NURS 295: Community Health Assignment Reflection Paper
Writing across the Curriculum

Class Presentation Slides

Presentations for Students

- How to Write an Editorial Article: Sociology 365 (PDF)
- Writing Persuasively: Mechanical Engineering 200 (PDF)
- Writing the Literature Review Essay: Animal Science 120 (PDF)
- Writing the Research Proposal: EAS 493 (PDF)
- Teaching Writing: A Primer for Graduate Students (PDF)
- How to Write a Literature Review: HUCO 510 (PDF)
- How to Write a Thesis Statement: Religion 274 (PDF)
- Examining the Term Paper: PERLS 204 (PDF)
- Science, Technology, Society 200: The Short Essay (PDF)
- Nursing 494: The Annotated Bibliography Scholarly Paper (PDF)
- Human Ecology 201: The Research Essay (PDF)
- Biology 107: The Scholarly Essay (PDF)
- Biology 108: The Scholarly Essay (PDF)
- Nursing 306: The Scholarly Paper (PDF)
- Evaluating Writing in History and Classics Courses (PDF)
- Sample Rubric Handout (PDF)
THE WRITING PROCESS

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

Drafting/revising
- Make an appointment at a writing centre; attend a group tutorial
- Get feedback on your draft/revise: work on higher order concerns: structure, argument, organization

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

Today
1. **Select** a target group:
   - New moms: birth to 6 mo (first time)
   - Parents of school aged children
   - School aged children
   - UAlberta students

2. **Identify** a model for working with that group.
   - Ottawa Charter: preventative
   - McGill: focus on family groups

3. **Propose** an initiative for this group
   - Health promotion: hand washing, nutrition, bike safety, healthy eating and active living
   - Presentations, demonstrations
   - Conference booth

4. **Implement** initiative

5. **Reflect** on initiative and implementation
The outline should:

• **briefly describe** your initiative: what is the target population; what is the action you will take; etc.
  
  • Examples:
    • Population: Grade 5: HEP, HPV, and chicken pox
    • how: ppt, handout
    • health literacy, personal health practices and coping skills

• **describe (and justify)** the health determinants affected by the initiative

• **describe (and justify)** the approach and health nurse standards used in the initiative
  
  • How, **specifically**, does your initiative address the chosen determinants?
After implementing your initiative,

• **reflect** on the proposed initiative
• **link** initiative to relevant health determinants and
• **link** initiative to appropriate health approach (e.g., Ottawa Charter, McGill Model, etc.)

• 5-8 pages total; ASK YOUR TUTOR for specifics
• Minimum of 5 references: what counts as a source?
• peer-reviewed nursing articles: within 5 years (except McGill model original Ottawa Charter and other models/approaches)
• medical websites: WHO, CNA, CARNA
• gov’t websites: StatsCan,
• CHNSP
• textbooks
Hand in a paper following APA style including:

- Title page
- Main body of paper = 6-7 pages
- Reference page
- Appendices (table of goals/objectives/activities/expected outcomes)

Abstract? NO
Background (10) 1 page
Discussion of model/approach (20) 2 page
Discussion of determinants (20) 2 page
Discussion of CHNSP (Community Health Nursing Standards of Practice) (10) 1 page
Evaluation (10) 1 page

References (10) 1 page
Appendix: Goal, objectives, activities, outcomes (20)

Is this an outline? YES
• **Defines** the initiative: “Purpose statement”
  • Goal statement, objectives
• **Defines** the target group (demographic data)
• **Summarizes** findings of community needs assessment
• **Justifies** relevance of chosen initiative
  • **Community process: working with client as partner**
  • How did you and partner *collaboratively* identify a problem/need and solution?
• **Integrates** evidence to support rationale/justification
• **Defines** and **describes** the model/approach used
• **Discusses** why that model/approach was adopted
• **Describes** both intended and actual application of model/approach in: What did you do as an individual?
  • Assessment,
  • Planning,
  • Implementation, and
  • Evaluation of initiative.
• **Draws upon supporting evidence** to define, justify, and outline use of model/approach.

• “Consider your role within the initiative” => how does this impact the above? Important for selection of determinants
• **Choose** 2 *appropriate* determinants: 12
• **Define** chosen determinants (move from abstract to concrete?)
  • Education => health literacy => intervention
• **Discuss** how each influences the health of the target group
• **Analyze** how the initiative will influence each
• **Illustrate** how each was addressed by analyzing a specific example
• **Draw upon supporting evidence** to back up your claims:
  • Support definition and choice of determinants
  • Support your discussion/analysis of health influence
• Examples: Pick ones that **you can actually impact!!!**
  • Social environment: high school
  • support system: family inclusion; counselling in high school
  • Economic status: budgeting
  • Personal coping and health strategies: teaching about handwashing; HPV/HEP C ppt;
• **Choose** two significant CHNSP
• **Define** them (Source: *CHNSP*, 2011)
• **Analyze** their relevance to:
  • your practice: in future nursing practice: concrete to abstract
  • your initiative & your target group
  • Why these ones and not others?
• **Illustrate** the application of each CHNSP with an example from the initiative
• Examples:
  • Prevention and health protection: teaching about immunization, increased # taking vaccine, client education and advocacy, informed consent
  • Link to CNA, CARNA standards, Alberta mandate
• Reflect on what worked well and what didn’t
  • If you did this again, what might you change?
  • What did you do? What could you have done?
• Reflect on the process of developing/implementing the initiative as a group (if applicable)
  • Collaboration with population
• Reflect on what could still be done
• Reflect on what you learned about community-based nursing
Goals, Objectives, Activities, Outcomes

**Goal** (comprehensive, general intention)
  e.g.,

**Objectives** (SMART)
  e.g.,

**Activities** (linked to objectives; manageable)
  e.g.,

**Outcomes** (expected & actual; specific; allow you to measure success)
  e.g.,
• Get feedback from a “trusted reader”
• 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.
• Focus on higher-order concerns before lower-order ones
• Attend a group writing tutorial
Towards the due date, switch your focus from higher-order concerns (arrangement, arguments, evidence) to lower-order concerns: proofreading, grammar, citation format, grammar/spelling.
If you plan to attend, you **must** email us! If we don’t receive any emails, we **will not** attend the session!