The Scholarly Paper: Evidence-based research papers

Roger Graves
Director, Writing Across the Curriculum
Roger Graves

http://www.ualberta.ca/~graves1/index.html
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 program
- 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/](http://www.humanities.ualberta.ca/WAC/)
Centre for Writers

Welcome to the Centre for Writers

We offer free one-on-one writing coaching and support to all students, instructors and staff at the University of Alberta - in any faculty or at any level of study.

Our writing coaches are available to assist clients with higher order concerns in their writing, such as thesis formation, organization and idea development, as well as more specific details, like grammar and documentation style. Clients can bring in any writing project at any stage of development: essays, lab reports, creative pieces, scholarly articles, thesis drafts, application letters - and more. Our coaches will also help students read instructor comments on already graded papers. ESL and EAL students are welcome!

Request a class room visit by a tutor.

Welcome back for the Fall 2009 term! Tutoring hours will begin on Monday, September 14. The online appointment-booking schedule will be available to clients as soon as possible prior to this date. We look forward to working with you!

http://www.c4w.arts.ualberta.ca/
GRAM WOW!
The writing process

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

Getting feedback
- Make an appointment at the writing centre for later in the week
- Get feedback on your draft/revise

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

- **Select** a specific health indicator from the Health Indicators Framework (CIHI, 2003) such as disease, health condition, health behaviour, living/working condition
- **Describe** which population or sub-population is most vulnerable with regard to this indicator and explain why
- **Find and reference** 7 credible sources (including the 2 primary studies) plus Hamilton & Bhatti, 1996
- **Describe** the findings of two primary research studies and using principles of the PHPM explain how these studies or their findings address the health indicator you have chosen and/or the population group that is most vulnerable to this indicator
What are the health determinants?

1. Socio-economic status
2. Gender
3. Education
4. Environment—physical and social
5. Employment
6. Healthy child development
7. Genetic endowment (Age +)
8. Culture
9. Health services
10. Social support
11. Coping skills
What are some evidence-based interventions?

- Giving the family resources
- Providing education
- Eating breakfast leads to more learning
- Reducing exposure to industrial solvents leads to decreases in cancer rates and/or increases level of consciousness
- Treating addictions leads to greater family functioning
What is the Population Health Promotion Model?

- Framework for health determinants
- Ways for making changes in policies to make healthier communities
- Values and beliefs based—evidence from research
- Strategies: community development leads to healthier people—5 strategies
- Principles of primary health care
- Integrates health promotion with population health
Thesis statements

- **Specific**
- **Manageable**
- **Interesting**
A sample thesis statement

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.

[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.¹

www.mbon.org/practice/pain_management.pdf
Sample thesis—implied argument

This paper looks at seniors living alone following the death of a spouse and will examine five nursing interventions that meet 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
Sample thesis for this assignment

This paper will examine how a specific health indicator—gestational diabetes—influences the health of pregnant women and, after the birth, of their babies.
Step 3: Apply the research

- **Introduce** the health indicator
- **Describe** the health indicator fully and **explain** its implications for the vulnerable group
- **Describe** the PHPM and **identify and explain** major factors that create vulnerability
- **Describe** the research studies and their findings
- **Use** the PHPM to **explain** how the research findings from the studies are linked to/affect the health indicator
- **Summarize** the main points of your paper and **suggest** further research or nursing action that will improve the health of Canadians
Organizing your paper

- See the “Specific Requirements” part of your assignment handout

Abstract

Title

[introduction with thesis statement—no subtitle for this section]

Body

- health indicators
- PHPM
  - 2 studies + findings
  - PHPM applied to 2 studies

Conclusion
Drafting/Revising

- 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

Towards the due date (Nov. 22), switch your focus from

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

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