, each building on previous assignment
- Students allowed multiple attempts prior to submission for grading using Turnitin®
- Students provided 2 weeks to complete each assignment
- Able to submit drafts of assignments to receive feedback on writing and perform self-assessment of similarity reports
- Final product is scholarly paper analyzing a nursing policy

Leadership Roles

- Student chooses topic (identified quality problem at workplace) and submits to faculty for review
- Throughout 8-week course, students receive ongoing feedback on quality project from both faculty and mentors at students' work
- Students develop fishbone diagram, complete A3 root cause analysis, conduct interview of key staff, and submit as assignments

PROGRAMMATIC WRITING

Programmatic Writing Assignments Requires

- Explicit, transparent and consistent written assignments
- Embedded written assignments within the nursing program, course syllabi and schedules; build upon previous assignments
- Writing resources and support opportunities need to be provided throughout the curriculum
- Alignment with a rubric (Standard/Individual)
- Opportunity to build upon previous writing opportunities
- Use of evidence-based teaching/learning strategies such as scaffolding
- Buy In, course and program objectives and how to identify deficiencies and difficulties associated with writing skills

Faculty Role

- Need to consider student characteristics – diverse backgrounds, learning styles and writing abilities
- Ensure written assignments are designed and guided by sound educational principles-well written instructions and rubrics
- Identification of appropriate goals and learning outcomes for all written assignments

Student Role

- Self-identification of writing needs
- Understand the “Why” and “Goals” for writing assignments
- Identify and determine the roles and impact of competing work, family demands on completion of writing assignments

REFERENCES

- [1] Jefferies, D., McNally, S., Roberts, K., Wallace, A., Student, A., D'Souza, S., & Glew, P. (2018). The importance of academic literacy for undergraduate nursing students and its relationship to future professional clinical practice: A systematic review. *Nursing Education Today*, 60, 84-91. <http://dx.doi.org/10.1016/j.nedt.2017.09.020>
- [2] Tesh, A. S., Hyde, Y. M., & Kautz, D. D. (2014). A writing intensive introductory course for RN to BSN students. *Nurse Educator*, 39 (1), 6-7. doi: 10.1097/NNE.00000000000008writer development: The writing scaffold. *Nursing Forum*, 47(4).
- [3] Gazza, E. A., & Hunker, D. F. (2012). Facilitating scholarly [5] Li, M., & Li, J. (2017). Online peer review using Turnitin in first-year writing classes. *Computers and Composition*, 4621-38. doi: 10.1016/j.compcom.2017.09.001
- [4] Joordens, S., Paré, D., & Collimore, L-M. (2014). Taking learning outcomes to the gym: An assignment-based approach to developing and assessing learning outcomes. *Toronto: Higher Education Quality Council of Ontario*. Retrieved from http://www.heqco.ca/SiteCollectionDocuments/Taking%20learning%20outcomes%20to%20the%20gym_ENG.pdf
- [5] Li, M., & Li, J. (2017). Online peer review using Turnitin in first-year writing classes. *Computers and Composition*, 4621-38. doi: 10.1016/j.compcom.2017.09.001