

WP4 REFLECTION

When I first enrolled in this English course as a Pre-Nursing student, I questioned how writing essays and analyzing media could possibly relate to my future career in healthcare. I imagined my time would be better spent in chemistry labs or studying anatomy. However, as the semester progressed and we completed three substantial writing projects, I discovered something that fundamentally changed my perspective: the communication and persuasion skills I developed in this English class are not peripheral to nursing, they are essential to it. The connection between what I learned in this classroom and what I will practice in the hospital turned out to be far more direct and meaningful than I initially anticipated. In summary, all the things I learned throughout this semester that are very much applicable to my path are: (i) Transforming media for better comprehension of the audience; (ii) Using the modes of persuasion to be a voice of my patients and spearheading research in the health community. And finally, (iii) being proactive with the issues prevalent in my community and finding probable solutions.

The first writing project challenged us to reflect on our experiences in new and foreign spaces and then transform our written essays into different media formats. For this assignment, I took my personal essay and transformed it as a dramatic monologue, translating prose into performance. What initially seemed like a creative exercise suddenly crystallized into a practical nursing skill. This skill is crucial because nurses must constantly adapt their communication to different formats and audiences. Nurses do patient education. Learning how to adapt media will help explain medical procedures, diagnoses, or medical instructions to a patient who has limited medical knowledge and will help them understand it clearly in a way that they are most comfortable to.

In nursing, this skill becomes absolutely critical. Nurses must constantly educate patients, and patients rarely arrive in hospital rooms with medical degrees or scientific backgrounds. A complex medical diagnosis that might be explained using clinical terminology to a physician needs to be translated into accessible, understandable language for a frightened patient sitting in an examination room. A procedure that seems routine to our healthcare team might be terrifying to someone experiencing it for the first time. By learning to adapt my communication across different media and styles, I'm essentially practicing translation, converting technical information into formats that make sense to the people who need to understand it most. When I help a post-operative patient understand their wound care instructions, or when I explain a medication's side effects to an anxious family member, or when I create educational materials for a community outreach program, I'll be drawing directly on the skills I developed by transforming my essay into a dramatic monologue.

Our second major project shifted our focus to the modes of persuasion. We studied Ethos, Pathos, and Logos and then applied these concepts to analyze real-world issue found in an Instagram post. This exercise seemed like a contemporary twist on classical rhetoric, but its relevance to nursing became immediately apparent to me. Every day, nurses don't just provide care; we advocate. We advocate for our patients, for evidence-based practices, and for necessary changes in our healthcare systems.

Understanding these three modes of persuasion gives me powerful tools for this advocacy work. Ethos represents credibility and trustworthiness when I speak up about patient safety concerns, my years of training and direct patient care experience lend weight to my words. Pathos appeals to emotion and shared values when I advocate for a particular treatment plan, I can connect hospital administrators and colleagues to the human impact of that decision by helping them understand how it affects real patients and real families. Logos rely on logic, evidence, and reason. The strongest arguments for adopting new, evidence-based practices in healthcare are those grounded in research, data, and clinical outcomes. By mastering these three modes, I'm preparing myself to be an effective advocate within the healthcare system. Whether I'm persuading a resistant patient to follow medical advice, convincing a hospital committee to adopt a new evidence-based protocol, or advocating for my patients' needs to the broader healthcare team, I'll be wielding these rhetorical tools to create meaningful change.

The third writing project asked us to identify a pressing issue within our university community and propose a solution. We researched and analyzed so our audiences consider our proposal. This exercise mirrors a fundamental aspect of nursing that isn't always emphasized in pre-nursing programs; that nurses are agents of change. Healthcare is not static; it evolves constantly as new research emerges, as we learn from patient outcomes, and as we identify inefficiencies or gaps in care.

The project taught me that creating change requires more than recognizing a problem. It demands research to understand the issue deeply, creativity to envision solutions, and sophisticated persuasion skills to bring others along on the journey. Nurses participate in this process regularly. We identify that current protocols aren't working effectively, we research evidence-based alternatives, and then we must persuade our colleagues, nurse managers, and hospital administrators to consider new approaches. This might mean advocating for updated infection control procedures, pushing for better patient-to-nurse ratios, or utilizing new technologies that could improve patient outcomes. The skills I developed in this project; investigating root causes, building compelling arguments, anticipating counterarguments, and presenting solutions persuasively are directly transferable to healthcare policy advocacy and quality improvement initiatives.

Looking back at the semester, I now understand that this English course wasn't separate from my nursing education, it was foundational to it. These three writing projects collectively enhanced my skills that will serve me throughout my nursing career. From adapting messages for different audiences, to persuading audiences through credible and empathetic arguments, to driving meaningful systemic change, the skills I learned in this classroom will be with me every day as a nurse. The bridge between English and nursing turned out to be not a distraction from my major, but rather an essential pathway to becoming a more effective, articulate, and impactful healthcare professional.