

ARTICLE SUMMARY WRITING RECOMMENDATIONS

1. When selecting article from a journal on the approved list be sure to double check your approved list. Do not use articles from editorials, opinion pages, blogs, presidential messages, etc. These are not scholarly articles and there isn't enough "meat and potatoes" in these articles to write an article summary. When selecting article from a journal which is not on the approved list **you must** have your clinical instructor's permission first before writing your article summary.
2. On your title page include the page header flush left with the page number flush right at the top of the page. See writing standard article example. Please note that on the title page, your page header/running should look like this:

Running head: TITLE OF YOUR PAPER 1

Common errors made: some people capitalize the word head as Head. It is always in lower case as head. The title of your paper is always capitalized. For example: HEALTHY PEOPLE 2000. The title of your paper is a short abbreviated title of your article with a maximum of 50 characteristics. Also make sure this is in Times New Roman font 12 as the rest of your article summary.

3. On your title page centered in the middle is the name of the article including the student's name and their credential, the name of the school, the class, clinical nursing instructor and their credentials, and the date. Make sure you have your clinical nursing instructor's credentials correct. **For example:**

Healthy People 2000. Meal Management Strategies of Older Adult Women

Nursing Student Name, SN

Columbia Gorge Community College

Name of Class

NRS 110

Instructor Name MSN, RN

August 9, 2015

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4. Common mistake made on following pages is having the running head look like this for example: Healthy People 2000. The following pages after the title page should have a running head that looks like this:

HEALTHY PEOPLE 2000 2

HEALTHY PEOPLE 2000 3

5. The following page after the title page is where you begin to summarize your article. A common mistake made here is one forgets to put the name of the article before starting the article summary. **For example:**

HEALTHY PEOPLE 2000 2

HEALTHY PEOPLE 2000. Meal Management Strategies of Older Adult Women

6. When summarizing the main ideas of the article accurately, write objectively avoiding 1st place by using the voice of the writer(s). Common mistakes made are using her, him, his, her, us, me, them, them, etc. and repeating these words over and over in the article. One can also repeat any word and use it over and over for example student nurse, so beware of your wording. Columbia Gorge Community College's (CGCC) Writing Lab is available to help with writing "voice", flow, and grammar.
7. Utilize your Writing Standard. Common mistakes are made here so review your writing standards and article summary example carefully and use as a resource as well as the other recommended resources by CGCC.
8. Writing a citation of the article using APA style format is another common mistake area. Again use your writing standards, article summary example, and other recommended resources by CGCC. **One example** is when quoting 3 authors or more. The first time you quote the authors it will look like this: Apple, George, and Sams (2015). When you quote these same authors again later throughout the article it will look like this: Apple et al. (2015).

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9. The Reference page is another common mistake area. The first word of the article summary is capitalized and the other words all lower case. **For example:** Use of a patient hand hygiene protocol to reduce hospital-acquired infections and improve nurses' hand washing. When the title includes a period or a colon then the first word after the period or colon is capitalized **for example:** Healthy people 2000. Meal management strategies of older adult women. **Another example:** Hand hygiene: The way to prevent infection.
10. The name of the journal and issue number is always italicized. The volume and page numbers isn't italicized. **For example:** *American Journal of Critical Care*, 24(3), 216-224.
11. When referencing a website please list the url. Often the website information changes and the information you retrieved may not be there at a later date. **For example:** *American Journal of Critical Care*, 24(3), 216-224. Retrieved from www.ajn.org
12. If there is a doi number listed in your article please reference this on your reference page. Many articles are now adding a doi number due to information is forever changing on the internet. **For example:** *American Journal of Critical Care*, 24(3), 216-224. doi:10.1008/sa00898-110-1139-8
13. Putting it all together here is how a **reference page example** should look:

USE OF A PATIENT HAND HYGIENE PROTOCOL

2

References

Fox, C., Wavra, T., Drake, D., Mulligan, D., Bennett, Y., Nelson, C., and Bader, M. (2015).

Use of a patient hand hygiene protocol to reduce hospital-acquired infections and improve nurses' hand washing. *American Journal of Critical Care*, 24(3), 216-224.

doi: 10.4037/ajcc2015898

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14. No personal communication is included in your reference list; instead, cite the communicator's name, the phrase "personal communication," and the date of the communication in your main text only. **For example:** (E. Robbins, personal communication, January 4, 2001). **Another example:** A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).
15. There are two different ways to quote an author. One way is using 40 words or less. Another way is using 40 words or more. **Using 40 words or more you want to try avoiding using this as much as possible or not at all.**

Incorrect way of quoting 40 words or more:

Alcohol intoxication is detrimental to every organ in the body and is harmful to all body systems. Donnelly et al. (2012) reported "drinking alcohol causes nutritional deficiencies due to the fact that alcohol supplies calories to the body, but doesn't contain essential nutrients such as proteins, minerals, and vitamins. Alcohol also disrupts the absorption of vitamins from the small intestine and interferes with the storages of these vitamins in the liver" (p.11).

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Correct way of quoting 40 words or more:

Alcohol intoxication is detrimental to every organ in the body and is harmful to all body Systems. Donnelly et al. (2012) reported:

Drinking alcohol causes nutritional deficiencies due to the fact that alcohol supplies calories to the body, but doesn't contain essential nutrients such as proteins, minerals, and vitamins. Alcohol also disrupts the absorption of vitamins from the small intestine and interferes with the storages of these vitamins in the liver. (p. 11)

16. Make sure documents are saved correctly in Word 97-2003 format. If saved differently it could change the format when sending it via email. When attaching articles please save them in pdf format. This is another common mistake area.

17. Example of referencing a chapter from a main textbook. Main textbook referenced as Lewis, S. L., Bucher, L., Heitkemper, M. M., & Harding, M. M. (2017). *Medical-surgical nursing: Assessment and management of clinical problems (10th ed.)*. St. Louis, MO: Elsevier. Chapter from textbook referenced as Quallich, S. A. (2017). Male reproductive and genital problems. In S. L. Lewis, L. Bucher, M. M. Heitkemper, & M. M. Harding (Eds.). *Medical-surgical nursing: Assessment and management of clinical problems (10th ed.)*. St. Louis, MO: Elsevier.

Healthy People 2000. Meal Management Strategies of Older Adult Women

Nursing Student Name, SN

Columbia Gorge Community College

Name of Class

NRS 110

Faculty Name MSN, RN

August 02, 2020

Healthy People 2000. Meal Management Strategies of Older Adult Women

According to Bonnel (1999), “early recognition and intervention with problems of meal management and nutrition can impact older adults’ quality of life from both physical and psychosocial perspectives” (p. 41).

The ability to perform activities of daily living is connected to nutritional status per Galanos, Pieper, Cornoni-Huntley, Bales and Fillenbaum (1994) and Bonnel (1999). Dependency on others for shopping and meal preparation rises with age. A study was conducted on 15 older women with an average age of 86. The participants all lived in a government subsidized apartment building in the mid-western United States. The questions asked in the study fell into five basic categories: shopping plans, cooking strategies, appetite issues, helper status, and mealtime companionship (Bonnel, 1999).

Many participants answered questions with examples of their coping techniques. Regarding shopping, the hiring of helpers was one common coping method. Cooking strategies included using frozen vegetable to save the time and effort of cutting up fresh vegetables. In regards to appetite issues, many participants expressed a shift from enjoying eating to finding it necessary to eat. Many used reminders such as eating when certain television programs come on. Helper status questions elicited responses such as being too tired to help others, frustration with the transition from helper to helper, and frustration with helpers. Many worried about being a burden on family or friends. In the category of mealtime companionship it was found that meal sharing was not a common coping technique. Many study participants valued their privacy over the companionship offered by close neighbors. They were also concerned that neighbors might become too dependent on them.

In each of these areas there is much that healthcare professionals can do. Assessing the functionality of the older adult's kitchen can assist in cooking chores. Asking detailed questions

regarding eating habits is critical since deficits in caloric and nutritional intake are common with advanced age, in part due to either medications that affect appetite or dental problems. Assessing for the older adult's knowledge of care resources is also very important. Bonnel (1999) discusses the health care worker can play a fundamental role by giving families and older adults educational materials about community resources encompassing congregate meals, commodities programs, grocery vans, Meals on Wheels, and other meal management resources that have been put together by the Nutrition Screening Initiative (1992). In summary, meal management is an important part of preventing malnutrition and promoting independence in older women.

Reference

Bonnel, W.B. (1999). Healthy people 2000. Meal management strategies of older adult women.

Journal of Gerontological Nursing, 25(1), 41-47.

Galanos, A., Pieper, C., Cornoni-Huntley, J., Bales, C., & Fillenbaum, G. (1994). Nutrition and

function: Is there a relationship between body mass index and the functional capabilities

of community dwelling elderly? *Journal of the American Geriatrics Society*, 42, 368-373.

Nutrition Screening Initiative. (1992). *Nutrition interventions manual for professionals caring*

for older Americans. Washington, DC: Author.

Southwest United States Region

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Curriculum Development, Assess, & Evaluation

NURS 6321

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May 12, 2017

Master Plan of Evaluation

Curriculum design, mission, vision, and philosophy statements and outcomes are curriculum components being evaluated for the master plan. According to DeSilets (2010), evaluating outcomes reviews changes that continue ensuing the learning experience. The curriculum design is derived from the mission, vision, and philosophy statements, must be congruent and evaluated against the mission and goals. University of Houston College of Nursing's (UHCON) mission, vision, and philosophy statements are evaluated against University of Houston (UH) to be in agreement and congruency (Ellis, 2016; Billings & Halstead, 2016). Assessment tools and methods used to collect data for reliability, validity, and evaluation are as follows: (1) licensure or national exam pass rate – curriculum can be redesigned, may not be aligned with curriculum and outcomes, (2) pre and posttests – curriculum can be redesigned and provides extra value and gained information, and (3) surveys – obtained from students, alumni, and employers (University of Hawaii, 2014).

Roberta Straessle Abruzzese (RSA) model is a conceptual hierarchal model that fits the evaluation needs of UHCON moving from simple to complex. The RSA model evaluates process, content, outcome, impact, and total program. This model is comprehensive, where details in which data is collected, analyzed, and utilized in decision making (Keating, 2015).

Evaluation strategies that apply to curriculum are surveys, pre and posttests, multiple-choice tests, case studies, skills assessments, simulation, self-reflection, and self-evaluation. Self-reflection and self-evaluation provide opportunities for students to reflect on one's own personal experience. These strategies allow teachers to determine the level of knowledge and mentor students in the realization of their mental models, and help students broaden critical thinking skills, which points to professional development (Tashiro et al., 2013; Kirkpatrick &

DeWitt, 2016; Billings & Halstead, 2016). Students practice real world scenarios in simulation labs which provides a safe, non-threatening environment while skills are being evaluated (Kirkpatrick & DeWitt, 2016; Billings & Halstead, 2016). Surveys allow faculty to gain knowledge of any gaps in the curriculum design, learning process, or teaching effectiveness.

Accreditation is a volunteer process that is being sought by UHCON to establish the quality of the doctor of nursing (DNP) program. Accreditation maintains confirmation of quality education to partners including students, families, and public (Kremer & Horton, 2016; Billings & Halstead, 2016). According to Heydman & Sargent (2010), there are three objectives of accreditation. They are (1) standards of quality are being met, (2) provide recognition for financing and student financial aid, and (3) establish consistency in quality across academic programs. Application for accrediting organizations would be Southern Association of Colleges and Schools (SACSCOC) and Commission on Collegiate Nursing Education (CCNE).

Basis of the master plan of evaluation will include collection of data, analyzing findings, preparing reports, providing reports to key stakeholders, and setting the timetable for collection, analysis, and reporting data by an advisory committee and faculty. Faculty will be main data collectors who will be evaluating clinical performance of students. Strengths and weaknesses will be identified, past unidentified or new needs, successes and why, suggestions for improving, discontinuing, or recommendation new curriculum, action plan for making changes that would include responsible parties and deadlines, and a cursory evaluation and decision if curriculum's is a success or meeting its goals (Keating, 2015). The RSA model will be used to measure and evaluate process, content, outcomes, impact, and total DNP program.

References

- DeSilets, L. (2010). Another look at evaluation models. *Journal of Continuing Education in Nursing, 41*(1), 12-13.
- Ellis, P. (2016). Systematic program evaluation. In D. Billings & J. Halstead (Eds.). *Teaching in nursing: A guide for faculty* (5th ed.). St. Louis, MO: Elsevier.
- Heydman, A., & Sargent, A. (2010). Planning for accreditation: Evaluating the curriculum. In S. B. Keating (Ed.). *Curriculum development and evaluation in nursing* (2nd ed.). New York, NY: Springer.
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- Kirkpatrick, J. M., & DeWitt, D. A. (2016). Strategies for evaluating learning outcomes. In D. Billings & J. Halstead (Eds.). *Teaching in nursing: A guide for faculty* (5th ed.). St. Louis, MO: Elsevier.
- Tashiro, J, Shimpuku, Y., Naruse, K., Matsutani, M., & Matsutani, M. (2013). Concept analysis of reflection in nursing professional development. *Japan Journal of Nursing Science, 10*(2), 170-179. doi: <http://dx.doi.org/10.1111/j.1742-7924.2012.0022.x>
- University of Hawaii. (2014). Choose a method to collect data/evidence. Retrieved from <https://manoa.hawaii.edu/assessment/howto/methods.htm>