Appendix A

Description: The pre-post test questions outlined below were distributed through an online testing system to assess student achievement of graduate writing skills as part of new student orientation. The pilot writing orientation involved the creation of an asynchronous, online web-based learning platform with a pre-post test that assessed student knowledge before and after the intervention. Multiple answers were required for most questions.

1. Good writers remain essential for the success of individual nurses and the future of the nursing profession. Select all that relate to good writing skills.
2. The APRN is writing a detailed report on reducing e-cigarette use in the county. The writing process begins by creating an outline, which includes the following:
3. The nurse manager is presenting a new policy to the staff. Identify three elements of the three-pronged approach to giving or writing a presentation.
4. The graduate student is writing an introductory paragraph for an assignment. Identify essential items when writing an introductory paragraph.
5. The graduate student uses the race car driver technique to write a draft. What are the essential items to remember about this technique?
6. After the draft is completed, the graduate student uses the architect technique. This technique includes the following:
7. The graduate student uses the carpenter technique after arranging information in cohesive paragraphs. This technique reflects the continuity of sentence structure. Select statements that reflect this technique.
8. After the sentence structure is reviewed, the graduate student examines the details of the content by using the judge technique. This technique involves the following:
9. The graduate student creates the conclusion of the assignment, which includes the following:
10. The nurse educator writes tips for new parents on caring for their newborns. To ensure these tips are applicable, the nurse educator needs to analyze the rhetorical situation, which includes the following:
11. The nurse leader writes project results for the organization's newsletter and tries to use the active voice as much as possible to promote professional writing. Choose sentences that reflect the active voice.
12. The APRN is writing a proposal for work and wants to ensure the content reflects parallel construction. Select statements that reflect parallel construction.
13. The nurse leader is presenting a PowerPoint presentation to the directors at work and wants to ensure that the writing on the slides reflects parallel construction. Select an example of parallel construction.
14. The nurse leader is writing a proposal to the administrative team to request an extra full-time employee for the unit and wants to ensure the proposal reflects cohesive paragraphs. Select statements that reflect cohesive paragraphs.
15. This is an example of a nonessential clause: Diabetes educators, who consist of multiple disciplines, educate and support patients with diabetes. True or False.
16. An APRN is framing a proposal that implements mental health services via telemedicine to reduce the high suicide rates in a rural county. What writing technique would you use to analyze the two subjects of mental health services and high suicide rates to influence the stakeholders to approve the proposal?
17. Professional writing eliminates wordiness and redundancy. Choose examples that show conciseness and clarity.
18. Avoid words that represent slang or colloquial expressions. Select sentences that represent colloquial expressions.
19. Avoid anthropomorphism (attributing human actions to nonhuman sources). Select examples of anthropomorphism.
20. Avoid language that implies a bias against persons. Select the sentence that reflects bias-free language.
21. Avoid using pronouns when readers cannot tell whom or what the sentence refers to. Select the correct statements.
22. Avoid run-on sentences by inserting a comma between two complete sentences with a conjunction. Select the correct statement.
23. Insert commas to set off nonessential clauses. Select the correct statement.
24. Identify the correct comma placements with the sentence displaying parallel construction. Select the correct statement.

25. The role of the diabetes educator is to promote and advocate self-management support for persons with diabetes. Furthermore, the diabetes educator empowers patients through interactive collaboration. Select correct answers that reflect the description of "furthermore" in the preceding sentence.

Appendix B

Seven-Week Professional Foundation Course Overview for Graduate Nursing Students

Week 1: Students were introduced to the attributes of successful graduate students, program, and project requirements.

Week 2: Students writing and communication expectations were provided using writing assistance software, Track Changes, and the American Psychological Association Publication (APA) Manual.

Week 3: Students were introduced to graduate writing readiness through an online, asynchronous writing course that included a pre-post assessment assessing student knowledge before and after the writing orientation intervention.

Week 4: Students were given a writing tips assignment covering common writing errors and scaffolded writing activities to identify graduate-level writing techniques and templates.

Week 5: Students gained writing proficiency skills with small-scale writing exercises simulating their graduate project. These exercises offered opportunities to identify a problem, perform advanced database searches, and synthesize evidence to develop a micro-project using a professional writing template. Students were asked to revise their writing using faculty Track Changes feedback, simulating learning experiences that would occur in future coursework.

Week 6: Students were provided micro-learning assessments regarding graduate-level professional presentation expectations, including slide, poster, and verbal presentation requirements, preparing them for graduate projects and workplace readiness.

Week 7: Students were introduced to e-portfolios and micro-credentialing of graduate coursework and professional development, preparing them for workplace readiness.

Appendix C

(The professional foundation course is the seven-week course described in the study.)

Student Focus Group Questions

1. You were given several tools in the professional foundation course that helped you improve your scholarly writing, such as writing assistance software, Track Changes, and the APA manual. What tool helped you improve your scholarly writing?

2. How did the assignments in the professional foundation course prepare you for your project assignments?

3. How did the professional foundation course activities help you gain knowledge of the Project Student Handbook content?

4. How did the writing exercises in the professional foundation course improve your ability to use references, in-text citations, Track Changes, and APA 7th edition guidelines and create professional PowerPoints?

5. What attributes for success as a graduate student did you learn in the professional foundation course, such as a clear vision of expectations or better time management?

6. How can the e-portfolio tool professionally communicate and showcase your scholarly work in the program?

7. What additional insights or suggestions do you have to improve the professional foundation course?

Faculty Focus Group Questions

1. Compared to previous students, was scholarly writing improved after taking the professional foundation course?

2. How would you compare the current student's ability to use the tools in your course, writing assistance software, Track Changes, and e-portfolio to that of previous students?

3. Compared to previous students, do current students seem more prepared to conduct an evidence-based information search and synthesize information to support assignments?

4. Compared to previous students, do current students seem to understand better the following: scholarly writing, references, in-text citations, Track Changes, and APA 7th edition guidelines?

5. Have you seen improvement in students' logical flow of ideas using conciseness and clarity, reflective of the APA Manual, 7th edition guidelines after the course?

6. Does this cohort seem to reflect more professional attributes of a successful graduate student compared to previous cohorts, such as a clear vision of expectations or better time management?

7. Does this cohort navigate e-portfolios more easily than the previous cohort?

8. What additional insights or suggestions do you have to improve course preparation for students?