

Writing in the Majors Plan for School of Nursing
 Comments from the University Writing Committee

Criterion	Comments, Questions, Suggestions
Principles 1 & 2: Provides opportunities for students to practice the kinds of writing most useful to the major	Yes. The detailed list and categorizing of kinds of writing is an efficient way of showing what opportunities are provided in each course.
Demonstrates that most students in the major have multiple writing experiences	Yes.
Principle 3: Provides opportunities for students to write for different purposes and audiences	Yes. Good range of purposes and audiences.
Principle 4: Provides opportunities for feedback and revision	Yes. We appreciate the distinction between formal and informal feedback and revision opportunities and commend your efforts to include such opportunities in every course. We also admire the effort to move course work into the real world.
Principle 5: Assessment plan identifies what the department is working on in relation to writing	We think the focus of your assessment is revision, but this is not quite as clear as it might be. If it is revision, we suggest you think about how the documents you collect will tell you what you want to know about revision or about how revision is working for your students.
Principle 5: Assessment plan identifies what data will be collected to aid in decisions related to writing	We understand that you are collecting student work and that the Committee you form to review these documents will make decisions. We suggest you think in advance about how the documents you collect will answer questions you have about your students' experiences with writing.
Identifies steps necessary for implementation	Clearly outlined. Not clear is what happens if the needed resources are not forthcoming. How will your plan be adjusted if the funds are not available?

Other Comments:

Your mapping of current and future curriculum is very well done, though we were somewhat confused by the shifts in course numbers. The plan has a good variety of writing, both in professional genres and forms that encourage student reflection, and these forms are used repeatedly, not just within a given course but throughout the curriculum. The plan reflects careful faculty consideration of the professional development of the student.

We suggest that faculty think about developing consistent rubrics for evaluation and whether common forms for some of the repeated document types could be developed. Such discussions may help you articulate the specific competencies you expect at graduation and how you might provide additional instruction for students who do not meet those standards, and also save time for students and faculty members. We will expect you to address these issues in your next review report.

 * Plan is approved and will be posted on the Office of University Writing website
 approval date: September 9, 2010

Writing in the Major
Auburn University School of Nursing (AUSON)

Introduction

Fall semester 2010, AUSON is implementing a new curriculum in response to the updated Essentials of Baccalaureate Education mandated by the American Association of Colleges of Nursing (AACN). This curriculum is built upon a conceptual framework of six educational outcomes necessary for the development of the baccalaureate prepared professional nurse: communication/collaboration skills, critical thinking/clinical judgment skills, scholarship for evidence based practice skills, clinical prevention/population health skills, diversity skills and leadership skills. Effective writing in various forms is necessary in all six skills areas and is required by AUSON's accrediting agency, the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN). AACN advocates the use of "writing-intensive assignments to promote reflection, insight, and integration of ideas across disciplines and courses". The writing plan presented in this document will be implemented as part of the new curriculum. Faculty started the development of this plan by assessing what types of writing assignments were being utilized in the current curriculum. Table 1 gives an overview of that assessment.

TABLE 1: AUSON Current Program Writing Requirements

Course	Writing Assignment	Audience	Purpose	Revision Opportunity	Peer Review
NURS 3710	1 formal paper > 5 pages	Auburn Community	Health teaching Reinforcement of the principles of scholarly writing and APA skills	X	X
NURS 3711	Nursing Care Plan Individual poster	Faculty Peers Auburn Community	Framework for providing patient care Health promotion		
NURS 3510	No writing assignment				
NURS 3511	Nursing Care Plan	Faculty Peers	Framework for providing patient care	X	X

Course	Writing Assignment	Audience	Purpose	Revision Opportunity	Peer Review
NURS 3610	1 formal paper < 5 pages	Faculty	Symptom analysis		
NURS 3611	Medical Documentation Nursing Care Plan	Hospital Healthcare Team Faculty	Multidisciplinary communication Framework for providing patient care	X	
NURS 3720	Formal group-authored paper 25 – 30 pages	Faculty Peers	Community assessment		X
NURS 3721	3 Nursing Care Plans Clinical Journal	Faculty Faculty	Framework for providing patient care Student reflection of clinical experience		
NURS 3530	Educational Brochure or Poster	Adolescent Community Clients	Health Promotion/Teaching	X	X
NURS 3531	Medical Documentation Nursing Care Plan	Hospital Healthcare Team Faculty	Multidisciplinary communication Framework for providing patient care	X	
NURS 3630	Formal paper < 5 pages	Faculty	Psychosocial case study	X	
NURS 3631	Educational Brochure or Poster	Community Clients	Health promotion/teaching	X	
NURS 3420	3 Research Paper Critiques in pairs Evidence Based Group Project	Faculty Faculty, Community	Critique of Scholarly Writing Review of research	 X	X X

Course	Writing Assignment	Audience	Purpose	Revision Opportunity	Peer Review
NURS 3420 cont.	2 Individual quizzes	Faculty	Assessment of Course Outcomes		
NURS 4740	Group-authored paper 20 pages Group poster Patient education brochure	Faculty Community Clients Community Clients	Community case management Health promotion/teaching Health promotion/teaching		
NURS 4741	Nursing Care Concept Map Clinical Journal Medical Documentation	Faculty Faculty Community Healthcare Team	Framework for providing patient care Student reflection of clinical experience with elderly clients Multidisciplinary communication		
NURS 4910	Formal paper 8 – 10 pages Informal paper < 2 pages Capstone portfolio	Faculty Faculty Faculty Peers Prospective Employer	Exploration of a professional issue Nursing philosophy statement and journal article summary Reflection and demonstration of program outcomes mastery		

Course	Writing Assignment	Audience	Purpose	Revision Opportunity	Peer Review
NURS 4911	Weekly clinical journals	Faculty Peers	Student reflection of clinical experience of patient care	X	

In summary, eight courses require one individually written paper while two courses require a group-written effort. In addition, throughout the program, there are over 20 individually written assignments that are discipline-specific (e.g. plans of care, concept maps, patient education handouts, etc...). Proper written documentation of patient care is also an important skill that is woven throughout each clinically based course. There are numerous opportunities for revisions in the form of students soliciting primarily verbal feedback from faculty and peer review. In NURS 3710, students have the opportunity for written feedback on more than one draft of a formal paper.

Proposed Writing Plan

Faculty discussed the kinds of writing students need and identified five broad categories including examples specific to the discipline in each category:

1. Technical Writing (TW)- in nursing this means manual and electronic documentation of patient assessment and care such as nursing care plans and progress notes, symptom analyses, detailed physical assessments (head to toe, nutritional, functional, community, etc) and nursing care concept maps.
2. Scholarly Writing (SW)-formal papers such as research critiques, literature reviews, formal case studies where a patient or population is presented in depth.
3. Writing for Health Care Teaching and Health Promotion(HP)-must consider health literacy issues and client learning objectives and may include short papers, professional posters, brochures, power point presentations, etc.
4. Informal Papers (IP)-include reflective journaling, opinion papers, brief specific case studies, annotated bibliographies, on-line discussion postings etc.
5. Professional Communication (PC)-resumes, portfolios, personal objectives, letters, etc.

The proposed writing plan provides a systematic way of ensuring that students get **more than one opportunity** to practice **the various kinds of writing for different purposes and audiences**. The proposed plan also insures that students are given the opportunity to **revise their work based on individual feedback from faculty and peers**. The proposed plan includes an

assessment plan as well as **additional resources needed to fully implement the plan**. See Table 2 for the AUSON Proposed Writing Plan.

In this plan, scholarly writing skills and APA style introduced briefly in NURS 2020, are reinforced throughout the curriculum. Several class periods are devoted to writing in the discipline during the first semester. An overview of scholarly writing in the discipline with topics such as outline development, literature review, online writing resources, and time management is given (NURS 3110). A class (NURS 3130) and laboratory period (NURS 3141) focuses on technical writing such as medical documentation and nursing care planning. Teaching/learning principles and health literacy considerations are discussed (NURS 3110). Students submit and participate in a peer review of rough draft of papers on an assigned health-related topic (NURS 3110). The faculty evaluates the papers and in another class session (NURS 3110), reports on the overall quality of the writing, common errors, and suggestions for preparing the final draft. The students have several weeks to revise their drafts and, are encouraged to post questions about writing in a Blackboard discussion area. Both students and faculty respond to questions. Students are also informed that two faculty are available during office hours to answer writing questions. The final drafts are then graded and the twelve best papers are selected by faculty for publication in the “Auburn Villager”, which publishes a monthly feature for its readers in the Auburn community, entitled “Healthy Living from the AU School of Nursing”. The published articles are then displayed in a prominent place in the AUSON’s Miller Hall.

During the five-semester tenure at AUSON, students participate every semester in scholarly writing, technical writing, writing informal papers, and health promotion/health teaching writing. The faculty course leader, with input from course faculty, typically chooses the written assignment and grading may be shared among faculty who are also involved in the course.

Writing as an avenue for professional communication is prominent in the last two semesters. Students in the final semester of the senior year submit a written capstone project in portfolio form (NURS 4920). The portfolio is a reflection of two years of clinical and classroom experiences based on AUSON program outcome objectives. Examples of written work that best exemplify the program objectives reflecting communication skills are included. The Senior Portfolio is submitted in electronic form that allows for a great deal of creativity. The students are encouraged to construct their portfolio with future potential employees in mind and provide a link to their electronic portfolio on their resume.

Revision Opportunities

Virtually every written assignment has an opportunity for feedback and revision before the paper is due. For example, technical writing which includes nursing assessment and care plans and medical progress notes are reviewed by the faculty in the clinical setting as the student

is composing early in the curriculum, with the student gradually working up to the point where little feedback is needed. Also, much of the writing done in groups serves two purposes: to promote collaboration and teamwork, critical to the practice of nursing and to provide opportunities for feedback from peers before the final paper is complete.

The writing plan commits to one opportunity for formal feedback (i.e. written from faculty on multiple drafts) that will take place in NURS 3110, with seasoned faculty leading this effort and the outcome of a published newsletter for superior papers. The plan also proposes two other opportunities for formal feedback and multiple revisions of a scholarly paper, one in the third (NURS 3340) semester, and one in the fifth (NURS 4920) semester. However, additional resources will be needed for this to be a reality.

Assessment Plan

The majority of writing assignments are graded by the course faculty in relation to course outcomes. However, there are 4 points in the curriculum where the writing in the discipline ad hoc group (associate dean, writing committee representative, and writing coach) will conduct a formal review of writing assignments for the purposes of identifying what actions are needed to enhance the writing experiences of students. The first review will be of the scholarly paper in the first semester (NURS 3110). The second review is led by the writing ad hoc group but includes all faculty and is a review of the evidence based practice posters which will be presented at a community research forum (NURS 3220). The third and fourth reviews will examine scholarly papers in the third (NURS 3340) and fifth (NURS 4920) semesters. The ad hoc group will ask course faculty for a selection of works that range from the strongest to the weakest papers and evaluate those works. The ad hoc group will also solicit input from all faculty about students' writing skills and summarize results of evaluation of writing at the annual evaluation retreat.

AUSON Writing Plan Legends

*** Kind of Writing**

TW = Technical Writing

SW = Scholarly Writing

HP = Writing for Teaching and Health Promotion

IP = Informal Papers

PC = Professional Communication

**** Revision**

F = Formal Revision – written work is turned in, one-on-one written feedback from faculty is given and student has opportunity for at least 2 drafts

I = Informal Revision – includes peer review and/or general verbal feedback from faculty before writing is turned in.

*** Assessment Plan

- 1 – writing is assessed by course faculty as related to course outcomes only
- 2 – writing is assessed by course faculty as related to course outcomes and an ad hoc committee on writing in the discipline to collect data to determine steps needed to enhance writing experiences in the major

TABLE 2: AUSON Proposed Writing Plan for New Curriculum

Course/Semester	Kind of Writing */ Individual or Group	Purpose/Audience	Revision**/ Assessment Plan***	Resources Required
NURS 2020 Pre-Nursing	IP/Individual	4 online discussion postings on professional issues & concepts < 5 pages/faculty	I/1	no additional
NURS 3110/1	SW/Individual	formal paper > 5 pages on current health issues/ faculty & community	F/2	no additional
	HP/Individual	learning objectives, poster, brochure, or power point/ community & faculty	I/1	no additional
NURS 3130/1	IP/Individual	2 annotated bibliography card summaries in APA format applying evidence to skills	I/NA	no additional
	SW/Individual: 3 assessment papers	symptom analysis, pediatric assessment, functional assessment/ faculty	I/1	

Course/Semester	Kind of Writing */ Individual or Group	Purpose/Audience	Revision**/ Assessment Plan***	Resources Required
NURS 3141/1	TW/Individual medical progress notes	documentation of patient assessment and care/ faculty and health care providers	I/1	no additional
	IP/Individual	reflective clinical journals	I/1	no additional
NURS 3220/2	SW/Group	3 research critique papers < 5 pages done in student pairs/ faculty	I/1	no additional
	SW/Group	evidenced based nursing intervention paper 4-6 pages/ faculty	I/1	no additional
	HP/Group	evidence based practice poster	I/2	no additional
NURS 3230/2	SW/Group	formal 20 page paper on clinical topic/ faculty	I/1	no additional
	IP	case study on clinical topic	I/1	no additional
NURS 3231/2	TW/Individual: 3 nursing assessment care plans	care plans for acute care, pediatric, geriatric/ faculty	I/1	no additional
	medical progress notes	documentation of patient care/ faculty and health care providers	I/1	no additional
	HP/Group	learning objectives, poster, powerpoint or brochure/ community	I/1	no additional

Course/Semester	Kind of Writing */ Individual or Group	Purpose/Audience	Revision**/ Assessment Plan***	Resources Required
NURS 3330/3	HP/Group	learning objectives brochure, powerpoint or poster/ community	I/1	no additional
NURS 3331/3	TW/Individual: 3 assessments with nursing care plans	family assessment, neonate assessment, postpartum assessment/ faculty	I/1	no additional
	medical progress notes	documentation of patient care/ faculty and health care providers	I/1	no additional
NURS 3340/3	SW	Formal paper	F/2	SON would like to provide opportunities for formal rewrites of papers, will need GTA assistance and/or increase in faculty resources to do so
NURS 3341/3	TW/Individual: 1 nursing assessment and care plan	community assessment/faculty	I/1	no additional
	medical progress notes	documentation of patient care/faculty and health care providers	I/1	no additional
	HP/Group	intervention project: poster, powerpoint, or brochure/faculty	I/1	no additional

Course/Semester	Kind of Writing */ Individual or Group	Purpose/Audience	Revision**/ Assessment Plan***	Resources Required
NURS 3441/3 cont.	IP	weekly reflective journaling on clinical experiences/ faculty		
NURS 4230/4	SW/Group	Formal 20 page paper/faculty, health care providers	I/1	no additional
NURS 4231/4	HP/Group	learning objectives, poster/ faculty & community	I/1	no additional
	TW/Individual 4 nursing assessments/care plans/concept maps	critical care, chronic care, geriatrics, mental health/faculty & health care providers	I/1	no additional
	medical progress notes	documentation of patient care/faculty and health care providers	I/1	no additional
NURS 4810/4	PC/Individual	professional letters	I/1	no additional
	SW/Individual	organizational analysis paper/ faculty	I/1	no additional
	IP/Individual	3 online discussion questions/ faculty/peers	I/1	no additional
NURS 4910/5	SW/Individual	policy testimony paper/ faculty	I/1	no additional
	PC/Individual	economic analysis project, and presentation/	I/1	no additional

Course/Semester	Kind of Writing */ Individual or Group	Purpose/Audience	Revision**/ Assessment Plan***	Resources Required
NURS 4911/5	TW/Individual: medical progress notes	documentation of patient care/ faculty and health care providers	I/1	no additional
	IP/Individual	reflective journal logs	I/1	no additional
NURS 4921/5	TW/Individual: medical progress notes	documentation of patient care/ faculty and health care providers	I/1	no additional
	IP/Individual	reflective journaling/ faculty	I/1	no additional
NURS 4920/5	SW/Individual	Formal 8-10 page paper exploring professional issue/ faculty	F/2	SON would like for this to be the third time in the curriculum that students receive written feedback on multiple drafts. Will need GTA and/or faculty resources.
	PC/Individual	resume & letters/ faculty	I/1	
	PC/Individual	portfolio/ faculty & peers	I/1	