

## NRSG 673: Writing for Scholarly Projects Assignment

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**Assignment Notes:** The students studied PICOT creation in an earlier lesson; the students engaged in lecture and Q&A regarding AI use in the classroom and the clinical setting, discussing academic honesty, privacy, bias/limitations, impact on learning and other ethical considerations they encountered or recognized from their professional experience.

The revision portion of the assignment aims to offer succinct writing and asks students to use active-voice verbs to replace passive voice, and power verbs (no be verbs such as is, am, are, were, was, be, been, being) to replace weak verbs. The revision also asks students to use concrete nouns instead of most pronouns (“patient” instead of “they” for example) or vague nouns such as “things/s.” The verb and noun challenges follow lecture, readings and tutorials regarding succinct and clear writing. Students read, assess, and comment on other students’ posts using the same writing criteria in responses to peers.

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**Purpose:** The assignment’s purpose includes using actual clinical challenges, artificial intelligence, and deep editing to find a solution that aligns with the student’s professional nursing position and experience, the clinic’s rules, state/federal laws, and the nursing code of ethics, while aiming for professional succinct and clear writing.

**Duration:** The assignment opens for 1 week during 1 semester.

### **Learning Objectives**

By the end of this assignment, students will be able to:

1. **Recognize that nursing scholars have a voice in policy change or procedural steps**
2. **Evaluate the AI-generated policy/procedure for accuracy, quality, legality and plausibility**
3. **Implement earlier editing lessons for power verbs and concrete nouns instead of pronouns**
4. **Evaluate and respond to peers’ submissions**
5. **Reflect on the AI-use plausibility, value, quality and potential future use**

### **Materials Needed**

Computer or internet-accessible device, internet access, MS Word, AI platform ChatGPT 4.0 login (see attached model card for ChatGPT details), and online course platform.

### **Generative AI Tool for Assignment**

*For more in-depth information on this AI tool, see attached model card.*

- Name of tool: ChatGPT 4.0

- Tool Purpose: ChatGPT is primarily a large language model and has myriad uses. However, for the tasks at hand, the purpose of using the tool is to provide students an assistant that can help them with data wrangling tasks, resolve issues with importing data, and guidance with errors in coding
- Developer/Version: Open AI/ChatGPT-4o
- Known Limitations/Biases: ChatGPT primarily uses English Language texts for model training. It has known gender biases as well (c.f. Babaei, G., Banks, D., Bosone, C., Giudici, P., & Shan, Y. (2024). Is ChatGPT More Biased Than You? Harvard Data Science Review, 6(3). <https://doi.org/10.1162/99608f92.2781452d>)

### **Assignment Structure**

1. Description of discipline-specific problem or task
2. Use the chosen generative AI tool to create a new policy or procedure for the clinical setting that addresses a problem or flaw at the student's clinic.
  - Document your process, including:
    1. Prompts used
    2. AI responses
    3. Modifications of follow-up prompts needed
3. Analyze the AI-generated content
4. Discuss ethical considerations during the reflection-writing session related to using generative AI for this assignment. Issues may include:
  - Academic honesty
  - Privacy
  - Bias/limitations
  - Impact on learning
5. Student reflection component (see below)

### **Assignment: Create a new policy or procedure for the rural clinical setting using ChatGPT 4.0**

1. Identify a problem in policy or procedure that you witness in your professional nursing position at your rural clinic or hospital. Explain with 5-10 sentences
2. Create an original PICOT without using AI.
3. Ask ChatGPT4 to write a PICOT question (one sentence) for your new policy or new procedure topic. (Question: In POPULATION, does INTERVENTION as compared to COMPARISON/CONTROL GROUP over TIME result in OUTCOME?) (Note that you will post both with titles revealing "original" and "AI version" with the below revised PICOT and policy/procedure into Discussions forum)
4. Revise the ChatGPT PICOT question as needed, using MS Word's Track Changes.
5. Ask ChatGPT to write a 350-word clinic-wide new policy OR procedure, regarding the problem/solution, and ask ChatGPT to include in the policy or procedure the legalities of the suggested intervention. Copy/paste into MS Word.
6. Use APA citation for ChatGPT. (Note that the correct References link derives from Share + Public Link Created + clipboard link + paste, and NOT the URL at the top of your ChatGPT page.)
7. Proofread for grammar, correct medical terminology, succinct message, power verbs instead of be verbs, and nouns instead of pronouns. Use MS Word track change to show your alterations in the new policy/procedure document.
8. Submit all of the above into the class online Discussions forum.

9. Comment on 2 Writing Partners' policy/procedure with a 250-300-word response for each post using thoughtful reflections, questions and concerns while revising your own response to align with the verb and pronoun challenges as per lecture and tutorials. Does the policy/procedure align with recognized clinic rules, state/federal laws and the nursing code of ethics? If not, please reveal the rule, law, code flaw (link/URL) and offer suggestions in MS Word.
10. After receiving feedback from 2 peers, revise using MS Word track change. Please do NOT click on "accept all" so that your work shines in the document. Submit into the Assignments folder.
11. Reflect on the assignment with a 350-word, thoughtful response to "What do you think of the results of your AI project that addressed a needed policy or procedure change? What worked well, what perhaps failed, and what might you do differently if you used AI in the future?" Consider academic honesty, privacy, bias/limitations, impact on learning and any other ethical considerations you encounter.

### **Submission Guidelines**

- Format: Word doc
- Length: 350 words + 2 peer responses of 250-300-words each + 350-word reflection
- Citation Guidelines: APA

### **Rubric = 10 pts**

- Unique problem (5-10 sentences) = 1 pt.
- Original PICOT + revised ChatGPT PICOT question (please post both in Discussions with the policy/procedure) = 1 pt.
- ChatGPT policy + Track-changed revision of policy or procedure, including correct APA citation for ChatGPT & any other References, posted in Discussions forum = 4 pts.
- 2 Discussions responses = 2 pts.
- 350-word Reflection = 2 pts.

### **Additional Resources**

1. American Nurses Association. (2022). *The ethical use of artificial intelligence in nursing practice*. [https://www.nursingworld.org/~48f653/globalassets/practiceandpolicy/nursing-excellence/ana-position-statements/the-ethical-use-of-artificial-intelligence-in-nursing-practice\\_bod-approved-12\\_20\\_22.pdf](https://www.nursingworld.org/~48f653/globalassets/practiceandpolicy/nursing-excellence/ana-position-statements/the-ethical-use-of-artificial-intelligence-in-nursing-practice_bod-approved-12_20_22.pdf)
2. Bumbach, M. D. (2024). The use of AI powered ChatGPT for nursing education. *The Journal of Nursing Education*, 63(8), 1–567. <https://doi.org/10.3928/01484834-20240318-04>
3. Bumbach, M., Carrington, J., Love, R., Bjarnadottir, R., Cho, H., & Keenan, G. (2024). The use of artificial intelligence for graduate nursing education: An educational evaluation. *Journal of the*

*American Association of Nurse Practitioners*, 36 (9), 486-

490. <https://pubmed.ncbi.nlm.nih.gov/39051986/>

4. Lane, S. H., Haley, T., & Brackney, D. E. (2024). Tool or tyrant: Guiding and guarding generative artificial intelligence use in nursing education. *Creative Nursing*, 30(2), 125–132.  
<https://doi.org/10.1177/10784535241247094>
5. Reid, J. A. (2024). Building clinical simulations with ChatGPT in nursing education. *The Journal of Nursing Education.*, 1–2. <https://doi.org/10.3928/01484834-20240424-05>
6. Sallam, M. (2023). ChatGPT Utility in Healthcare Education, Research, and Practice: Systematic Review on the Promising Perspectives and Valid Concerns. *Healthcare (Basel)*, 11(6), 887.  
<https://doi.org/10.3390/healthcare11060887>
7. Sun, G. H., & Hoelscher, S. (2023, May/June). The ChatGPT Storm and What Faculty Can Do. *Nurse Educator* 48(3), 119-124. <https://pubmed.ncbi.nlm.nih.gov/37043716/>
8. Taskiran, N. (2023, September/October). Effect of Artificial Intelligence Course in Nursing on Students' Medical Artificial Intelligence Readiness: A Comparative Quasi-Experimental Study. *Nurse Educator* 48(5). E147-E152. <https://pubmed.ncbi.nlm.nih.gov/37133231/>

### **Notes on Model Card Intended Use**

Please see Model Card.