



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



NURSING 110: PROCESS AND INQUIRY: A HEALTH CARE PERSPECTIVE
Fall 2008

Michele August-Brady, RN, PhD
Section A

Class Meets: Monday & Wednesday
7:30-8:40 a.m.

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M & F: 9:00-12:00AM
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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:

Diestler, S. (2009). *Becoming a critical thinker: A user friendly manual (5th ed)*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

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

Tolstoy, L. (1960). *The death of Ivan Ilych*. [posted online on the BB course site in the assignments folder].

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.
6. 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		45%
• Homework	15%	
• Midterm	15%	
• Final	15%	
2. Formal Papers		30%
• Research/Reflection	15%	
• Reaction Paper	15%	
3. Collaborative Project		25%
• Collaborative Presentation	15%	
• Individual Presentation / Participation	10%	
4. Completed Portfolio		0%
	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 – 8/25	Course Overview: Strategies for effective learning	Course syllabus & requirements Student Information
W – 8/27	Foundations of Critical Thinking	Diestler: Chapter 1
<u>Week 2</u>		
M – 9/1	NO CLASS	
W – 9/3	Values / Ethics	Diestler: Chapter 2
<u>Week 3</u>		
M – 9/8	Assumptions / Deductive Reasoning	Diestler: Chapter 3
W – 9/10 Need Computer Lab	Critical Thinking Assessment	
<u>Week 4</u>		
M – 9/15	CT case application: Wit	Read: Edson: <i>Wit: A play</i>
W – 9/17	Inductive Arguments	Diestler: Chapter 4
<u>Week 5</u>		
M – 9/22	Inductive Generalizations	Diestler: Chapter 5
W – 9/24	Reasoning Errors	Diestler: Chapter 6
<u>Week 6</u>		
M – 9/29	Database Searching; Primary & secondary sources - <i>Library</i>	Selection of topic for collaborative project due
W – 10/1	Midterm Examination	
<u>Week 7</u>		
M – 10/6	NO CLASS – FALL BREAK	
W – 10/8	Evaluating the evidence: research vs non-research	Bring research-based article on selected collaborative project to class

Date	Topic	Learning Activity
<u>Week 8</u>		
M – 10/13	Power of Language & Media	Diestler: Chapters 7 & 8 View <i>Wit</i> (video) on BB
W – 10/15	<i>Continued from above & discussion of media image of health care: Wit</i>	
<u>Week 9</u>		
M – 10/20	Clinical judgment in nursing: The nursing process	Diestler: Chapter 9 Additional readings to be assigned
W – 10/22	<i>Continued from above</i>	
<u>Week 10</u>		
M – 10/27	Portfolio Discussion	Research / Reflection Due Discussion Board Questions
W – 10/29	<i>Scientific writing: Overview of APA</i>	Bedford Manual (APA) Bring reference list for assigned collaborative project
<u>Week 11</u>		
M – 11/3	Class Discussion	“Death of Ivan Ilych”
W – 11/5	Collaborative Group Meetings	
<u>Week 12</u>		
M – 11/10	Group Work: Constructive Criticism	Bring Reaction Paper Draft to class for peer review
W – 11/13	Persuasive Speaking	Diestler: Chapter 10
<u>Week 13</u>		
M – 11/17	OPEN	Outline, readings and references due for collaborative project
W – 11/19	OPEN	
<u>Week 14</u>		
M – 11/24	OPEN	Reaction Paper Due
W – 11/26	NO CLASS – THANKSGIVING BREAK	Student assigned readings

Date	Topic	Learning Activity
<u>Week 15</u> M – 12/1	Collaborative Project	Student assigned readings
W – 12/3	Collaborative Project	Student assigned readings Portfolio Due Dec. 8
<u>Week 16</u> M – 12/8	Collaborative Project	Student assigned readings
W – 12/10	Collaborative Project	
<u>Week 17</u> TBA	FINAL EXAM	

COURSE REQUIREMENTS

Directives

Reaction Paper (draft due November 10; final paper due November 24, 2008)

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. 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 10. [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>	<u>Earned 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	_____
<u>TOTAL</u>		_____

Portfolio Review:

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*, 2008-2009, 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 27th. (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. The completed Portfolio is due to course faculty on December 8th.
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

Collaborative Project:

Purpose: To engage students in a creative group problem solving process when exploring issues pertinent to health / health care. Students are to assume the role of politicians in supporting a position in response to a health care issue or problem. In other words, this is not a “tell us all there is to know” type of presentation. It is a focused argument based on substantive review of multiple sources of evidence.

Student groups may choose a health care issue from the list below or select a health care or health issue of interest with faculty approval. The health care issue/problem must be chosen and approved by instructor by week #6, September 29, 2008.

Potential topics: Student groups are encouraged to identify an issue related to health / health care. This issue should be one of common interest to the members of the group. This issue must be debatable from a pro and con perspective. Student members will be required to take a stand on the issue. For example, issues such as universal health care, disparities in health care, and global health issues are broad issues in which more narrow topics might be chosen that are debatable in nature.

Group Guidelines for Project:

1. Students will be divided into small groups (based on total class number).
2. Selection of a health care issue or problem of interest to group is due on Monday, September 29, 2008.
3. Each member of the group is required to investigate the topic on an individual basis. At least one reference must be a research-based article. Student groups will be required to develop a resolution for the issue. Each student will be required to submit his/her own reference list on the day of presentation.
4. One or two students will have 10-15 minutes to support the resolution and one or two students will have 10-15 minutes to speak against the resolution. How this is accomplished is up to the discretion and creativity of the group. The rest of the class will serve as the student senate.
5. Time is factored into the semester to meet formally with your collaborative group and instructor to refine and re-direct as needed.

Evaluation:

1. Individual presentation / participation [10% of grade].
2. Quality of group presentation [15% of grade – see attached evaluation form].

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Collaborative Project: Evaluation Form

Health Care Issue/Problem : _____

Group Participants: _____

Rating Scale: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

	Rating
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. Generally 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. Degree to which presentation contributed to my learning.	_____

Constructive Comments: