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Academic and evidence-based practice literacy strategies

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Many RN-to-BSN students, whether diploma or associate degree graduates struggle to transfer academic writing skills into the discipline of nursing. Although exposed to both in prior nursing programs, most students still find the concept of evidence-based practice (EBP) and American Psychological Association (APA) writing style foreign concepts. Teaching these skills are even more challenging when students are online. Programmatic writing is a teaching strategy utilized to guide students through the writing process and integrate EBP into their practice. The use of mapping writing assignments throughout the program curriculum followed by the use of scaffolding the written assignments and encouragement to use digital and writing center resources provide support and guidance to all students enrolled in the RN-to-BSN nursing program. These approaches if utilized by the student enhance and support student learning, facilitate self-efficacy as well as expanding and understanding writing skills in academic and EBP literacy.

Biography

Cindy Hudson is the Founding Program Director and Associate Professor at the University of Houston-Victoria. She has published papers in peer-reviewed journals and serves as a Reviewer, Journal Editor-In-Chief, and Editorial Board Member. She is a Certified Nurse Educator.

Dr. Camargo's Ph.D. is from TUI, CA., she is an Assistant Clinical Professor, and in Spring of 2017, she received the Johnson Foundation Endowed Professorship in Nursing award.

Ms. Vaughn is an Assistant Clinical Professor at the University of Houston-Victoria Nursing Program. She is a Ph.D. candidate at the University of Texas at Tyler and is board certified in Advanced Public Health Nursing.