USING AN INNOVATIVE RESEARCH-BASED PROCESS TO FACILITATE SCHOLARLY WRITER DEVELOPMENT

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Session Objectives

At the completion of this session the attendee will be able to

• State the research-based process that can facilitate writing development.

• Devise a plan for incorporating knowledge, skills, and attitudes (KSAs) into writing activities.

*No known conflict of interest
*No sponsorship or commercial support provided
‘Scholarly writing’ is writing that is…

- Specialized in nursing
- Communicates original thought
- Includes support from a body of literature
- Contains formal language consistent with the discipline
- Formatted in a manner consistent with peer-reviewed publications.
Research Findings

Writing Scaffold
(Gazza & Hunker, 2012)
- Literature review
- Support system is needed

PhD Nursing Students (n=10)
(Gazza, Shellenbarger, & Hunker, 2012)
- Coming to know
- It’s like giving birth: The pain and the pleasure
- Shifting thinking
- Putting all the pieces together.

DNP Students (n=6)
(Shellenbarger, Hunker, & Gazza, 2015)
- Learning throughout life
- Influence of emotion
- Getting through the gate

Knowledge, Skills, and Attitudes for Scholarly Writer Development
(Hunker, Gazza, Shellenbarger, 2014)
Knowledge

Assessment

• Describe attributes of scholarly writing and role of scholar in dissemination

• Recognize importance of creating a writing environment/approach

• Translate feedback into writing

Strategies

• Read peer-reviewed articles

• Write about what you know

• Identify time and space needed to effectively write

• Collaborate

• Revise drafts based on feedback
<table>
<thead>
<tr>
<th>Skills</th>
<th>Strategies</th>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>Strategies</strong></td>
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<tr>
<td>• Use strategies to facilitate scholarly writing</td>
<td>• Apply methods such as brainstorming, outlining, concept mapping, or chunking</td>
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<td>• Effectively secure and use writing feedback</td>
<td>• Use writing partner or peer critiques to obtain feedback</td>
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<td>• Produce scholarly writing</td>
<td>• Write, retreat, revise, repeat</td>
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<td>• Challenge self to further develop as a scholarly writer</td>
<td>• Set writing goals and deadlines</td>
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**Attitudes**

**Assessment**
- Utilize a qualified support network for writing
- Acknowledge emotions and attitudes about writing
- Use resources to enhance writing skill development

**Strategies**
- Create a network to include: writing colleagues, editors, peer reviewers, and mentors
- Discuss writing with others
- Complete reflective activities
- Read about good writing and exemplars
- Enroll in a writing workshop or class
Final Comments and Questions

• Comprehensive collection of strategies included in each published article
• Applicable to nursing education and professional/personal development
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References


