

WRITING GUIDE FOR AUTHORS

GETTING STARTED
WRITING THE COURSE
TIPS FOR WRITING
ELEMENTS OF A CONTINUING EDUCATION COURSE
WRITING ABOUT MEDICAL CONDITIONS



WHY SHOULD YOU WRITE CONTINUING EDUCATION CONTENT FOR NURSING CE CENTRAL?

Writing CE content is a great way to showcase your expertise in a field. You can reference potential employers to your work and display your talents. Your name will be listed as the primary authorship on the website. So why else?



Showcase yourself as a leader to the nursing world. Any nurse who takes your course will recognize you as an expert.



Resume building. It is a great way to bulk up your resume and showcase your ability to create educational content. Pro tip: After we publish your first course, add "Nursing CE Published Author" to your resume.



Get experience writing continuing education. There is a huge CE industry, and the need for authors is there! It can be a great source of supplemental income.



Depending on your State Board of Nursing or National Certification, you may be able to claim writing CE courses as a continuing competence requirement towards your licensure/certification renewal.



All CE courses are presented via online self-paced modules. You do not need to present anything - just write the content and we take care of the rest!



GETTING STARTED

We are excited and privileged to have you write for us at Nursing CE Central. We have compiled a list of requirements to allow for continuity and professionalism within our courses. We ask that our authors send us the final deliverable as a word document. Please use the guidelines/checklist below before submitting your content.



Course content

- Work is free of spelling and grammatical errors.
- Work includes introductory and conclusion paragraphs.
- Work is free of any plagiarism
- Work includes 1-3 Socratic questions per heading where appropriate.
- Formatting, spacing, headers, bold, and underlines are consistent throughout course.
- References are listed according to NCC policy (see FAQ).



Needs assessment (typically course introductory paragraphs)



Course outline



Learning Outcomes (at least 3)



Author Biography



Word count



Number of Socratic questions and/or case studies



WRITING THE COURSE

The first step in writing the course will be to review any the course outline, provided by NCC.

If the course is meant to satisfy a state-specific requirement, we will ask you to adhere strictly to those guidelines as the course will require an approval/review process from the state entity. Next, you'll want to find appropriate resources for your article. Be sure to include any national guidelines by recognized authorities and current research.

TIPS FOR WRITING

The tone of writing should be engaging, entertaining, and personal. Write as if you were having an intelligent conversation with a friend. Humor is not off-limits so long as it is professional and fits the material. Ultimately most of our readers are obtaining CEs because they are required, but we want it to be as pain-free as possible.

Keep your learning outcomes in mind. Meeting these should be your goal. The learner must be presented with information to meet those. You may expand and cover those topics as in-depth as you'd like.

Learning outcomes describe, in measurable terms, the knowledge the learner will gain from completing this course. You should write a minimum of 3 outcomes per course. Outcomes should always be written using [Bloom's Taxonomy](#) verbs and should be appropriate to the level of learner and correlate to the complexity of the course content (cognitive processes).

For example: if you are writing a course that will target LPNs, RNs and APRNs, try to stick to the following categories:

- Remember
- Understand
- Apply

If you will be targeting APRNs or RNs with an advanced degree or higher level of competency, you can use more complex categories:

- Analyze
- Evaluate
- Create

Be sure to avoid any skill-based learning outcomes, as we cannot measure these with our online format.

FORMATTING

The format should be like PowerPoint, but in word format. You should have very frequent headings. Example:

Sepsis: A Worldwide Epidemic
(Information on sepsis epidemic)

Early Recognition of Sepsis
(Information on how to recognize sepsis early)

Try to keep the information under each heading to 1-3 paragraphs, if possible. This helps keep the reader's attention.

We encourage you to use images, figures, and tables if they are relevant to the content and will improve the reader's understanding. Always cite and reference images.

- Copyrighted images cannot be used without permission from the owner so avoid these.
- Try using stock images if you have a program that gives you access to them.

REFERENCES

All references should be in APA format. Purdue Owl is a wonderful source for this.

*Please note we will not accept manuscripts with multiple referencing errors.

References should be provided in text with a numerical system. The full references list will be placed at the end of your manuscript. This ensures proper credit is given while maintaining an enjoyable reading experience.

Example: Sepsis is the number one cause of inpatient mortality (1)

References:

(1) CDC article on sepsis in APA format.

For references, use primary sources when possible. This means you want to cite the original study that generated information. It is appropriate to use a secondary source in some cases, such as when referring to guidelines or expert interpretation. Keep references current (5 years or newer) when possible. It is acceptable to use older references for a small number of your references if no newer data is available.

TIPS FOR FINDING SCHOLARLY ARTICLES



Use an established library database such as CINAHL, EBSCO, PUBMED Google Scholar, Science Direct, etc. for your article search.



Limit using references from commercial websites, the addresses for these usually end in .com. These sites are usually selling or promoting a product/service and the information may not be based on current evidence.



When researching statistics, the CDC's website is a reliable evidence-based resource as it is updated frequently.







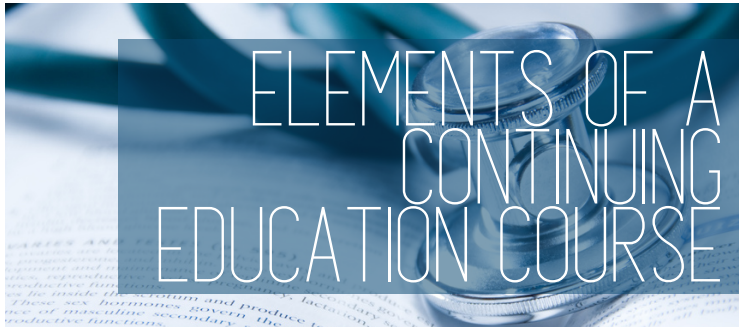
Try using [Boolean operators](#) in your search bar if you are having difficulty finding an article. These operators help narrow your search down to the specific topic you are looking for.

Example: if you want to research opioid dependence in sickle cell patients you can type in Sickle Cell AND opioids. AND is the Boolean operator in this example.

When writing the manuscript please remember to use references to "back up" and/or guide your education. Of course, not every sentence needs a reference as some material represents your unique knowledge and experience. But it should not be full of unsupported claims either.

USE OF INCLUSIVE LANGUAGE

-  Please use gender neutral pronouns whenever possible (they/them).
-  Do not make assumptions about the beliefs of your readers.
-  Avoid using personal descriptors unless they are relevant to the course.
-  Avoid using exclusionary or offensive terminology.



The flow of the course should be smooth and allow for logical progression of thought. We recommend using case studies (fictional or actual experiences) with NO identifying information. It helps readers connect and allows for some personalization.

INTRODUCTION

This should be a summary of the course. Use this to get your reader's attention and get them engaged! Again, it is okay to be personable while maintaining professionalism. This shouldn't be too long. You may choose to emphasize your learner outcomes here. Nurses need to know what they are going to learn and why it is relevant to their practice.

NEEDS ASSESSMENT OR PROFESSIONAL PRACTICE GAP - PPG

Why are you writing this course? Answer the following questions: What is the gap in knowledge? What is the current practice? How does your education aim to further nursing competence or decision making? What will be the outcome of furthering that competence? Please do not use these exact questions, but rather, use them as a guide to writing.



STATISTICAL EVIDENCE/EPIDEMIOLOGY

How many people is this affecting? What are the implications; personally, as a society, to healthcare systems, to nurses, and monetarily? Description of your educational subject. Catch your readers up on what it is we are talking about here. Don't assume they know what sepsis is or what an LVAD is. For example, if you are writing a course on the care of an LVAD patient, you may have the a section titled, "What is an LVAD?" and describe it here. More information is better.

IMPLICATIONS FOR NURSES

What specifically do nurses need to know about this topic? What tools do they need to apply this knowledge out in the real world? If writing about a medical condition, include elements of the nursing process (assessment, interventions, outcomes).

CASE STUDIES

You are not required to use a case study, but it is encouraged. The best way to do so is by introducing a case study in your "description of subject" and continuing to present and build upon it throughout the manuscript.

CONCLUSION

This section should provide a one paragraph summary of what was covered in the course and the implications for nursing practice in a concise and simple way.



ETIOLOGY AND PATHOPHYSIOLOGY

What is the cause or the origin of the disease? Provide a description of how the disease presents itself, such as symptoms the person may experience, clinical indicators for diagnostic purposes, disease process in the body (organs/systems it affects), progression of the disease, etc.

DIAGNOSTICS

What diagnostic tests, if any, are used? This can be lab or imaging tests, surgery, etc.

TREATMENT

List interventions and treatments that are commonly used based on evidence-based research. Do not list interventions from experimental studies that have not yet been proven to be effective.

PATIENT EDUCATION AND TEACHING

Share what the patient needs to know about the disease, treatment, and prognosis. If applicable, list key points for self-management of the disease and any other pertinent information. Think about what you would want your patients to know and compare it to the current evidence.

SOCRATIC QUESTIONS

Socratic questions are thought-provoking, rhetorical questions which help readers reflect on the material and apply the material to previous experiences. These questions should be placed throughout the content, at appropriate junctions, to help readers better engage. The answers to the questions, if applicable, should be found in the corresponding section.

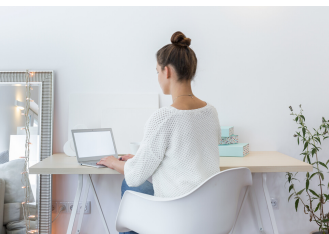
Example: What do you think is the main cause of death in children aged 0-4?

PLAGIARISM CHECK

We are committed to providing our learners with high quality education. As such, we check all submitted works for plagiarism checker programs. If you submit a course that has moderate or high risk of plagiarism, we will ask you to revise the course or reject it altogether. We encourage you to always use a free plagiarism checker to revise your work before submission to avoid any delays in the course acceptance process.

AI TECHNOLOGY

We will not accept works that were produced using AI technology such as Chat GPT. We are interested in original works from nursing professionals.



MERGENER FORMULA

We use this formula to calculate the contact hours we can award. This method works by calculating the number of words (excluding reference section), level of difficulty and number of questions.

To verify how many CE's you have written, use one of these Mergener formula calculators:

 <http://touchcalc.com/calculators/mergener>

 <https://bocatc.org/mergener-formula>



PHARMACOLOGY HOURS

ANCC Requirements:

- Content must specifically address pharmacotherapeutics.
- The presenter must have content expertise in pharmacology.
- Contact hours are delineated by the provider.

For contact hours to be considered pharmacotherapeutic or pharmacology contact hours the content must include the following elements:

- Drug specific information
 - Safe prescribing practices
 - Safe medication administration
 - Prescribing methodologies/protocols/guidelines
 - New regulations or similar content
-

NOW YOU'RE READY TO WRITE YOUR FIRST COURSE!

Try to stick to these guidelines as best as you can so we can avoid asking for additional revisions. You can reach out to us at any time during the writing process with any questions or requests for additional information, we want to help you be a successful nurse author!



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QUESTIONS?

LET'S TALK!

REACH OUR NURSING CE CENTRAL
TEAM BY CONTACTING
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