Indiana University of Pennsylvania
WAC
Writing Across the Curriculum
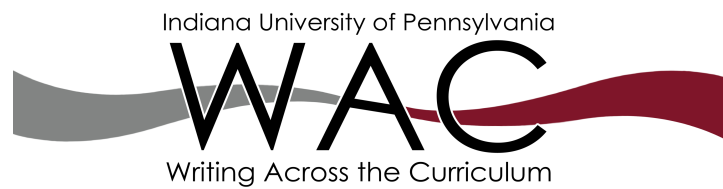
DEPARTMENT OF NURSING

Department Writing Plan

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Table of Contents

Summary

In creating their writing-enriched curriculum, two nursing faculty, Dr. Johanna Boothby and Mrs. Patricia Hockensmith, served as liaisons between WAC and Nursing. They used a template borrowed from the University of Minnesota[1] and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the Nursing curriculum, how writing would be assessed, and where and how writing assignments might be added to the curriculum, in order to draft this writing plan for their department instructors.

Boothby, Hockensmith, and Siegel Finer met monthly throughout the 2018-19 academic year. Siegel Finer also went to the department for two "lunch and learns" to give workshops on strategies for teaching writing. Boothby and Hockensmith met with their colleagues to discuss course outcomes in order to complete the outcomes map below; they also developed a statement of "Department Commitment to Writing" to include on syllabi for courses that will be a part of the writing-enriched curriculum as appropriate, also below.

Boothby and Hockensmith facilitated a biennial revision of this document in Spring 2021, which included re-implementing the assessment protocol. Boothby and Pavlosky completed the biennial revision in Spring 2023.

At a meeting on November 8, 2023 the IUP Nursing faculty in attendance unanimously voted to support the Department Writing Plan as described below in addition to the WAC Director's recommendations for continuing program facilitation on pages 6 and 23 of this document.

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[1] University of Minnesota Writing Enriched Curriculum. 2013. http://wec.umn.edu/Writingplans.html

IUP NURSING
Department Writing Plan
Rollout Fall 2019

Professional and Academic Genres in Nursing

The education for professional nursing practice in the 21st century is more challenging than ever. The focus has changed from skill-based competencies to those that assess knowledge of health policy, research, evidence-based practice, and teamwork (Institute of Medicine, 2010[2]). The Institute of Medicine (2010) recommended five competencies that nurses need to accomplish based on their *Future of Nursing Campaign for Action* Report. These include patient centered care, teamwork and collaboration, evidence-based care, quality improvement, and informatics. In addition to these competencies the Quality and Safety Education for Nurses (QSEN) added another competency, safety. The goal of QSEN is to address the challenge of preparing the future nursing workforce with the knowledge, skills, and attitudes (KAS) to improve healthcare.

Nursing students at IUP are introduced to theories, skills, and qualities throughout the curriculum that they will need to possess when they enter the profession of nursing. Verbal and written communication is strongly emphasized throughout the curriculum. Examples include patient assessments, care plans, narrative notes, skill performances, documentation, use of an electronic health record, proper use of medical terminology and communicating with other healthcare professionals using the Situation Background Assessment Recommendation (SBAR) tool. Additionally, nursing students need to be able to write research papers, critique literature, present oral/poster presentations, and identify interventions and plan care using evidence-based practice (EBP) so that when they enter the field, they have strong communication skills, particularly as they write to audiences including patients and healthcare providers.

The IUP Department of Nursing is committed to helping students in improving their writing skills toward the goal of being able to communicate as professionals in the field.

Student Writing Skills and Abilities

Students in Nursing need a variety of writing skills and abilities upon completion of their degree. These include abilities to:
- write narrative notes that are concise and to the point, along with addendums to electronic health records (EHR)

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[2] Institute of Medicine, (2010). The future of nursing: Leading change, advancing health. Retrieved from http://www.nationalacademies.org/hmd/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx

- use correct medical terminology, including correct abbreviations and acronyms
- construct a written critique of literature in the field
- correspond coherently with patients and healthcare providers
- use APA style for professional writing
- provide written justification/evidence for nursing interventions

Students gain these skills throughout the curriculum by reading and completing NCLEX-style questions, writing evidence-based practice research papers, completing literature reviews, developing a literature matrix, and participating in other small writing activities as mapped below.

The IUP Department of Nursing is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and does so through the purposeful mapping of writing assignments and activities that follows at the end of this document.

Integration of Writing into Undergraduate Curriculum

Department faculty have participated in professional development training in writing-to-learn pedagogy[3] through writing workshops with the WAC director, participation in the end-of-year Liberal Studies writing workshop, and in full department faculty meetings that the WAC director has visited.

All sophomore, junior and senior clinical courses have various writing assignments incorporated to meet course objectives. Nursing students are consistently taught the importance of including clear, factual documentation in the Electronic Health Record (EHR). The EHR is considered a legal document, and if patient care is not appropriately documented, the care is considered incomplete. Verbal communication, especially the use of therapeutic communication with patients, is essential. Students also need to learn to communicate effectively with other healthcare professionals.

Patient-centered care and the promotion of improved health outcomes is the ultimate goal of interprofessional collaboration. The development of clinical reasoning skills and clinical judgement required by practicing registered nurses is imperative for patient quality of care and safety. Therefore, the National Council Licensure Examination (NCLEX) questions prepare student nurses to pass a state required licensure exam. Due to limited time, an abundance of information, and large lecture classes, there is little time for writing in lecture courses and more of a focus on providing the information to prepare to take the exam and ultimately become a registered nurse.

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[3] "What is Writing to Learn?" *Writing Across the Curriculum Clearinghouse*. Colorado State University. 2015. http://wac.colostate.edu/intro/pop2d.cfm

Communicating Writing Expectations to Students

In order to better communicate to students that writing is an expectation in the discipline and therefore does not only happen in courses labeled W, the department will not offer courses with a W designation after the 2019-2020 academic year; all students majoring in nursing will be exempt from W requirements (this will be shown in the undergraduate catalogue). This writing plan, with its commitment to teach writing across the curriculum, assess writing at the senior level, and use the results of that assessment to improve student learning outcomes specifically related to writing, will take the place of W designations. In addition, department faculty will add the following statement to their syllabi as they deem appropriate:

Syllabus Statement

To demonstrate the importance of communication and writing, the following statement will be added to all NURS syllabi when applicable:

The Department of Nursing and Allied Health Professions is committed to developing student writing throughout the curriculum. Communication is identified as an important student outcome, therefore in this class you will complete writing activities throughout the course designed to improve your communication skills in the nursing profession.

Implementation and Assessment of Department Writing Plan

The WAC Director recommends the following action items for continuing program facilitation:
- Elect at least one faculty member to continue to be the WAC/Nursing liaison (this should count as department Service);
- Provide all newly hired faculty a copy of the DWP, and recommending attendance at at least two WAC workshops or the May 2-day writing workshop for Liberal Studies faculty;
- All faculty should add the syllabus statement above to their syllabi as appropriate;
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move more assessment results to target 75% and maintain results in other areas;
- Add areas for the teaching and assessment of writing as goals on department five-year review documents;
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the NURS curriculum (and communicate these changes to the WAC Director).

Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Map demonstrates:
- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding and reinforcing the writing skills necessary for students to succeed in writing those genres (for example, students are introduced to therapeutic communication, nursing notes, documentation and the use of the electronic health record).
- Thoughtful integration of writing-to-learn activities in most courses in the curriculum (for example, comprehensive nursing care plans and evidence-based practice journals to support nursing interventions when planning care).
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time (for example, senior-level students write a teaching plan to demonstrate mastery in communication and skill along professional writing using APA style.).

In the table below, the incorporation of NCLEX style questions are mentioned as professional or academic genres. Nursing students are required to read these types of questions to improve critical thinking skills. The NCLEX formatting of questions provides practice for reading and writing skills relating to nursing practice. NCLEX style test questions are a major component to our curriculum to promote effective care and communication.

Course	Expected Writing Outcomes	Writing to Learn Activities (these are ungraded daily, low-stakes, short activities for learning/processing content)	Professional or Academic Genres (major assignments that demonstrate understanding of course content)	Introduced, Reinforced, Emphasized?
When students complete the 100 and 200 level, they should be able to: document basic nursing interventions, understand the nursing process, write a narrative note, communicate using the Situation, Background, Assessment, Recommendation (SBAR) tool, and complete documentation of care in an electronic health record.				
143	Develop a personal wellness plan.	In-class reflection exercises	Personal Wellness Plan & Nutritional and Physical Activity Logs Awareness Program Review of Health Information	Introduced
211	Demonstrate oral, written, and electronic communication skills in the clinical setting to optimize	Medical terminology homework assignments Electronic Health Record	Health History Introduction to Documentation- DocuCare	Introduced

	health care outcomes Identify evidence-based practice and critical reasoning activities in the clinical setting.	(EHR) assignments- DocuCare	NCLEX style test questions	
212	Identify the use of evidence-based practice for clinical decision making in the healthcare system. Display actions consistent with the professional nurses' role.	In-class application activities (reflection of topic covered in-class) In-class NCLEX review questions	Search method to identify at least 3 articles Case Studies Introduction to APA format Summarize articles searched In class writing activities NCLEX style test questions	Introduced
213	Integrate oral, written, and electronic communication skills in the clinical setting to optimize health care outcomes. Incorporate evidence-based practice and critical reasoning into clinical practice.	Medical terminology homework assignments Electronic Health Record (EHR) assignments EBP presentations	Health Assessment & Gerontology Assessment Documentation of care (VS, AM care, activity, I&O) NCLEX style test questions	Reinforced
214	Communicate the subjective and objective data appropriately		Adaptive quizzing NCLEX style test questions Case Studies	
236	Provide rationale for patient centered nursing practice	In-class application activities (reflection of topic covered in-class) In-class NCLEX review questions	NCLEX style test questions	Reinforced
When students complete the 300 level, they should be able to: formulate and document a comprehensive patient plan of care, demonstrate proficiency in formal writings and presentation, examine the impact of evidence-based nursing practice on improving patient, demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing care, and develop communication, teaching, and technical skills with various age groups and populations.				
312	Demonstrate proficiency in presenting.	In class scenario-based problem solving (group activity) In class mini exercises, including writing a "memo" related to scenario- based software (formal writing on	D2L and game assignments Case study analysis	Emphasized

		their stance on ethical case studies using ethics game software) Professional and personal ethical statements		
316	Demonstrate an understanding of the basic research process. Critique existing evidence related to clinical nursing practice issues. Examine the impact of evidence-based nursing practice on improving patient		Identify a clinical topic, complete a literature review, and identify research article. Develop a PICO question and present a research poster (APA citations)	APA is reinforced Writing is emphasized
330		NCLEX style questions as appropriate to prepare them to pass the NCLEX	NCLEX style test questions	Reinforced NCLEX style questions
331	Perform a comprehensive nursing assessment on children and their families utilizing developmentally appropriate approaches Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing care.	Daily Skills Log- To be completed each clinical day Pediatric Clinical Pre-assignments- Be prepared to show completion Clinical Assessments: Due for each clinical day Nursing Care Plan School Nurse: Presentation to Kindergarten Class vSims: Completion of 2 vSims Standardized testing (Kaplan)Application Exercises submitted weekly	NCLEX style test questions Comprehensive child and family holistic health assessment Comprehensive care plan Students will complete oral presentations and conduct a self-evaluation Include critical thinking exercises in clinical and/or post conference and nursing care plan. Apply communication skills specific to the child and family. Activity related to safety. Care of Child/Pediatric Standardized Assessment	Reinforced NCLEX style questions Introduced other items
332	Explain normal physiologic and psychosocial processes as they apply to the pregnant woman, neonate and postpartum patient. Identify appropriate nursing interventions, including physiological and psychosocial rationale for	Study guides, pre-class writing exercises Case studies analyze and write results	NCLEX style test questions	Introduced new topics Reinforced NCLEX style questions

	the pregnant woman, neonate and postpartum patient.			
333	Perform a comprehensive nursing assessment on pregnant women, neonates and postpartum patients. Develop communication, teaching, and technical skills in the delivery of health care to pregnant women, neonates and postpartum patients. Identify the impact of evidence-based practice on clinical issues. Demonstrate skills in using patient care technologies, information systems and communication devices that support safe nursing care.	Weekly reflection logs	Comprehensive holistic maternal neonatal assessment. Comprehensive care plan. Utilize computerized charting Students will complete oral presentations and conduct a self-evaluation Include critical thinking exercises in clinical and/or post conference. Activity related to safety. Activity related to cultural competencies-reflective journals Maternal Newborn/OB Standardized Assessment NCLEX style test questions	Reinforced NCLEX style questions
334	Improve critical thinking and clinical reasoning skills through case study analysis, clinical risk analysis and NCLEX-RN problem analysis.	In-class case study analysis/critical thinking exercises	Discussion Board Analyses Student paper Web site evaluation NCLEX style test questions	Reinforced NCLEX style questions
336	Teach adult health content and assist the students with critical thinking	NCLEX style questions	Adaptive quizzing NCLEX style test questions	Introduced new topics Reinforced NCLEX style questions

337	Perform a comprehensive nursing assessment on individuals, families, and community with acute and chronic health problems in a variety of clinical settings Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing care.	Documentation in the EHR Pre-Simulation Preparation Independent comprehensive interview, assessment and care plan	NCLEX style test questions Comprehensive adult holistic health assessment. Comprehensive care plan Group oral presentations and conduct a self-evaluation of the presentation Utilize computerized charting Activity on palliative care and end of life care Activity related to cultural competency Activity on delegation Activity related to safety	Introduced Reinforced NCLEX style questions
306	Elective course Identify strategies to promote effective problem solving in nursing Demonstrate the ability to prioritize client care needs. Utilize problem solving in clinical nursing scenarios. Distinguish between facilitative and non-facilitative approaches to clinical problem solving. Identify rationales that support nursing decisions and nursing actions in the clinical setting	Learning style assessment, writing exercise Writing Exercise/Study plan Data Collection Activity Case studies	NCLEX style test questions	Reinforced NCLEX style questions
311	Elective course			
314	Elective course Compare and explain the impact that malpractice, patient safety, pay-for-performance and other outcomes-focused initiatives have on health care providers and on the delivery of health care.	Discussion Board Posts	Team Chapter Presentations Health Care Policy/Law Paper Health Care Policy/Law Presentation	

	Analyze federal, state and local laws and policies that effect health care delivery in the United States. Describe the influence of stakeholders on the development of health care policies and regulations.			
340	Elective Discuss the methods for grouping drugs into therapeutic and pharmacological classes. . Explain the rationale for prescribed pharmacotherapy for specific diseases and appropriate nursing care. Identify necessary assessment data and interventions pertinent to medication administration	Pharmacology assignments	NCLEX style test question	
When students complete the 400 level, they should be able to: analyze principles of delegation and prioritization through inter-professional communication skills, demonstrate proficiency in scholarly writing and presentation, perform comprehensive nursing assessment of various populations, and use patient care technologies, information systems and communication devices that support safe nursing care.				
412	Analyze principles of delegation and prioritization Build a competitive résumé in an ever-changing health care environment	Case study completion Structured questions in class Budgeting exercises	NCLEX style test questions	Reinforced NCLEX style questions Introduced new topics
431	Utilize patient care technologies, information systems and communication devices that support safe nursing care. Demonstrate proficiency in scholarly writing and presentation.	Six 1-2 page essays done each day they are out with their assigned Home Health or Hospice nurses in the clinical setting designed to meet the community health course objectives (put in, in place of nursing care plans, family assessment/NCP and Community assessment/NCP when writing intensive became part of this course). Teaching Plan	Standardized Assessment Predictor Exit Exam Incorporate critical thinking exercises during clinical conferences (e.g. Standardized testing (Kaplan) chapter exercises, CT questions from texts, problem solving exercises, end of life care) Community Project (inclusive of community	Emphasized

			assessment, teaching plan, professional standards, theories & frameworks, a cultural component and evaluation of health care delivery systems) Evidence-Based/Complex Client(s) Simulation/Telehealth/Informatics Experience (inclusive of relevant research, individual & collaborative communication/relationships, client safety and an 'end of life' component) Cost analysis activity Community Health/Community Standardized Assessment RN Predictor/Predictor Standardized Assessment	
432	Differentiate the roles and functions of the psychiatric nurse generalist and advanced practice psychiatric nurse. Select appropriate patient and family centered interventions utilizing therapeutic communication to nurse/client interaction in various psychiatric settings. Assimilate evidenced-base practice through critical reasoning for optimal psychiatric nursing care. Engage in self-assessment regarding attitudes, values, and beliefs about clients with psychiatric problems. Select appropriate nursing interventions that include family role in the health of clients with psychiatric problems. Examine the impact of culture, societal values and economics on the mental	NCLEX style questions as appropriate to prepare them to pass the NCLEX. Prepare formal student presentations about a specific psychiatric diagnosis.	Conduct EBI survey NCLEX style test questions Present formal student presentations about a specific psychiatric diagnosis and write meaningful reflection of nursing care and examine individual, cultural, and societal attitudes, values, and beliefs about mental health behaviors.	Reinforced NCLEX style questions Emphasized value of understanding mental health from personal, cultural, and societal perspectives.

	health care delivery system.			
433	Collaborate with inter-professional team to provide and coordinate psychiatric mental-health care for individuals, families, and groups in acute and community mental-health settings. Assimilate evidence based-practice through critical reasoning in the delivery of optimal psychiatric nursing care. Demonstrate communication and behaviors consistent with professional standards. Demonstrate proficiency in scholarly writing and presentation.	Written and oral case presentations on assigned patients for the day Simulation preparation Patient assessment documentation Medication administration documentation Standardized testing (Kaplan) practice activities vSim activities for post conference discussion Reflection journals	Process Recording – Therapeutic Communication Lab Helper Journal Journal Article Critique Case Studies – Psychiatric Patient Personal values assessment activity. Common mechanisms of coping activity. Evidence- based practice activity Incorporate critical thinking exercise into post conference; i.e. Standardized testing (Kaplan) chapter exercises, CT questions from texts, problem solving exercises. Standardized Assessment RN Predictor/Predictor Exit Exam Mental Health Nursing/Psychosocial Standardized Assessment	Emphasized
434	Evaluate public/community health care and delivery systems through critical review of the evidence. Analyze the influence of available technologies to improve outcomes in the public/community health setting. Incorporate theoretical frameworks into public/community health nursing practice.		NCLEX style test questions and quizzes	Reinforced NCLEX style questions

	Examine current, environmental, and social issues that impact public/community health nursing.			
436		NCLEX style questions as appropriate to prepare them to pass the NCLEX.	NCLEX style test questions	Reinforced NCLEX style questions
437	Perform comprehensive nursing assessment of adults and older adults with critical and / or complex health problems Integrate knowledge of pathophysiology and the nursing process to provide appropriate evidence-based care for clients with critical and / or complex health problems. Analyze evidence-based practice to evaluate the quality of care. Utilize patient care technologies, information systems and communication devices that support safe nursing care Collaborate in a leadership role with members of the health care team to provide patient centered care.		NCLEX style test questions and quizzes Simulation prep work adult assessment/case study Teaching project NIH Stroke Scale Standardized Assessment Adult Medical Surgical	Reinforced NCLEX style questions
440	Use patient care technologies, information systems and communication devices that support safe nursing care. Demonstrate proficiency in scholarly writing and presentation.	Prioritization activity Journals	NCLEX style test questions, Prioritization quiz Simulation prep and NCLEX questions Critical Incident Analysis Paper QI/EBP Paper and Presentation (2-3 pages)	Reinforced Reinforced Reinforced Reinforced Emphasized

450	Teach students how to think critically.		NCLEX style questions	Reinforced NCLEX style questions
493	Integrate knowledge into clinical practice. Demonstrate critical thinking and clinical decision-making skills. Assess the impact of health care provided to individuals, families, or groups within the community. Demonstrate proficiency as a member of an interdisciplinary team to promote quality health care.	Internship/Preceptor Agreement Preceptor Evaluation Journals	Clinical Log Final Reflection Paper (in APA format)	Emphasized
410	Analyze social issues contributing to the health status of varied population in the United States. Integrate life style and disease management concepts in the development of appropriate health education, promotion and disease intervention strategies among culturally diverse population. Design a health promotion and intervention plan that addresses specific health needs of the individuals and population. Analyze ethical practice in population health promotion and disease prevention. Evaluate research and evidence-based practice relevant to individuals and population health management.	Weekly D2L writing assignments that cover course objectives asking students to bring in textbook, website searches, journal articles as well as personal and/or professional health care experiences (APA format) Cultural Presentations (group work) Reflective Paper (APA format)	Abstract and Health Promotion and Intervention Plan that addresses a specific health need of a vulnerable population (Healthy People 2020/CDC/ .gov, etc. references, APA format) this is an Essay and is presented to the class either individually or in small groups of 1-3 students. Article Critique (APA format)	Emphasized
455	Apply health care informatics to professional practice, education, administration, and research.	Electronic assignments regarding topics in informatics	Informatics presentation (APA format) Informatics project (paper) (APA format)	Emphasized

	Analyze social, ethical and legal issues related to the use of clinical information systems. Use selected technology to retrieve, manipulate, and analyze data and its use in health care. Discuss trends and issues and the impact of informatics on health care delivery.			

Appendix A: Writing Assessment Protocol and Rubric

Writing Sample Protocol

At the end of each semester, faculty teaching NURS 431 will submit papers from graduating seniors to the department WAC liaison(s). The liaison(s) and another faculty member will assess those papers using the rubric below at the end of the academic year (biennially). Data will be collected and transmitted to the WAC coordinator. Following an initial assessment in Spring 2019, the liaison(s) and department faculty determined to adjust the assessment protocol and rubric based on recommendations from the WAC Director below on page 20. In the 2021 version, we have added a criterion to the rubric: medical terminology. We also used a third reader in our scoring, and we reviewed more than twice the amount of samples as we did in 2019. In 2023, we collected writing samples from both fall 2022 and spring 2023, and we used two reviewers.

Students respond to several different prompts throughout the course. Raters use one rubric (below) to rate either essays or teaching plans. An example of an essay assignment might look like this:

Directions: While out with your assigned Home Health or Hospice (HH or H) Nurse, identify a client of interest to you, and write a short essay (1-2 page paper, single spaced) answering the following questions. Please, use the Grading Rubric for NURS 431: Public/Community Health Writing Assignment(s) as a guide to write this single page paper as it will be used to grade your work (7 total possible points).

1. Using your Stanhope book's Chapter 41: The Nurse in Home Health, Palliative Care, and Hospice (pp 887-909), describe what skills you have seen in this setting that are required of a HH, Palliative or Hospice Nurse and the 'role' of the HH, Palliative or Hospice Nurse. With whom and how did they communicate, delegate and collaborate with members of the health care team and their clients? In addition, choose a client you saw with your assigned nurse and explain what impact federal, state or locally legislated reimbursement had on their care, and what "domain and problems of the Omaha System Problem Classification Scheme' were addressed (Boxes 41-1, 41-2 & 41-3; p 895 & 896). How did patient care technology (information systems, communication devices, telehealth, informatics, telehealth, etc.?) supported nursing care and/or could be used in the home health, palliative or hospice settings to provide primary, secondary or tertiary levels of care (p 905)? Finally, include/identify which types of clients you saw (i.e. Child/Adolescent? Ch 29, Adult/Elderly? Ch 30, rural/urban? Ch19) and any health risks/care issues for the group(s) identified (apply textbook to practice setting).

An example of a teaching plan assignment might look like this:

Lesson Plan Title:

SUBJECT TAUGHT	TEACHER	GRADE (2pnts)	DATE
[_____]	[Student Name]	[_____]	[_____]

Learning Objectives and Content: Please complete this table to outline the content you plan to present to your client (individual, group or community). Clients can be expected to gain knowledge/comprehension or apply a skill. Behavioral objectives that describe knowledge and comprehension begin with verbs, such as: *list, describe, cite, define, identify, indicate, name, recognize, compare, restate, etc...*Identify if teaching strategies are affective, cognitive or psychomotor as well as what strategy is being used (example: poster, quiz, lecture, discussion, demonstration, etc)... Explain why you chose the learning strategy you did. You must include references using APA format.

Client Background (Why is this being taught?) _____

Learning Objective(s) ("Upon completion of this activity, the learner will be able to:")	Supporting Content (What exactly will be taught)	Time Frame (Realistic?)	Teaching Strategies (why?) (How will it be taught)	Evaluation (Was this teaching successful? Why or why not? What is the plan if unsuccessful?

Grading Rubric: **REFERENCES/APA**

Rubric

Raters use the rubric below to assess seven criteria on a four-level scale.

	Exceptional (4)	Meets Expectations (3)		Developing (2)	Insufficient (1)
Focus: Purpose	Purpose is clear	Shows awareness of purpose		Shows limited awareness of purpose	No awareness
Main idea (Organization): Overall	Clearly presents a main idea and supports it throughout the paper. Includes title, introduction, and statement of main idea, transitions and conclusion.	There is a main idea supported throughout most of the paper. Good overall organization includes most but not all the main organizational tools.		Vague sense of main idea weakly supported throughout the paper. There is a sense of organization, although some of the organizational tools are used weakly or missing	Little/no main idea and sense of organization.
Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.		Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.		Ideas are not particularly developed or supported; some evidence, but usually of a generalized nature.	Content lacks soundness
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few non-distracting errors in grammar, spelling, syntax and punctuation.		Several errors in spelling, grammar, syntax and/or punctuation; some errors are distracting.	Continuous errors throughout the paper. Paper was not proof-read.
APA Style	Use of APA style exceptionally well-integrated and appropriate.

Quotations and references conform to APA style. | Use of APA well integrated. There may be occasional errors, but the sources and references conform to APA style for the most part. | | APA style is not integrated well within the paper. There may be a few errors in APA style. | The paper does not adequately use APA style or if it does, is rarely integrated well.

Sources are not cited correctly according to APA style, nor listed correctly. |
| **Research Articles** | Sources are exceptionally well-integrated and they support claims argued in the paper effectively. | Sources are well integrated and support the paper's claims. APA style. | | Sources only somewhat support claims | The paper uses very little research or if it does, the sources are not integrated well or did not support he claims. |

Medical Terminology	Medical terminology and abbreviations used appropriately throughout the paper (no mistakes)	Medical terminology and abbreviations used appropriately most of the time (less than 3 mistakes)		Medical terminology and abbreviations used appropriately some of the time (more than 3 mistakes)	Medical terminology and abbreviations used incorrectly or not at all

EBI Skyfactor and Qualtrics Survey Questions

The Nursing Outcomes Committee collects data from alumni and senior level nursing students. Alumni survey data is collected and reported out in the Spring semester. The Alumni survey is administered electronically in the format of Qualtrics. The survey is sent to alumni that are six months to one-year post graduation. The EBI (Education Benchmark Institution – Skyfactor) survey is administered to senior level nursing students in week 12 or later of the Fall and Spring semesters to all graduating students. The EBI/Skyfactor survey is completed by scantron format in the classroom.

Currently, the Alumni data report asks the following questions using a Likert scale of strongly agree to strongly disagree:

1. The nursing program prepared me to communicate with inter-professional team members.
2. The nursing program prepared me to communicate effectively with clients when providing care.

Two questions will be added to the Educational Benchmark Institution/Skyfactor (EBI) survey in the Fall 2019. The question are as follows:

1. To what degree did the writing assignments in your nursing courses prepare you to communicate professionally.
2. To what degree did this nursing program prepare you to engage in scholarly writing activities.

Appendix B: Writing Assessment Results: Baseline Spring 2021

Writing Samples Results

The Fall 2018 results are considered "baseline" results from the first assessment of 14 student writing samples from NURS 431. Spring 2021 results are from 32 samples. Fall 2022 and Spring 2023 results are from 43 samples.

Areas in which student writing is ABOVE expectations: 77+

Criterion 1: Focus/Purpose

year(s)	exceeds/meets	emerging/below
Spring 2023	100%(**95%**/5%)	0
Spring 2021	100% (**88%**/ 12%)	0
Fall 2018	100% (**93%** / 7%)	0

Criterion 2: Main Idea

year(s)	exceeds/meets	emerging/below
Fall 2023	100% (**74%**/26%)	0
Spring 2021	100% (**82%** / 18%)	0
Fall 2018	100% (**79%** / 21%)	0

Criterion 3: Paragraph Organization

year(s)	exceeds/meets	emerging/below
Fall 3023	98% (**61%**/37%)	2% (2%/0)
Spring 2021	97% (**63%** / 34%)	3% (3% / 0)
Fall 2018	93% (43% / **50%**)	7% (7% / 0)

Criterion 4: Content

year(s)	exceeds/meets	emerging/below
Fall 2023	98% (21%/**77%**)	2% (2%/0)
Spring 2021	97% (**63%** / 34%)	3% (3% / 0)
Fall 2018	93% (21% / **71%**)	7% (7% / 0)

Criterion 5: Grammar & Mechanics

year(s)	exceeds/meets	emerging/below
Fall 2023	98% (21%/**77%**)	2% (2%/0)
Spring 2021	100% (**56%** / 44%)	0
Fall 2018	93% (**50%** / 43%)	7% (7% / 0)

Areas in which student writing is MEETING expectations: 68-77

Areas in which student writing is BELOW expectations: 67 or below

Criterion 6: APA Style

year(s)	exceeds/meets	emerging/below
Fall 2023	5% (0/5%)	95% (39%/**56%**)
Spring 2021	63% (19% / 44%)	37% (31% / 6)
Fall 2018	57% (21% / **36%**)	43% (**36%** / 7%)

Criterion 7: Research Articles

year(s)	exceeds/meets	emerging/below
Fall 2023	0	100% (30%/**70%**)
Spring 2021	91% (74% / 17%)	9% (9% / 0)
Fall 2018	57% (21% / **36%**)	42% (21% / 21%)

Criterion 8: Medical Terminology

year(s)	exceeds/meets	emerging/below
Fall 2023	19% (0/19%)	81% (**72%**/9%)
Spring 2021	100% (81% / 19%)	0
Fall 2018	-	-

Alumni and EBI /Skyfactor Questions

The Alumni survey data was administered in the Spring 2023 semester and data was available in Fall 2023. The EBI/Skyfactor was administered in the Fall 2022 and Spring 2023 semesters and was available Fall 2023.

The Alumni survey for the Class of 2022 (May, August, and December graduates) had a total of 68 respondents (48% response rate). Forty-five percent of the respondents agree or strongly agree with the statement that "the nursing program prepared me to communicate with interprofessional team members." Eighty- eight percent of the respondents agree or strongly agree with the statement "the nursing program prepared me to communicate effectively with clients when providing care."

The EBI/Skyfactor 2022-2023 results had a total of 59 respondents (50.9 % response rate). For the question, "to what degree did the writing assignments in your nursing courses prepare you to communicate professionally," 53 responded to the question and 71.7% answered moderately to extremely. For the question "to what degree did the nursing

program prepare you to engage in scholarly writing activities," 53 responded and 79.3% answered moderately to extremely.

Recommendations from the WAC Director, 2023

Students in this sample are strong writers. An overwhelming majority are meeting or exceeding expectations in all but three criteria. The areas in which students struggle most with are research articles and APA style; this is typical of students across disciplines at universities nationwide, and it is further evidence that this skill must be reintroduced consistently in all courses across the curriculum if it is a priority for graduates of the IUP Nursing program.

My suggestions for using these results over the next two years (before the next assessment in spring 2025) are as follows:

- Continue to use a larger sample size to obtain results. This will help to ensure validity of the results and to see a broader range of student ability.
- Consider professional development workshops within the department on APA style in order to determine how best to support students across the curriculum in this area; the WAC director can provide this or work collaboratively with a nursing faculty member to provide the workshop.
- Consider working with the Writing Center to develop workshops specifically in APA style for nursing students and require students to go to the workshops.