

Nurse-Midwifery and Writing

<<http://midwifeandwriting.wetpaint.com/>>

Definition of Nurse-Midwifery

Nurse-midwives are nurses who specialize in midwifery after their baccalaureate study, and they are concerned not only with the birthing process itself, but also with every aspect of pre-natal and post-natal care for the mother and baby. They focus not just on the biological aspects of birth but also the emotional, social, cultural, and spiritual aspects. A leading nurse-midwifery scholar, Judith Rooks, explains, “Whereas medicine focuses on the pathologic potential of pregnancy and birth, midwifery focuses on its normalcy and potential for health [and] on each woman as a unique person, in the context of her family and her life.” This holistic approach allows nurse-midwives to take active roles in maternal-child care in the months before and after delivery, and outside of the hospital or birthing center.

Historical Timeline of Nurse-Midwifery’s Early Days

1914: The term “nurse-midwives” first introduced Dr. Frederick Taussig, who suggested the establishment of midwifery schools to train graduate nurses.

1921: The Sheppard-Towner Maternity and Infancy Protection Act passed by the federal government, encouraging states to fund efforts for improving maternal/child care.

1925: Mary Breckinridge established the Frontier Nursing Service (FNS) in Leslie County, Kentucky.

1929: First nurse-midwifery organization (Kentucky State Association of Midwives) founded.

1931: Lobenstine Midwifery School established as the nation’s first nurse-midwifery education program.

1939: FNS opened its own training school.

1947: First master’s degree program for nurse-midwives began at Catholic University of America.

1955: American College of Nurse-Midwifery (ACNM) founded.

Common Genres

Research Article: Includes a title and abstract, and typically follows the IMRAD format.

Clinical Practice Article: Includes a title, abstract, and main text organized from the simple to the complex.

Case Report: Presents new and relevant information through the lens of a single patient’s situation.

Grant Proposal (Research): Poses a meaningful question through clear and error-free writing.

Questionnaire: Can be customized based on the author’s needs and research agenda.

Professional Journals

Journal of Midwifery & Women’s Health: Prints most relevant and current research in the field.

Midwifery: International and inter-disciplinary forum for a wide range of midwifery topics.

Women and Birth: Topics from “pre-conceptual counseling, through pregnancy, birth, and early parenting.”

Organizations and Scholars

American College of Nurse-Midwives: The foremost organization for research and education.

Frontier School of Midwifery and Nursing: One of the most respected schools for midwifery education.

Seattle Midwifery School: A leading midwifery school and repository of resources.

Sigma Theta Tau International Honor Society of Nursing: 405,000 members from 86 nations worldwide.

International Confederation of Midwives: Global union of over 90 member associations in over 70 countries.

Judith Pence Rooks: Researcher and historian; has published many key works in the field of nurse-midwifery.

Kitty Ernst: A pioneer of midwifery for over 40 years; remains active and powerful in the field today.

Writing Guides

***Writing Research: Transforming Data into Text.* By Judith Clare and Helen Hamilton.**

Assists nurses in transforming research data into written texts; the genres discussed include theses, journal articles, conference papers, and research reports. Breaks down each genre into its component parts, discussing the function of each part as it relates to the whole. Contains chapters on writing theory, incorporating feminist, postmodern, and poststructuralist approaches, among others.

“Writing for Publication: The Basics” and “Writing for Publication: Argument and Evidence” By Kathleen Fahy, in *Women and Birth* (2008).

First article discusses fundamental writing techniques such as word choices, writing for simplicity and clarity, using active voice, paragraph structure, and brevity. Second article outlines how to take a position and defend it with evidence.

***Undertaking Midwifery Research: A Basic Guide to Design and Analysis.* By Carolyn M. Hicks.**

Provides insight into nurse-midwifery research/project methods. Contains a glossary of key terms.

***Grant Writing Tips for Nurses and Other Health Professionals.* By Carole Kenner and Marlene Walden.**

Organized into sections that each deal with a component of the grant writing process. Provides “quick tips” for the “busy nurse” in a friendly, accessible, first person narrative. Contains an Appendix with an extensive resource list and sample forms for writing each component of a grant.

***Writing for Publication in Nursing.* By Marilyn H. Oermann.**

Provides a step-by-step guide to the writing process, selecting a journal, submitting a manuscript, revising the manuscript, and responding to reviewers. Genres covered include: articles (clinical practice, professional role, issue, philosophical and theoretical, review), case reports, editorials, book reviews, letters to the editor, articles for consumer and nonprofessional audiences, chapters, and books.

Nurse Author and Editor: www.nurseauthorandeditor.com

Quarterly online publication; provides helpful information for nurses seeking to publish, including advice on “writing quality manuscripts, avoiding rejection, finding publishing opportunities, and editing and reviewing.”

A Local Perspective: Interview with Claire Andrews, About Writing Efforts at Frances Payne Bolton School of Nursing, CWRU

Claire Andrews, CWRU professor and practicing midwife, has organized workshops for faculty to facilitate writing and publication. She explains that some articles are written by multiple authors, but that she’d like to see more nurse-midwives write single-authored publications.

A National Perspective: Interview with *Journal of Midwifery and Women’s Health* Editor-in-Chief, Francie Likis, About Learning to Write as a Nurse-Midwife

Francie Likis, *JMWH* Editor-in-Chief, notes that she learned most of her writing skills as an undergraduate, and not through CNM training. CNMs mostly learn to write through professional work in the field and receive feedback from peer reviews; thus, professional writing appears to be a process of trial and error. The *JMWH* offers workshops to assist with writing. Common genres include journal articles, books, textbooks, memoirs, articles for professional newsletters/community publications, and patient education materials.