



St. Luke's Hospital School of Nursing
at Moravian College
Bethlehem, Pennsylvania



NURSING 110: PROCESS AND INQUIRY: A HEALTH CARE PERSPECTIVE
Fall 2006

Alma Anne Miles RN, PHD
Section B

Class Meets: Monday & Wednesday
1420- 1530

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*A moment's thought would have shown him.
But a moment is a long time, and thought is a painful process.*
--- A. E. Housman (20th Century)

Catalog/Course Description:

An introduction to the process of knowledge acquisition in relation to health care concepts. The focus is on developing students' intellectual capabilities as independent thinkers. Critical thinking is a basis for open inquiry into assumptions, beliefs and values about one's self in relation to human caring and health care. Students will utilize a variety of active learning strategies to explore concepts and issues related to health care. Course open to non-nursing majors.

....and what does this really mean?

When you "think" about it, most of the thinking that we have developed has occurred rather effortlessly. There are many factors that have affected how we think; some of which are from word of mouth as occurs in the family setting, others are from television, movies, or the popular press. Learning to think critically involves the practice of skills consciously and deliberately in order to take charge of your thinking.

The class will focus on processes used in critical inquiry; therefore, there will be little lecture.

Course Objectives:

1. Establish beginning awareness of resources for knowledge acquisition related to health care concepts and issues.
2. Gain an increased appreciation of inquiry as a process foundational to personal and professional growth.
3. Analyze techniques useful to the process of inquiry.
4. Utilize principles of active learning inquiry in examining health care concepts or issues of interest.
5. Develop higher order thinking skills through critical analysis of readings.
6. Begin to appreciate multiple perspectives through group discussion and collaborative peer projects.

Required Texts:

Alfaro-LeFevre (2006). *Critical thinking and clinical judgment: A practical approach*. St. Louis: Saunders.

Edson, M. (1999). *Wit: a play*. New York: Faber and Faber, Inc.

LaFleur Brooks, M. (2005). *Exploring medical language – A student directed approach* (5th ed). St. Louis: Mosby.

Tolstoy, L. (1960). *The death of Ivan Ilych and other stories* (R. Edmonds, Trans.). London: Penguin Books.

Recommended Text:

Hacker, D. (2006). *The Bedford Handbook* (7th ed). Boston: Bedford/St. Martin's.

Course Requirements:

1. Class attendance is required. Students are expected to be prepared for all class meetings; that means having completed assignments prior to attending class. If unable to attend a class, please contact the instructor at least one hour before class via email or phone.

Any absence from class must be accompanied by an appropriate written verification of absence (doctor's /nurse practitioner's note for illness or other written verification of emergency circumstances). Absences without this appropriate written verification will be considered as unexcused. **Based on a 4 point scale, a grade point reduction of .25 may be taken off the final course grade for each unexcused absence.**

Students are responsible for obtaining any notes, handouts, or other class items from classmates.

2. College policy will be followed relative to inclement weather. Please check the College web-site or call (610) 625-7995 for any announcements relative to weather and the cancellation of class.
3. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation, cutting and pasting from Internet sources without appropriate citation, to purchasing a paper from the Internet or a professional writing service. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. Copies of the statement on academic dishonesty are published in the Student Handbook.
4. Learning activities stated on the topical outline section of this syllabus are to be completed prior to class time. The student can expect to work approximately 6-8 hours per week in preparing for this class.
5. Communication between instructor & student can be facilitated through the use of email. Students are expected to check their email every day/24-48 hours.

- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

Methods of Evaluation:

Some learning activities will be non-graded but designed to facilitate thought and/or processes involved in achieving learning outcomes.

The following are graded learning activities:

Graded learning activities:

1. Quizzes & Examinations		35%
• Online quiz (Fallacies)	5%	
• Unannounced Quizzes	5%	
• Midterm	10%	
• Final	15%	
3. Formal Papers		20%
• Aesthetic Reflection	10%	
• Reaction Paper	10%	
5. Student Led Seminar		30%
• Concept Map Assignment	10%	
• Collaborative Presentation	10%	
• Individual Presentation / Participation	10%	
5. Completed Portfolio (Final)		15%
	Total:	100%

Grading Policy:

- Formal papers must be typed according to APA style (5th Ed.). Use of a computer and Internet access are required. Formal papers are to be submitted electronically.
- Assignments are expected on or before their due date. Five points per day will be deducted from grade if assignments are handed in late.

The grading scale is as follows:

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 60-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = <60

COURSE OUTLINE

Date	Topic	Learning Activity <i>All learning activities are to be completed prior to the date listed</i>
<u>Week 1</u>		
M – 8/28	Course Overview: Strategies for effective learning	Course syllabus & requirements Student Information
W – 8/30 <i>Computer Classroom</i>	Critical Thinking (CCTDI)	Alfaro-LeFevre: Chapter 1
<u>Week 2</u>		
M – 9/4	NO CLASS	
W – 9/6	Learning Styles and Personality	Alfaro-LeFevre: Chapter 2 Complete personality tests on Blackboard and bring one copy of your results/print out to class. Know your results – MBTI letters and your “Color”. LaFleur-Brooks: Chapter 1
<u>Week 3</u>		
M – 9/11 <i>Meet in Library Alcove</i>	Scholarly Inquiry: Conducting a Literature Search	Library Work Read tutorial at Reeves Library website: Link found on Blackboard: WEB SITES LaFleur-Brooks: Chapter 2
W – 9/13	Group Work: Areas of Interest	Alfaro-LeFevre: Chapter 4
<u>Week 4</u>		
M – 9/18	CT case application: Wit	Read: Edson: <i>Wit: A play</i> LaFleur-Brooks: Chapter 3
W – 9/20	Critical Thinking & Clinical Judgment: The Nursing Process	Alfaro-LeFevre: Chapter 3
<u>Week 5</u>		
M – 9/25	The Nursing Process: Ethical Issues	Alfaro-LeFevre: Chapter 4 LaFleur-Brooks: Chapter 4
W – 9/27	Share aesthetic reflections	Aesthetic Reflection Due <i>(Bring the Art form to show class)</i>

Date	Topic	Learning Activity
<u>Week 6</u>		
M – 10/2	Clinical Judgment Skills: Evaluating Evidence	Alfaro-LeFevre, Chapter 5 LaFleur-Brooks: Start Chapter 14, pp. 472-499
W – 10/4	Midterm Examination	
<u>Week 7</u>		
M – 10/9	NO CLASS – FALL BREAK	
W – 10/11	Portfolio Discussion	Portfolio: Responses due for questions on Blackboard: DISCUSSION BOARD
<u>Week 8</u>		
M – 10/16	Clinical Judgment Skills: Errors in Reasoning & Word Power	Readings provided in class LaFleur-Brooks: Continue Chapter 14, pp. 500-515
W – 10/18	Concept Mapping	Alfaro-LeFevre, pp. 260-265.
<u>Week 9</u>		
M – 10/23	Clinical Judgment Skills: Evaluating Evidence	Alfaro-LeFevre, Chapter 5 LaFleur-Brooks: Continue Chapter 14, pp. 516-539
W – 10/25	On-line Quiz	
<u>Week 10</u>		
M – 10/30	Wit (in-class viewing)	Concept Mapping Assignment Due LaFleur-Brooks: Chapter 9
W – 11/2	Continue viewing of Wit Self-directed group projects	Alfaro-LeFevre, Chapter 6 Bring articles for your collaborative group topic
<u>Week 11</u>		
M – 11/6	Class Discussion Study guide	“Death of Ivan Ilych” Portfolio: Worksheet due: For only the Communication Competency; submit to instructor for feedback.
W – 11/8	Overview of APA Style	Bedford Manual (APA) Bring reference list for assigned topic presentation

Date	Topic	Learning Activity
<u>Week 12</u> M – 11/13	Portfolio Review Communication Competency	Bring Reaction Paper Draft to class for peer review LaFleur-Brooks: Start Chapter 15, pp. 541-565
W – 11/15	Collaborative Group Work	:
<u>Week 13</u> M – 11/20	Video: <i>From Novice to Expert</i>	Outline, readings and references due
W – 11/22	NO CLASS – THANKSGIVING BREAK	
<u>Week 14</u> M – 11/27	Group Presentation	Student assigned readings LaFleur-Brooks: Continue Chapter 15, pp. 565-586
W – 11/29	Group Presentation	Student assigned readings Reaction Paper Due Dec. 1
<u>Week 15</u> M – 12/4	Group Presentation	Student assigned readings LaFleur-Brooks: Chapter 16
W – 12/6	Group Presentation	Student assigned readings Portfolio Due Dec. 8
<u>Week 16</u> M – 12/11	Group Presentation	Student assigned readings
<u>Week 17</u> TBA	FINAL EXAM	

COURSE REQUIREMENTS

Directives

Aesthetic Reflection: (due September 27, 2006)

Purpose: The purpose of this assignment is to come to know and appreciate the value of art in expressing some human conditions that could impact on your development as a nurse, strengthen your perspective on health care, and challenge your views. This project is designed to encourage creativity and aesthetic knowing.

1. Identify the art form and why you choose this work. The art form may be a poem, song, sculpture, painting, or photograph. (10 points)
2. Reflect on the personal meaning and value that you find in this work. (40 points)
 - How does this affect your perspective on health care? Does it strengthen your perspective? Are your views about the human condition and/or health care challenged?
3. Discuss how your reflection could impact on your development as a nurse. (40 points)
4. Paper should be a minimum of 3-5 pages not including the title and reference pages. The paper should be typed and double-spaced with one inch margins. ***APA format is required for the title and reference pages.*** The art form should be included as available.
5. Writing style, clarity of expression, spelling, grammar (10 points)

Grading Criteria: Aesthetic Reflection

<u>Criteria</u>	<u>Possible Points</u>
Identification of the art form & why selected	10 points
Personal meaning & value Perspective on health care Affect on health care perspective Views on human condition/health care	40 points
Reflection on development as a nurse	40 points
Writing style, clarity, spelling & grammar	10 points

*Paper is to be 3-5 pages, typed and double-spaced with 1 inch margins; It is to include a title page and reference page. A representation of the art form is to be included with submission of the paper.

Reaction Paper (draft due November 13; final paper due December 1, 2006)

Purpose: The purpose of this assignment is to have the student examine the human experience of dying through the lens of a contemporary play, Wit, and through a 19th century short story, The Death of Ivan Ilych. This is a scholarly paper and APA format is required.

1. After reading the play, Wit, and the short story, “The Death of Ivan Ilych,” reflect upon the meaning of health and the human experience of dying. Write a 1-2 paragraph summary of both works. [20 points]
2. Compare and contrast the experience of Vivian with Ivan Ilych. Be sure to include observations (and supporting evidence) related to: [10 points per item]
 - Coping abilities or inner strength/support systems of characters (Vivian & Ivan)
 - Predominant societal attitude toward dying
 - Manner of treatment by health care professionals
3. Patient advocacy is an identified responsibility of nurses and other health care professionals (and is currently a hotly debated political issue – Patient’s Bill of Rights). What inference can you make about patient advocacy in both of these readings? [10 points]
4. Describe how this analysis has helped you find meaning in someone else’s experience? [10 points]
5. How can this understanding help you in your development as a caring individual? [10 points]
6. Paper should be a minimum of 5, but no more than 7 double-spaced typed papers. Each question needs to be answered in a clear, logical manner with supporting evidence. **APA format must be followed.** [15 points]

Please note, a draft of this paper is **required and due** for peer review on November 13. [5 points] The draft of the paper with peer review comments should be turned in with the final paper in order to receive the “5 points”.

Grading Criteria: Reaction Paper

<u>Criteria</u>	<u>Possible Points</u>
Summary Meaning of health & human experiences <i>(Ivan Ilych & Wit)</i>	20
Compare & Contrast <i>Coping abilities</i> <i>Social attitudes towards dying</i> <i>Treatment by care givers</i>	30
Patient advocacy	10
Finding meaning in others' experience	10
Influence on you as a caring person	10
APA, spelling, grammar, etc.	15
Draft copy with peer reviewer comments	5

Portfolio Review:

Blackboard responses due Oct. 11; worksheet due November 6, completed portfolio due December 8, 2006

Purpose: The purpose of this assignment is to encourage students to know the categories of competency outlined in the nursing program's *Learning Outcomes: Level 1*, and to identify learning materials that qualify as evidence for the competencies. Through the Portfolio Review requirement, students will analyze the learning outcomes (major competencies and related criteria), provide evidence that criteria are present, and organize the learning evidence in a Student Portfolio.

Process:

1. Read the section in the *Student Handbook, 2006-2007*, that describes Program Evaluation, as well as the Portfolio Policy & the Learning Outcomes.
2. Obtain a copy of the *Learning Outcomes: Level 1* from the course website. These can be found in the Course Information section of Blackboard: <http://blackboard.moravian.edu>
3. Respond to the questions at the Blackboard Discussion Board by October 11th. (Questions: "Why is it useful for a student to know learning outcomes?" and "How might some of your projects, in this course and other courses, qualify as evidence for any of the criteria?") Each response should be at least 100 words.
4. Save all examples of all your work, from all courses you take this semester. For this project, you will organize this "learning evidence" in a meaningful, attractive way.
5. Organize your learning evidence taking into consideration the three major components of the program's Learning Outcomes: *Communication Competencies, Nursing Competencies & Nursing Roles*. These major competencies, along with the criteria related to them, provide a framework for organizing documentation that you will have from your academic projects, community involvements, professional activities, and other college activities.
6. Answer the questions on the "Learning Outcomes: Level I Worksheet" found in the Course Information section of Blackboard. Identify learning evidence that was chosen for inclusion in the Portfolio, the rationale for that choice and the CHIP concept represented. The worksheet is to be downloaded from the Blackboard site, submitted in typed format, and inserted inside the front cover of the portfolio.
7. The CHIP concepts, pertinent to this course, are listed below and are further described in the *Student Handbook*.

Community	Holism	Inquiry	Professionalism
Human Diversity	Health Caring Spirituality	Critical Thinking Reflectivity	Collaborator Communication Professional Values

8. Submit a "practice worksheet" for just the first competency, "Communication Competency," for instructor feedback, due Nov. 6. The completed Portfolio is due to course faculty on December 8th.

Grading Criteria: Portfolio Review

<u>Criteria</u>	<u>Possible Points</u>
Blackboard responses: (due Oct. 11) <i>Adequate length</i> <i>Submitted on time</i>	10
Learning Outcomes Worksheet: <i>Quality of evidence of learning outcome</i> Communication Nursing Competencies Nursing Roles	30
<i>Rationale for evidence</i> Communication Nursing Competencies Nursing Roles	30
<i>Identification of CHIP concepts</i> Communication Nursing Competencies Nursing Roles	15
Presentation of Portfolio: <i>Organization</i> <i>Professional/attractive</i>	15

Concept Mapping Assignment: (due October 30, 2006)

This assignment is to be completed by each student in the collaborative group and may only be started after substantial discussion of the assigned health topic. Each student is to develop a concept map that details in graphic form the substance of the individual student's focus of research related to the larger group topic. The concept mapping format discussed in class must be used. This assignment is to be handed in on paper. Students will be given 8 x 14 inch paper for this assignment. The grade for the Concept Map is 10% of the overall course grade.

Grading Criteria: Concept Map Evaluation

<u>Criteria</u>	<u>Possible Points</u>
Identification of major topic	10
• Conceptually consistent with overall group topic	
Structural Complexity	
• Adequacy of sub-topics	20
• Logical progression of sub-topics	10
• Proceeds from general to specific	10
• Valid relationships	10
• Presence of linking words	10
Overall clarity of concept map	
• Readability	10
• Correct spelling	10
Evidence of creativity	
• Aesthetically pleasing	10

Collaborative Student Led Seminar

Small groups of students will have the opportunity to lead the class in a discussion of a health related topic of interest. Students will be required to show mastery of the topic of interest. This will involve reading the literature and related research widely.

Process:

1. Students will be divided into small groups (based on total class number).
2. Health care topics will be determined based on group interest.
3. Time is factored into the semester to meet formally with your collaborative group and instructor to refine and re-direct as needed.
4. Students will have the opportunity to lead the class in a discussion of this topic.
5. One week before the seminar, presenting students are required to distribute learning objectives, topical outline, reference list, and required readings for the class in preparation for the seminar.
6. Bring copy of research article to class on November 2. Bring copy of references to class on November 8.

Evaluation:

This project is worth 30% of the total course grade

- | | |
|------------------------------------------------------------------|-----|
| 1. Concept Map Assignment (individual grade) | 10% |
| 2. Collaborative Presentation (group participation, group grade) | 10% |
| 3. Individual Presentation / Participation | 10% |

Grading Criteria: Collaborative and Individual Scores; 10 points per item

	Group	Individual
1. Speaks with some sense of focus and purpose [using generally appropriate word choice/tone/style, conventions and purposeful structure].	_____	_____
2. Speaks with some elements of effective delivery (eye contact, use of gestures, voice projection and quality).	_____	_____
3. Articulates ideas clearly.	_____	_____
4. Uses some type of visual (handout, chart, overhead, video segment) effectively and in appropriate context.	_____	_____
5. Demonstrates appropriate mastery of material.	_____	_____
6. Equality of members' participation.	_____	_____
7. Holds audience attention.	_____	_____
8. Presentation within the allotted time.	_____	_____
9. Organized presentation – clear, concise and presented in a logical manner.	_____	_____
10. References/ APA/relevancy of topic to nursing & health care.	_____	_____