Nursing 494
Annotated Bibliography
Scholarly Paper

A worked example for Nursing 394
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wac
c4w
writing initiatives
webmail
efs

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

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

Blog: Thinking About Writing
A new blog on writing-related issues

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 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/
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 classroom 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 essay

Highly structured:

1. Introduction
2. Search and Selection
3. Annotations
4. Application to Clinical
5. Conclusion
6. References
7. Appendices

Can students use these as headings in the essay itself?
Note the verbs

- Discover
- Analyze
- Synthesize
- Evaluate

What do these terms mean to you?
## Getting started

<table>
<thead>
<tr>
<th>Ideas for Topics</th>
<th>Expected placement</th>
<th>Topics related to placement</th>
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</thead>
<tbody>
<tr>
<td>Mental health</td>
<td>Quality of care</td>
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<td>Pediatrics</td>
<td>myocardial</td>
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<td>Rural</td>
<td>Accessibility</td>
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<td>Emergency</td>
<td>Resources</td>
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<tr>
<td>Intensive care</td>
<td>Scope of practice</td>
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<td>OR/recovery</td>
<td>Safety</td>
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<td>Home care</td>
<td>Interdisciplinary care</td>
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<td>Cardiology</td>
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<td>Medicine</td>
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<td>Operating room</td>
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</tbody>
</table>
1. Introduction

- Addresses the purpose and outline
- Define the topic
- Connect the topic to NURS 494
2. Search/selection

- Write a description of your approach to finding articles on your topic
- Describe dead ends, choices you made to find different topics or search terms
- Explain what interested you about these four readings (“only ones I could find”)—What could you say?
3. Analytical/critical annotations

An objective evaluation of a work's contents, quality, and limitations. Length is typically between 100-200 words.

- Gives full bibliographic information for the work.
- Gives the authority and the point of view of the author; include comments about the audience of the article.
- Evaluates the contents, scope, and quality.
- Points out the merits and deficiencies.

From http://guides.library.ualberta.ca/annotations
AnnotasFons

- Summarizes the article (2-3 sentences; 45-60 words)
- Evaluates ("discuss the value")
APA (6th, 2010) Citation


- In this article, the authors question whether or not Alzheimer’s patients are less likely to be restrained or medicated as a result of residing in Special Care Units (SCU) in nursing homes. They found, however, that these patients were no less likely to be restrained and, in fact, they were more likely to receive psychotropic medication. This study looked at a large amount of data (1100 residents in 48 SCUs) from a small geographical area—only four U.S. states. The extent to which the findings of this study apply to Alberta are unclear, particularly since these standards vary considerably from state to state. Nevertheless, the authors speculate that SCUs led something of a revolution in Alzheimer’s patient care—these units demonstrated that the use of physical restraints could be avoided, and that may account for the similarity in use in both SCUs and regular units.
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Hints for summarizing

- Previous summary took 5 pages of article and turned it into 2 sentences
- Look in the article’s Introduction for the question they are asking (in this case, paragraph 2)
- Look in the Results for the findings (in this case, the last paragraph of the Results)
Sample Evaluation

- This study looked at a large amount of data (1100 residents in 48 SCUs) from a small geographical area—only four U.S. states. The extent to which the findings of this study apply to Alberta are unclear, particularly since these standards vary considerably from state to state. Nevertheless, the authors speculate that SCUs led something of a revolution in Alzheimer’s patient care—these units demonstrated that the use of physical restraints could be avoided, and that may account for the similarity in use in both SCUs and regular units. (89 words)
4. Apply this knowledge

- Describe connections between the articles
- Connect the research to your expected NURS 495 clinical experience
- How can you use these research findings in your practices as a nurse in 495?
5. Conclusion

● Brief review

● Connections/insights/conclusions:

“SCUs and other innovations in health care may be useful mostly because they lead improvements in non-specialist units. System-wide changes often result from these kinds of innovations.”