

5-9-2014

# Writing for Reflection, Action and Impact in Health Sciences

Jennifer Averill

Roy Addington

Judy Liesveld

Follow this and additional works at: [https://digitalrepository.unm.edu/nurs\\_pubs](https://digitalrepository.unm.edu/nurs_pubs)

---

## Recommended Citation

Averill, Jennifer; Roy Addington; and Judy Liesveld. "Writing for Reflection, Action and Impact in Health Sciences." (2014).  
[https://digitalrepository.unm.edu/nurs\\_pubs/3](https://digitalrepository.unm.edu/nurs_pubs/3)

This Poster is brought to you for free and open access by the Nursing at UNM Digital Repository. It has been accepted for inclusion in Nursing Research and Scholarship by an authorized administrator of UNM Digital Repository. For more information, please contact [disc@unm.edu](mailto:disc@unm.edu).

## PURPOSES/AIMS OF PROJECT

- Describe a reflective writing elective to enhance practice, teaching & research
- Strengthen expressive ability in assignments, publications, grant applications & written communication
- Evoke writing that is substantive, effective, persuasive & mindful
- Indirectly improve outcomes for clients, students & care providers



## RATIONALE/BACKGROUND

- Literature notes that reflective writing is currently weak for all levels of students
- Evidence suggests that students often fail to integrate the conceptual/philosophical & operational components of courses
- Effective, consistent reflective writing may improve capacity for innovative practice, teaching & research



## DESCRIPTION: APPROACH, METHODS, PROCESS

- Course was developed by 3 faculty members, representing domains of practice, teaching & research
- Developed by nursing faculty, but may appeal to other health care professionals
- Format: seminars, guest lectures, integration of arts into reflective writing

## GENERAL CONTENT OUTLINE

- Foundations
  - What is reflective writing? Why does it matter?
  - What is narrative knowing? How does it link to reflective writing? Narrative & action, history, & the self/writer
  - Why writing-as-action? Writing in forms [eg, formal text, blogs, poems, other]. Writing on place, self, loss, change, our work in health care. Why does writing work?
- Contexts for writing
  - Nursing practice
  - Nursing education/teaching
  - Nursing research
  - Life, growth, expression/becoming
- The act of writing
  - Translating ideas, perceptions, experiences from mind to the written word
  - Writing as a site for exploration, meaning, interpretation, transformation, intention & action
  - Sharing the written works: the importance of editing, dissemination & publication
- Exemplars, discourse, reflections on the substance & process of writing
  - Products & outcomes of reflective writing in the course
  - Choices for disseminating our work
  - Maintaining productivity, utilizing resources
- Course outcomes
  - Two brief reflective papers, submission-ready
  - An original poem or verse
  - Annotated bibliography for writing reflectively, effectively & powerfully
  - Tracking writing output for students in the course
- Conclusions, implications, recommendations
  - As a new course, it will need to be implemented & evaluated
  - Has potential to engage participants from multiple disciplines
  - May identify/focus writing-related resources for on-ground & web-based applications

