



FACULTY OF  
**NURSING**  
UNIVERSITY OF ALBERTA

# Images of Nursing in the Scholarly Literature

**Dr. Roger Graves**

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# Roger Graves

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## Roger Graves

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- wac
- c4w
- writing initiatives
- webmail
- efs

I'm new to the University of Alberta, having come from the University of Western Ontario where I was Director of the Program in Writing, Rhetoric, and Professional Communication in the Faculty of Arts and Humanities. In my new position here I'll be working with faculty and students across the university as part of the Writing Across the Curriculum initiative. I will also be working with students and faculty in the Department of English and Film Studies.

I am the author, co-author, or editor of five books and 29 articles, including Writing Instruction in Canadian Universities. My current research interests include the development of doctoral student writing, writing assignments across disciplinary fields, and rhetorical approaches to text encoding. Currently I serve as co-Vice-President of the Canadian Association for the Study of Discourse and Writing (CASDW) and a member of the Executive Board of the Canadian

### Recent presentations

This page contains links to pdfs of slides displayed at presentations I've given.

### Books

This page displays the covers and descriptions of books I've authored, co-authored, or co-edited



### Blog: Thinking About Writing

A new blog on writing-related issues

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<http://www.ualberta.ca/~graves1/index.html>



# Writing Across the Curriculum

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Writing Initiatives  
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Writing Across the Curriculum

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Today:  
9/2/2009 10:31:23 AM

C4W  
WRS Courses  
Roger Graves  
Blog  
Academic Honesty

Would you like to improve the writing of your students? Improve their learning of your lecture material? Are you looking for new ways to engage your students in your course materials? If this interests you, contact [Roger Graves](#): or 492.2169

What can we do for individual instructors:

- meet to talk about ways to incorporate informal (short, impromptu) writing assignments into any class, small or large
- review via email any assignment you give students that has a writing component to help make it clearer for students and to help develop grading rubrics to improve the speed and accuracy of grading
- visit your class to help students get started on your writing assignments

What can we do for departments:

- hold workshops on creating good writing assignments
- host discussions of how to improve the writing of students in your programs
- conduct reviews of writing assignments in your departments courses to identify exactly what your students are being asked to write—and to ensure that they have access to resources on how to write (online and on-campus)

**Upcoming Presentations and Workshops:**

<http://www.humanities.ualberta.ca/WAC/>

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# The writing process

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## Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic



## Getting feedback

- Make an appointment at a writing centre
- Get feedback on your draft/revise

## Revising

- Work on style and lower order concerns
- Proofread, consult checklist for assignment

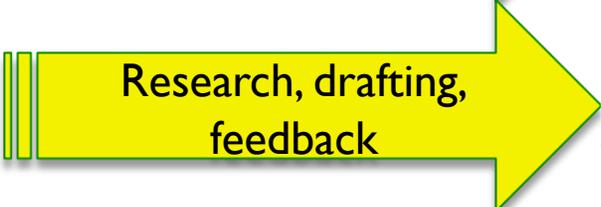


## September 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6



Research, planning



Research, drafting,  
feedback



Drafting, revising,  
editing



October 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8

# Goal/purpose of assignment

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- ▶ **Bring** an informed and critical view to these images and ideas
- ▶ Learn how to **locate** credible information about professional nursing in the professional nursing literature
- ▶ **Critically reflect** on the ways that nursing is portrayed in a variety of professional nursing publications



# Your assignment

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1. **Select** the two articles from nursing journals
2. **Locate** at least 1 other source of professional nursing literature that discusses the image and role of the nurse (CARNA, CAN)
3. **Reflect**: what do these sources tell you about nursing?
4. **Synthesize** your thoughts and organize them into a reflective scholarly essay.



Kelly, J., Fealy, G. M., & Watson, R. (2012). The image of you: constructing nursing identities in YouTube. *Journal Of Advanced Nursing*, 68(8), 1804-1813. doi:10.1111/j.1365-2648.2011.05872.x

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- ▶ This article is a report on a descriptive study of nursing identity as constructed in the Web 2.0 site YouTube. **Background.** Public images of the nurse carry stereotypes that rely on the taken for granted gender category of the nurse as woman. Nursing images represent a form of public discourse that has the capacity to construct nursing identity. **Methods.** Critical discourse analysis was used to describe, analyse and explain how nurse and nursing identity were constructed in a purposive sample of ten video clips accessed on 17 and 18 July 2010. **Results.** The ten most-viewed videos depicting the nurse and nursing on YouTube offered narratives that constructed three distinct nursing identity types, namely nurse as 'a skilled knower and doer', nurse as 'a sexual plaything' and nurse as 'a witless incompetent' individual. **Conclusion.** Nursing identities recoverable from the texts of YouTube images propagate both favourable and derogatory nursing stereotypes. To mitigate the effects of unfavourable nursing stereotypes in such areas as interprofessional working and clinical decision-making, nursing professional bodies need to act to protect the profession from unduly immoderate representations of the nurse and to support nurses in their efforts to maximize opportunities afforded by YouTube to promote a counter discourse.
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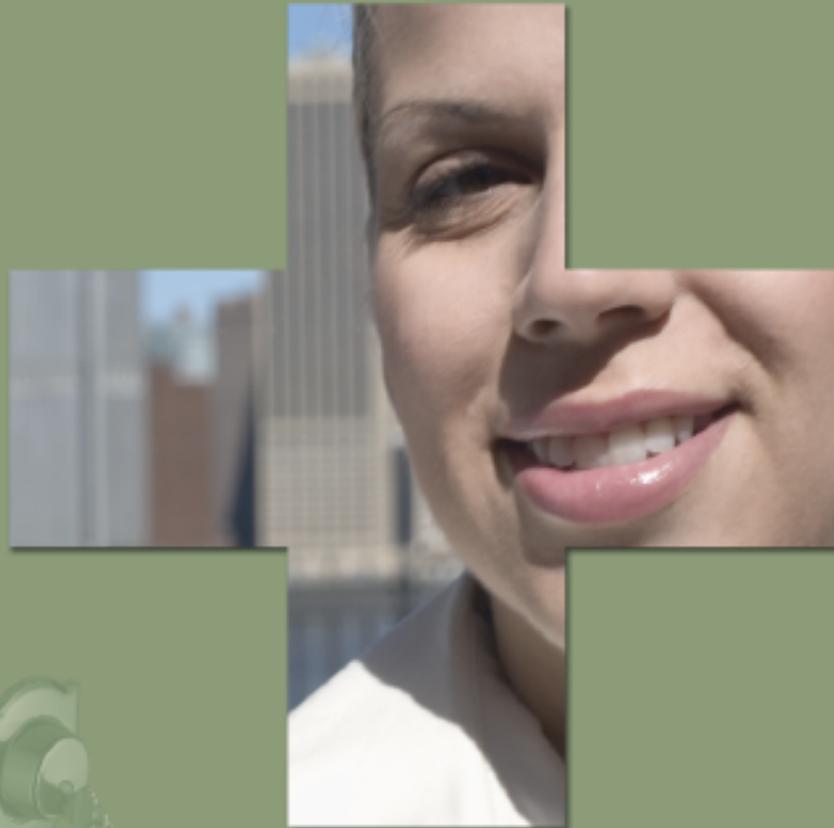
Baldwin, K., Lyons, R., & Issel, L. (2011). Creating a brand image for public health nursing. *Public Health Nursing, 28*(1), 57-67. doi: 10.1111/j.1525-1446.2010.00899.x

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- ▶ Public health nurses (PHNs) have declined as a proportion of both the nursing and the public health workforces in the past 2 decades. This decline comes as 30 states report public health nursing as the sector most affected in the overall public health shortage. Taken together, these data point to a need for renewed recruitment efforts. However, the current public images of nurses are primarily those of professionals employed in hospital settings. Therefore, this paper describes the development of a marketable image aimed at increasing the visibility and public awareness of PHNs and their work. Such a brand image was seen as a precursor to increasing applications for PHN positions. A multimethod qualitative sequential approach guided the branding endeavor. From the thoughts of public health nursing students, faculty, and practitioners came artists' renditions of four award-winning posters. These posters portray public health nursing-incorporating its image, location of practice, and levels of protection afforded the community. Since their initial unveiling, these posters have been distributed by request throughout the United States and Canada. The overwhelming response serves to underline the previous void of current professional images of public health nursing and the need for brand images to aid with recruitment.
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PUBLIC HEALTH NURSING



*Hello. Welcome to my office.*

**Public Health Nursing:  
Big office, plenty of natural light**

# Professional images

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- ▶ Canadian Nurses Association (CNA) president Judith Shamian and Nursing Association of New Brunswick (NANB) president Martha Vickers announced today that their organizations will join forces to press for changes to Canada's health system.



*Photo Credit: University of Ottawa Heart Institute*

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- ▶ <http://norfolkchurch.blogspot.com/2011/03/nurses-call-for-shift-in-health-care.html>

# Working thesis statements

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- ▶ **Specific**
- ▶ **Manageable**
- ▶ **Interesting**



# A sample thesis statement

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According to new approaches in pain management, nurses must obtain **three kinds** of knowledge if they are to **respond effectively to a patient's pain**: **knowledge of self, knowledge of pain, and knowledge of standards of care.**

Specific  
Manageable  
Interesting

[original/passive voice] New approaches to pain management stress three kinds of knowledge for nurses to obtain if they are to respond effectively to a patient's pain: knowledge of self, knowledge of pain, and knowledge of standards of care.<sup>1</sup>

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▶ [www.mbon.org/practice/pain\\_management.pdf](http://www.mbon.org/practice/pain_management.pdf)

# Sample thesis—implied argument

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This paper looks at seniors living alone following the death of a spouse and will examine five nursing interventions that meets those specific needs. [descriptive statement]

1. Support groups
2. Financial assistance counseling/advice
3. Psychological counseling
4. Senior hotline
5. Activities/cards/
6. Friend and family support

Specific  
Manageable  
Interesting



## Working (not final) thesis

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<b>Topic</b>	<b>Nursing images in journals and professional organizations</b>
Researchable question	How is nursing portrayed in professional nursing literature or in scholarly writing about nursing?
Working thesis	Images of nursing in the public imagination are critically important to increasing both the number of men in the profession and the number of people who apply to nursing positions outside of hospitals and clinics.



# Key questions

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# Organizing a Scholarly Paper

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- ▶ **Cover page:** Introduction, Background, Statement of aim/ purpose and how the paper will develop, thesis statement
- ▶ **Body:** could include a discussion of the image of the nurse as found in professional nursing publications and how this is similar or different to your previous perceptions of nursing
- ▶ **Conclusion:** Summary of key points in body
- ▶ **Note:** **No abstract required**



A sample paragraph

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# Drafting/Revising

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- ▶ Get a “trusted reader” to get feedback
- ▶ Consider using other students in the course or the writing centre for this
- ▶ Ask readers to read for specific purposes: thesis, structure, transitions, development of a particular paragraph or idea



# Don't hand in a first draft

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Towards the due date, switch your focus from

**higher-order concerns** (arrangement, arguments, evidence) to

**lower-order concerns:** proofreading, grammar, citation format, grammar/spelling

