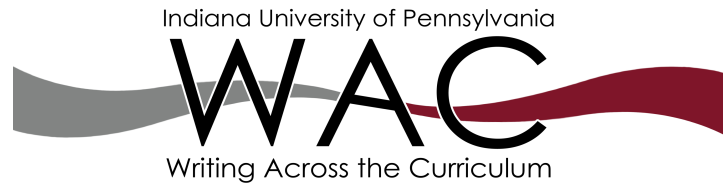


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DEPARTMENT OF RESPIRATORY CARE

Department Writing Plan

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Submitted to:
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Summary

Conception of plan

In creating their writing-enriched curriculum, two RESP faculty, Kathy Kinderman and Jackie Heisler, served as liaisons between WAC and RESP. They used a template borrowed from the University of Minnesota¹ and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the RESP curriculum, and where and how writing could be added to the curriculum, in order to draft the DWP for their department instructors.

Our Respiratory Care department met periodically during the 2021-2022 academic year. Jackie Heisler met with her programs colleagues to discuss and complete the outcome map below. The department developed a statement of “Department Commitment to Writing” to include on all syllabi for courses that will be a part of the writing-enriched curriculum.

At a meeting on April 17, 2023, the RESP faculty voted unanimously 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 14 of this document.

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

Respiratory Care Department Writing Plan Rollout Fall 2023

Professional and Academic Genres in Respiratory Care

The respiratory care division of the IUP Nursing and Allied Health Department is strongly committed to helping students to improve their writing skills in order to be able to communicate as competent health care professionals.

In their first jobs, graduate therapists will be providing written communication regarding patient status and conditions through electronic and other formats. The formats will be increasingly technology based, with patient status drop-down menus and few opportunities for open text development. Rarely, a therapist may have to provide charting through a written format. The characteristics of the writing skills include a strong understanding of the medical terminology.

A therapist will chart patient assessments, care plans, narrative notes, skill performances, and communicating with other healthcare professionals. Additionally, Respiratory students need to be able to write research papers, critique literature, present oral/poster presentations, and identify interventions so that when they enter the field, they have strong communication skills, particularly as they write to audiences including patients and healthcare providers.

Depending upon the employer, graduate therapists may need to provide brief educational training to patients or co-workers. These sessions might involve the creation of PowerPoint or similar presentations, Word documents, or Excel spreadsheets.

Professional documentation also includes patient charting, care plans, educational presentations and materials, professional emails, resumes and cover letters.

The IUP Respiratory Care program is committed to helping students in improving their writing skills toward the goal of being able to communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

Students in respiratory care need a variety of writing skills and abilities upon completion of their degree in order to write in the above genres. Professionals in respiratory care must have strong communication skills as they interact, speak and write to audiences that include patients, co-workers, physicians and other medical practitioners. Respiratory therapists should possess strong **command of medical terminology**. Writing skills may occasionally require the ability to compose scientific research papers. Respiratory

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therapists should be able to read and digest scientific medical research because evidence-based medicine will affect clinical practice going forward.

Other skills:

Subjective assessment – current patient complaints. These are non-quantitative measures of the patients.

Objective assessment – what you notice/measure (breath sounds, etc). These items can be measured/ observed and can be validated by tests or other hands-on measures.

Plan – going forward in their care (needs to be thorough and concise; specific – audience is other care team members)

Describe barriers – describe communication barriers, physical limitations, other limitations

Professionally communicated – no slang or personal judgements

Not opinionated/factual – their opinion is not required nor requested

The IUP Department of respiratory care 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 pedagogy² 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.

Writing instruction in RESP is integrated in these two ways:

Writing-to-learn: Junior and senior clinical courses have various writing assignments incorporated to meet course objectives. Respiratory 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. In clinical courses, chart evaluations are done in every clinical course to better familiarize themselves with a patient's chart. In RC Professional I and II, students write their own literature reviews and write a research paper.

Direct instruction in disciplinary genres: ³

The development of clinical reasoning skills and clinical judgement required by practicing Respiratory Therapists is imperative for patient quality of care and safety. Therefore, the

² "What is Writing to Learn?" *Writing Across the Curriculum Clearinghouse*. Colorado State University. 2015. <http://wac.colostate.edu/intro/pop2d.cfm>

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National Board of Respiratory Care (NBRC) questions prepare Respiratory Therapy students to pass a state required licensure exam. Due to limited time and an abundance of information, 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 Respiratory Therapist.

Students will continue to take English 202 as required by Liberal Studies.

Communicating Writing Expectations to Students

The respiratory division of the Nursing and Allied Health department values writing. Commonly, there are exam Annually, The American Respiratory Care Foundation offers undergraduate award opportunities to respiratory care students who submit scholarly works. (must have completed at least half of respiratory courses and have 3.0 gpa) (www.https://arcfoundation.org).

Syllabus Statement

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 respiratory profession. Examples include but are not limited to care plans, case studies, reflection papers, research, worksheets which includes NBRC style questions, etc.

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/RESP liaison (this should count as department Service)
- Provide all newly hired faculty a copy of the DWP, and recommend attendance at least two WAC workshops or the online WAC workshop for faculty
- All faculty should add “Department Commitment to Writing” statement to syllabus as appropriate
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move assessment results to target 75% and maintain results in other areas
- Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the RESP 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, RT 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 respiratory care plans and evidence-based practice journals to support 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 literature review to demonstrate research skills along with professional writing
-

Course (RESP)	Expected Writing Outcomes (these might be explicitly listed in the course objectives, or implicit through the assignments)	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; academic genres are those assigned only in school, such as essays or reading responses; professional genres are those specific to a discipline or career field) Case studies
101	The Profession of RC		
326	RC Clinical Practice I	Assignment- Students are to keep notes on each clinical experience and then write a 2-page reflection paper at the end	Students answer short answer questions pertaining to patient situations on a clinical exam.

		of each semester.	
327	Pharmacology		
328	Applied Concepts in Respiratory Care	Assignment- Written one-page paper to define and describe the characteristics of a specific pulmonary disease.	Assignment- Analyze, classify, and summarize an ABG 1 Case Study Exams include a short-answer component.
329	RC Equipment		Some exams include a short answer component regarding equipment usage and setups.
333	RC Clinical Practice II	Assignment- Students are to keep notes on each clinical experience and then write a 2-page reflection paper at the end of each semester. Assignment – Patient chart review	A 2-page reflection paper at the end of the semester.
334	Instrumentation and Application		Exams include a written component to ensure comprehension of specific applications of mechanical ventilation.
335	Patient Care and Emergency Skills	Assignment- Workbook assignment which involves short answer responses.	Medical terminology use
336	Cardiopulmonary Evaluation and Clinical Correlation	Some chapter exercises from Malley are assigned.	Assignment-ABG 2 Case Study Occasional short answer, completion on some quizzes and exams.
425	Clinical Case Studies	Case studies are discussed, and tests involve short answer involving patient cases.	Case study discussions throughout course and on exams.

426	RC Clinical Practice III	Assignment- Students are to keep notes on each clinical experience and then write a 2-page reflection paper at the end of each semester.	Reflection paper assignment due at the end of the semester.
429	RC Leadership	Assignments- Writing a 2-3-page career plan. Resumes and cover letters.	
430	Cardiopulmonary Diagnostics	Assignments- Some math exercises Explanation of one or two diagnostic tests	Individual paper and presentation.
432	Neonatal and Pediatric Respiratory Care	Pathology PowerPoint presentation.	
433	RC Clinical Practice IV	Assignment- Students are to keep notes on each clinical experience and then write a 2-page reflection paper at the end of each semester.	Reflection paper at the end of the semester.
435 Myers	RC Across the Continuum	Written assignment: Article Review on pulmonary rehabilitation	None
441	RC Professional I	Topic Presentation, Writing about student performance and learning. Assignment on attributes of favorite teacher and worst teacher experiences. Drafts of Introduction hypothesis and methodology--USE of	Research Writing basics NLM writing format (not APA) Group project: Hypothesis, Introduction References, Methodology

		National Library of Medicine (NLM) writing format. Not APA	
451	RC Professional II	<p>Teaching Assignments: Objective Writing. Test Item writing. Topic Presentation, writing about student clinical performance and addressing each of the learning domains</p> <p>Final product group research paper (see column right)--USE of National Library of Medicine (NLM) writing format. Not APA</p>	<p>Research Writing Group project: NLM format</p> <p>Scientific Research Paper, Abstract, Hypothesis, Introduction, Methodology, Results, Discussion, Conclusion, References. Presentation.</p>
493	Internship in RC	Objective writing, Journal writing, Semester Summary	

Appendix A – Senior Writing Samples Assessment

During the Spring semester, faculty teaching RESP 451 will submit papers from graduating seniors to the department WAC liaison(s). The liaison(s) and another faculty member will assess those papers from using the rubric below. Data will be collected and transmitted to the WAC coordinator. Following an initial assessment in Spring 2023, the liaison(s) and department faculty will determine whether adjustments should be made to the assessment protocol and rubric based on recommendations from the WAC Director below.

Rubric

	Exceeds Expectations (4)	Meets Expectations (3)	Below expectations (2)	Weak (1)
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 maybe not all of 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.
Content / Discussion	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 and Mechanics	Excellent grammar, spelling, syntax and punctuation. Follows formatting of scientific research journal.	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 proofread.

	Exceeds Expectations (4)	Meets Expectations (3)	Below expectations (2)	Weak (1)
Referencing Style	Use of referencing style exceptionally well-integrated and appropriate. Quotations and References conform to <i>Respiratory Care Journal</i> style. Number and quality references cited.	Use of referencing style well integrated. There may be occasional errors, but the sources are varied/ fewer in number.	Style is not integrated well within the paper. Many errors in referencing style. Few resources cited with lack of variety.	The paper does not adequately use requested style or if it does, is rarely integrated well. Sources are not cited correctly. Insufficient number cited.
Title of paper, Figures, graphs, and tables are titled and understandable	Title clearly describes the research findings, Figures, graphs, and tables are titled and stand alone. Referred to within the body of the paper properly.	Title needs minor clarifications, Some figures, graphs, and tables are not clearly titled or understandable.	Title needs several corrections to describe the findings adequately, Most figures, graphs, and tables are not titled or explained,	Title does not describe the findings of the paper, Figures, graphs, and tables are not titled or explained and do not add to the understanding of the research results.

Appendix B –Writing Assessment Results, SEMESTER

These are considered “baseline” results.

Response Rate= N=5

Areas in which student writing is ABOVE expectations: 77+

Criterion: Main Idea (organization)

year(s)	exceeds/meets	emerging/below
2023	5/0	0/0

Criterion: Content/Discussion

year(s)	exceeds/meets	emerging/below
2023	2/3	0/0

Criterion: Grammar/Mechanics

year(s)	exceeds/meets	emerging/below
2023	3/2	0/0

Criterion: Referencing Style

year(s)	exceeds/meets	emerging/below
2023	4/1	0/0

Criterion: Titles/Figures/Graphs

year(s)	exceeds/meets	emerging/below
2023	3/2	0/0

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

None

Areas in which student writing is BELOW expectations below 67 and below

None

Analysis and Recommendations from the WAC Director based on Assessment Results

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Students are meeting or exceeding expectations in all criteria. The student success in writing is most likely due to the amount of writing students are expected to do throughout this major, as evidenced in curriculum map shown above; the program should be applauded for its commitment to ensuring student success in writing.

My most significant recommendation for the program is to try and increase sample size. Perhaps collecting samples for an entire year rather than one semester would help to improve those numbers. The more samples are assessed, the more accurate the results will be.