



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



NURSING 110: PROCESS AND INQUIRY: A HEALTH CARE PERSPECTIVE
Fall 2007

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Class Meets: Monday & Wednesday
6b; Reeves Library Room 212
Office hours: Monday/Wed 9-11
Hours by Appointment

"Do not go where the path may lead...go instead where there is no path and leave a trail"
Ralph Waldo Emerson

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?

A learning environment that is conducive to inquiry and dialogue will be maintained. In doing so, students will become engaged in their own process of learning related to caring and health care. Strategies to foster critical thinking will be explored. Students will progress from a basic level of acquisition of knowledge to critical analysis of health care issues.

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:** Class attendance is required. Students are expected to be prepared for all class meetings; that means having completed assignments prior to attending class. Please arrive promptly in order to avoid distractions to other students. If unable to attend a class due to illness, 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 or tardiness. Students are responsible for obtaining any notes, handouts, or other class items from classmates.
- 2. Inclement Weather:** 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. Learning Disability Accommodations**
Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (extension 1510). Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.
- 4. Academic Honesty**
Plagiarism and cheating will not be tolerated. Plagiarism is the use of someone's work and the misrepresentation of the work as your own. Examples of plagiarism is failure to properly cite an author's work; using the author's words/thoughts as one's own; purchasing a paper from a professional service; using illustrations without citation etc. If uncertain about what constitutes plagiarism, it is the student's responsibility to seek clarification from the professor, librarian, or the Writing Center. Because of the no tolerance policy, ignorance of the policy is not acceptable. If there are grounds for suspicion of plagiarism, the assignment will be forwarded to the Dean of Academic Affairs. Please review Moravian College's policy on academic honesty found in the Student Handbook. Infractions will be subject to the consequences outlined in the Student Handbook.

Methods of Evaluation:

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

Graded learning activities:

| | | |
|--------------------------------|---------------|-------------|
| 1. Quizzes & Examinations | | 35% |
| • Quizzes/Worksheets | 5% | |
| • Midterm | 15% | |
| • Final | 15% | |
| 3. Formal Papers | | 30% |
| • Aesthetic Reflection | 10% | |
| • Reaction Paper | 10% | |
| • Novice to Expert | 10% | |
| 5. Student Led Seminar | | 20% |
| • Concept Map Assignment | 10% | |
| • Individual Presentation | 10% | |
| 5. Completed Portfolio (Final) | | 15% |
| | Total: | 100% |

Grading Policy:

1. 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.
2. 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 |
|----------------------|---|--|
| <u>Week 1</u> | | |
| M – 8/27 | Course Overview | Course syllabus & requirements Student Information |
| W – 8/29 | “What is Critical Thinking?” | Alfaro-LeFevre: Chapter 1 Complete Critical Thinking Exercises pp. 16-18 for discussion |
| <u>Week 2</u> | | |
| M – 9/3 | NO CLASS | |
| W – 9/5 | Learning Styles and Personality | Alfaro-LeFevre: Chapter 2 Complete Critical Thinking Exercises pp. 52-53 Complete inventory: http://www.humanmetrics.com/cgi-win/JTypes1.htm Bring print out to class |
| <u>Week 3</u> | | |
| M – 9/10 | Reflection, Intuition, Emotional Intelligence, Logic | Alfaro-LeFevre: Chapter 4, pp. 112-133 |
| W – 9/12 | Nursing as a Second Language | Read: Le Fleur Chapters: |
| <u>Week 4</u> | | |
| M- 9/17 | “Critical Thinking Assessment” | <i>Computer Lab</i> |
| W – 9/19 | Critical Thinking & Clinical Judgment: The Nursing Process | Alfaro-LeFevre: Chapter 3 Complete Critical Thinking Exercises: Page 98 |
| <u>Week 5</u> | | |
| M – 9/24 | The Nursing Process: Ethical Issues | Alfaro-LeFevre: Chapter 4, pp. 100-111; Case Studies |
| W – 9/26 | Share aesthetic reflections | Aesthetic Reflection Due <i>(Bring the Art form to show class)</i> |

| Date | Topic | Learning Activity |
|-----------------------|--|---|
| <u>Week 6</u> | | |
| M – 10/1 | Clinical Judgment Skills: Evaluating Evidence | Alfaro-LeFevre, Chapter 5, pp. 138-155 |
| W – 10/3 | Midterm Examination | Chapters 1-5 |
| <u>Week 7</u> | | |
| M – 10/8 | NO CLASS – FALL BREAK | |
| W – 10/10 | Portfolio Discussion | Student Panel/Mentoring |
| <u>Week 8</u> | | |
| M – 10/15 | Clinical Judgment Skills: Errors in Reasoning & Word Power | Readings on Reserve |
| T- 10/16 5:30 pm | Sipple Lectureship: “Moral Leadership in Global Health” Dr Sara Fry, Ethics Scholar, Reception to Follow | Arrive promptly and in proper attire |
| W – 10/17 | Concept Mapping | Alfaro-LeFevre, pp. 260-265. Begin research on select topic including 5 Annotated Bibliographies |
| <u>Week 9</u> | | |
| M – 10/22 | Clinical Judgment Skills: Evaluating Evidence | Alfaro-LeFevre, Chapter 5, pp. 155-187 |
| W – 10/24 | “Wit: The Play” | Read: Edson, M. (1999). <i>Wit: a play</i> . New York: Faber and Faber, Inc. |
| <u>Week 10</u> | | |
| M – 10/29 | “Wit the Movie” | View the Movie “Wit” |
| W – 10/31 | Wit Dialogue Self-directed group projects | Alfaro-LeFevre, Chapter 6 |
| <u>Week 11</u> | | |
| M – 11/5 | Class Discussion | Read: “Death of Ivan Ilych” |
| W – 11/7 | Overview of APA Style | Bring reference list (written in APA) for assigned topic presentation Bring Annotated Bibliography |
| <u>Week 12</u> | | |
| M – 11/12 | Vignette: <i>There’s a Lion in the House</i> ” | Wit Reaction Paper Due |
| W – 11/14 | Discuss: <i>There’s a Lion in the House</i> ” | Small Group work |

| Date | Topic | Learning Activity |
|-----------------------|-------------------------------|--|
| <u>Week 13</u> | | : |
| M – 11/19 | Video: From Novice to Expert | Interview a Novice Nurse or Expert Nurse. Compare and Contrast |
| W – 11/21 | NO CLASS – THANKSGIVING BREAK | |
| <u>Week 14</u> | | |
| M – 11/26 | Group Presentation | “Novice to Expert Paper” Due Student assigned readings |
| W – 11/28 | Group Presentation | Student assigned readings |
| <u>Week 15</u> | | |
| M – 12/3 | Group Presentation | Student assigned readings |
| W – 12/5 | Group Presentation | Student assigned readings Portfolio Due Dec. 8 |
| <u>Week 16</u> | | |
| M – 12/10 | Group Presentation | Student assigned readings |
| <u>Week 17</u> | | |
| TBA | FINAL EXAM | |

NURSING 110 COURSE REQUIREMENTS

Directives

Aesthetic Reflection

Purpose: The purpose of this assignment is to come to know and appreciate the value of art in expressing 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 that portrays a human condition and describe why you choose this work. The art form may be a poem, song, sculpture or painting (10 points)
2. Reflect on the personal meaning and value that you find in this work. (40 points)
 - How does this influence 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: (work sheet due November 11, 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, 2005-2006, 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 15th. (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. The Portfolio Review project materials are due to course faculty on Wednesday, December 3.
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. This worksheet is to be submitted with the Portfolio Review Project due on November 21, 2005. 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 Resources and References section of the Student Handbook.

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

Grading Criteria: Portfolio Review

| <u>Criteria</u> | <u>Possible Points</u> |
|--|-------------------------------|
| Blackboard responses: (due Oct. 15) <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/ relevancy of topic to nursing & health care. | _____ | _____ |