The Scholarly Paper: Evidence-based research papers

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http://www.ualberta.ca/~graves1/index.html
Writing Across the Curriculum

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:

- Host workshops on creating good writing assignments.
- 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/
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 formulation, 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/
The writing process

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
Timelines: Due March 12

- January
  - Explore assignment
  - Research, planning

- February
  - Drafting, revising, editing

- March
  - Drafting, reviewing
  - March 12
Your assignment

- Identify an issue and describe how a practicing RN could demonstrate leadership through social-political action in addressing that issue.
- Set the context for your discussion as one of the two scenarios(?)
- Discuss the issue in relation to one of the two scenarios(?)
- Apply knowledge gained from the research to one of the two scenarios(?)
Questions:

- What are some issues?
- What are the options for demonstrating leadership?
- What constitutes social-political action?
Issues applicable to the scenarios

- Organ donation
- Adolescents participating in high-risk behaviours
- Farm safety
- Snowmobile safety
- Cost of burn treatments
- Others?
The fine print

- 1250-1500 words pages
- Abstract and headings required
- APA 6th
- 30% of grade; late = 10% penalty/day
- Cite 6 sources; 50% of sources should be primary from peer-reviewed literature; 50% should be nursing sources
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.
Sample thesis—implied argument

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
Getting organized: Introduction

- Scenario: Carrie and Scott
- Issue: snowmobile safety
- Leadership through social-political action: Write letter to local paper; speak at high school they attend(ed); raise money for awareness campaign;
- Thesis:

- What else can we say in the intro?
Serious snowmobile injuries are preventable and associated with late-night travel, alcohol use, and speed. We studied the effectiveness of a community-based policing (STOP) program in the prevention of serious injuries related to snowmobile trauma in Sudbury, Ontario. Volunteers were trained in police protocol and were appointed special constables to increase policing on snowmobile trails from 1993-95. Snowmobile admissions and deaths in Sudbury were examined; the pre- (1990-1992) and post- (1993-1995) STOP seasons were compared. In the pre-STOP period, 102 injuries, 87 admissions, and 15 deaths occurred compared to 57 injuries ($p = 0.0004$), 53 admissions ($p = 0.00001$) and 4 deaths ($p = 0.13$) in the post-STOP period. All other event and demographic features of the crashes remained similar. Significant economic savings were realized from this intervention; acute care costs savings exceeded $70,000/year and costs from death decreased by $5 million. An intervention involving enforcement on snowmobile trails can reduce the incidence of injuries from snowmobile-related trauma.

INTRODUCTION: According to the literature, the increased recreational use of the snowmobile has resulted in an increasing number of musculoskeletal injuries. We wished to examine whether previously described risk factors continue to be associated with snowmobile trauma and to identify previously unrecognized risks and specific patterns of injury. METHODS: We carried out a chart review of all snowmobile-related injuries over a 10-year period at the Health Sciences Centre in Winnipeg, the only level 1 trauma centre serving the Province of Manitoba, with particular attention to the risk factors of suboptimal lighting, excessive speed and alcohol consumption. RESULTS: We identified 480 injuries in 294 patients, and 81 (27.6%) of these patients died. Collisions accounted for 72% of the injury mechanisms. Of the injuries sustained, 31% occurred on roads. Excessive speed was a risk factor in 54% of patients, suboptimal lighting in 86% and a blood alcohol level greater than 0.08 in 70%. Musculoskeletal injuries accounted for 57% of those recorded. There were also brachial plexus injuries (3%) and knee dislocations (2%). To our knowledge, this is the largest study detailing injury associated with recreational use of snowmobiles in Canada. CONCLUSIONS: Because snowmobile trauma is caused principally by human errors, it is potentially preventable. Efforts aimed at prevention must focus on the driver, who controls the common risk factors. The danger of snowmobiling while intoxicated must be emphasized. Trail-side monitoring is likely to be ineffective, as the majority of accidents do not occur on designated snowmobile trails.
This article describes the history, development, and growth of Maryland's first hospital-based trauma prevention program. It details how the creators of the program partnered with multiple community agencies to provide a much-needed service for high-risk teens. The program has grown to include a variety of prevention education programs reaching people of all ages.

“The program content is constantly being evaluated by the nurses and is always changing with the current trends in the teens' lives. Recent issues discussed include texting while driving, car surfing, cell phone use, drag racing, and MP3/iPod use while driving.”

“A few of the nurses joined local and statewide committees to influence legislation and education regarding underage drinking and driving while intoxicated (DWI). These committees were sponsored by the Maryland State Highway Association, county health departments, and other agencies. . . the nurses also become public relations representatives”
Trauma prevention programs for teen populations have existed since the 1970s (Dearing & Yohn 2009). Teens in these programs are “risk takers” with alcohol, drugs, driving, and violence. Nursing professionals at this time developed realistic educational programming for teens that connected risk-taking behaviour with the consequences. In the past few years these programs have been broadened and renamed “Students Against Destructive Decisions” (Dearing & Yohn 2009). Creating these kinds of programs are one way in which RNs can lead socially and politically.
Organizing/outline
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 (Oct. 3), switch your focus from

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

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