



**St. Luke's Hospital School of Nursing  
at Moravian College**  
Bethlehem, Pennsylvania  
Fall 2009



“Human beings should keep learning as long as they are ignorant, i.e., as long as they live.”  
(Seneca 4? B.C.—A.D. 65)

- DATE:** Fall 2009
- COURSE NUMBER:** NUR 211.2 B
- COURSE TITLE:** Dynamics of the Nursing Profession
- COURSE FACULTY:** Maria L. Schantz, PhD, RN  
Assistant Professor  
Office: Hamilton 100  
Phone: (office) 610-625-7812  
E-mail: [schantzm@moravian.edu](mailto:schantzm@moravian.edu)  
Class Meets: Mond. 8:55-10:05 a.m.  
Location: PPH-SHILL 310  
Office Hours: Mond.: 11:00 a.m.- 2:00 p.m.  
by appointment
- COURSE CREDITS:** Course Units: 0.5  
Theory Hours: One 70-minute period
- Catalog/Course Description:** This course provides an introduction to the disciplines of nursing with a framework of the past leading into futuristic nursing concepts. Professional nursing is explored through examination of theoretical models with an emphasis on systems and caring. Professional ethics and practice standards will serve to guide the delivery of nursing care to individuals and groups.
- PREREQUISITES:** NUR 110
- REQUIRED TEXTS:**

Burkhardt, M. A. & Nathaniel, A. K. (2008). *Ethics & issues in contemporary nursing*. Albany: Delmar Publishers.

Harkreader, H. & Hogan, M. A. (2007). *Fundamentals of nursing: Caring and clinical judgment*. Philadelphia: Saunders.

Nightingale, F. (1969). *Notes on nursing*. New York: Dover Publications, Inc.

*Mosby's Dictionary of Medicine, Nursing, & Health Professions* (2006). St Louis: Mosby.

### **REQUIRED READINGS on reserve in Reeves Library:**

Gordon, M. (1994). *Nursing Diagnosis: Process and application* (3<sup>rd</sup> ed.). St. Louis: Mosby.

- **ADDITIONAL READINGS MAY BE ASSIGNED DURING THE COURSE OF THE SEMESTER**
- **THE SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR.**

### **STUDENT LEARNING**

#### **OUTCOMES:**

At the completion of this course the student will be able to:

1. Examine the evolution of nursing as a profession.
2. Differentiate legal, ethical, and professional aspects rooted in nursing.
3. Explore varying theoretical models as organizing frameworks for nursing.
4. Describe concepts of systems, professional values/standards and their application to the nursing profession.

#### **COURSE MATERIALS:**

Related course material (e.g., course documents. Power points, directives for assignments) can be found/obtained on the course Blackboard site

#### **TEACHING/LEARNING**

#### **METHODS:**

The student will engage in this learner-centered classroom setting with primary ownership for his/her own learning. Using the guidelines per the syllabus, directives, Blackboard materials; data gathered from lectures, literature research, interviews, etc, the student will exercise dialogical action as a process of learning, knowing, and growing.

**LEARNING STRATEGIES/MODALITIES:**

- Blackboard – the URL for Blackboard is as follows:  
<http://blackboard.moravian.edu>
- Course/Class Participation
- Functional Health Pattern Oral Presentation
- Perspective Paper
- Quizzes/Questions, Homework assignments, Mandatory Inservice
- Reflective Journals
- Lectures will be used as appropriate
- Use of web sites/on-line learning resources pertinent to topics

**EVALUATION METHOD:**

1. Course/Class Participation (including homework readings/assignments, mandatory inservice)	10%
2. Four Quizzes: based on assigned readings, lectures, class discussions	20%
3. Three Reflective Journal Entries	30%
• Journal #1      10%	
• Journal #2      10%	
• Journal #3      10%	
4. Perspective Paper: <i>Notes on Nursing</i>	20%
5. Functional Health Patterns Presentation	20%

**I. GRADING POLICY:**

- 1.) Nursing majors are required to maintain a minimum QPA of 3.00 in Nursing. Students must achieve a minimum 2.70 overall QPA in order to declare nursing as a major and to register for nursing courses numbered 212 or above. Students intending to declare nursing as a major, please read/consult (carefully) the Progression in the Program criteria as elaborated in the *Moravian College Catalog 2008-2010*, pp. 165-166.
- 2.) **Assignments are expected on or before their due date.** The instructor reserves the right to deduct 5 (five) points per day from the grade if assignments are handed in late. Assignments that are more than 3 (three) days late will not be accepted and will receive a grade of “0” (zero).
- 3.) **Papers must be typed according to APA style (5<sup>th</sup> Ed.).**
- 4.) **The grading scale is as follows:**

A = 93- 100	C+ = 77 – 79	D- = 60 -62
A- = 90 – 92	C = 73 – 76	F < 60
B+ = 87 – 89	C - = 70 – 72	
B = 83 – 86	D+ = 67 - 69	
B- = 80 – 82	D = 63 – 66	

5. It is within the instructor's discretion to apply qualitative judgment in determining grades for an assignment or for the course.

#### **ATTENDANCE POLICY:**

1. Class attendance is an expectation.
2. Students are expected to be prepared for class and to engage in/contribute to class discussion of material. Preparation includes completion of assigned readings; review of blackboard, on-line materials, and other designated assignments.
3. The instructor reserves the right to deduct 3 (three) points from the student's final grade for each unexcused absence from class. Faculty will determine whether a student's absence will or will not be excused. The course instructor believes that higher education is an opportunity and privilege that should be taken seriously. Therefore, this policy will be enacted with the student's best interest in mind.
4. **If unable to attend a class**, please contact the course faculty at least one hour before class via phone (610-625-7812) or e-mail ([schantzm@moravian.edu](mailto:schantzm@moravian.edu)). Any absence from class must be accompanied by an appropriate written verification of absence (physician/nurse practitioner's note for illness or emergency circumstances).
5. NOTE: There are no commercial breaks built into the course, so once class begins students must stay. If they leave early or wonder out and return, they will be counted absent for that day's work. If there is an unavoidable reason why a student must leave class early, let the instructor know before class begins. If a student must miss class, it is his/her responsibility to get in touch with a classmate for obtaining any notes, handouts or other class items and to have the work done on time. Please, do not phone/e-mail/fax me to find out "what we did in class?" ... remember, you are responsible for your assignments.

**Daily evaluation of attendance**

**and preparation** is guided by the following scale:

- 3: Well prepared for class, excellent performance in terms of quality and quantity; in other words, EXCELLENT.
  - 2: Prepared for class, good performance in terms of quality and quantity; in other words, GOOD.
  - 1: Present in class, but evidence of little or insufficient preparation.
  - 0: ABSENT
- Please, refer to Methods of Evaluating Course/Class Participation directive.

**Classroom Behavior**

**and Etiquette:**

- We must maintain a courteous and productive environment during class.
- Out of respect for others and in the interest of learning, let courtesy and good judgment determine your use of a cell phone during class activity.
- You are expected to pay attention and to behave properly during class activity as student incivility will not be tolerated. Examples of incivility may include, but are not limited to, use of profane language, inappropriate confrontation with others, violating confidentiality, or misuse of college property. If your behavior is disruptive in any way, you will be asked to leave, will be counted absent for that day, and will earn a zero for that day's work.
- Sleeping in class is not allowed; if you want or need to sleep, stay home or in your dorm. If you fall asleep during class, you will receive one verbal warning; after the first incident you will be counted absent any time you fall asleep during class, and will earn a zero for that day's work.
- The course faculty member reserves the right to dismiss the student from the classroom if actions are deemed inappropriate.

**ACADEMIC HONESTY/  
PLAGIARISM POLICY:**

All written assignments must adhere to the APA 5<sup>th</sup> edition format with proper recognition to

another's work.

Plagiarism is the intentional use of another's works or ideas as your own. This may range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation, to purchasing Papers 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 which are available in the nursing department. You are held accountable to the requirements of "Academic Honesty at Moravian College" as stated in the Student Handbook 2008-2009, p.p., 33-36. Also consult the Academic Regulations session of the *Moravian College Catalog 2008-2010* on p. 47.

**\* Violations or suspected violations will incur serious consequences.**

**DISABILITIES:**

Students with a documented disability who wish to request course accommodations should contact the Assistant Director of the Learning Services (Mr. Joe Kempfer, Ex. 1510).

**APPENDICES:**

- Course content and/or the method of delivery are subject to change at the discretion of the instructor.
- It is within the instructor's discretion to apply qualitative judgment in determining the grades for an assignment or for the course.
- Students are encouraged to send course-related e-mails via their Moravian College account. In addition, if your e-mail does not contain the course number within its title, the instructor will not open e-mails sent from personal addresses.

**COURSE/CLASS PARTICIPATION &  
ASSIGNMENT DIRECTIVES:**

**Class Participation:**

Each student is required to be prepared for class and to engage in/contribute to class discussion of material. Participation includes completion of assigned readings, review of Blackboard and on-line materials, and other designated assignments. The course document, "Methods of evaluating course participation", further delineates the criteria to measure this learning outcome. NOTE: **Students are responsible for obtaining materials (e.g., Power Points, articles, notes, etc.) available on Blackboard prior to class.**

**COURSE RUBRICS/DIRECTIVES for this course are as follows:****1. Course/Class Participation**

**St. Luke's Hospital School of Nursing  
at Moravian College**  
Bethlehem, Pennsylvania  
Fall 2009



**NUR 211.2: Dynamics of the Nursing Profession**  
***METHODS OF EVALUATING COURSE PARTICIPATION***

<b>POINT VALUE</b>	<b>OUTCOME CRITERIA</b>
3 Points	The student demonstrates mastery of reading material. The student not only demonstrated impeccable class attendance, but also actively engaged in live classroom discussions and demonstrated the ability to apply learning to a variety of contextual situations. The student requested clarification of unclear content. The student responds to discussion questions appropriately, e.g., in a sensible, attentive, and insightful manner
2 Points	The student consistently attended classes, but demonstrated only a baseline understanding of the reading material. The student made minor contributions in class and occasionally asked questions. During group discussions students observations were more anecdotal than scholarly. The student occasionally commented or asked questions regarding the observations/comments of others.
1 Point	In the live classroom, the student made few contributions to the class and rarely participated in discussions. The student did not ask questions. The student demonstrated little understanding of the assigned reading materials. The student's contribution consisted primarily of telling his/her peers "good job," "I agree with you," etc. without offering original contributions. The student did little to facilitate the learning of others.
0 Point	The student appeared minimally engaged in classroom activities, failed to contribute to class discussions, or arrived late for class or did not attend class.



## **2. Portfolio Evidence:**

Journals, scholarly papers, and presentations

The **CHIP** concepts pertaining to this course are listed below and are further described in the Resources and References section of the Student Hand book.

### **Community**

Individual  
Human Diversity

### **Holism**

Health  
Caring  
Wellness  
Health promotion

### **Inquiry**

Reflectivity  
Systems  
Critical Thinking  
Health care technology

### **Professionalism**

Professional Values  
Standards  
Leadership  
Advocate  
Accountability

## **3. Oral Group Presentation**

### **Functional Health Pattern Presentation**

**Purpose:** The major purpose of studying nursing theories is to advance the disciplines and practice of nursing. Nursing theory connects knowledge to practice. Theory enriches practice, and practice enriches theories. In other words, the two complement and build upon each other based on values, beliefs, and nursing situations.

This class presentation will allow the student to explore the process of leading a class discussion on the significance and relevance of a theoretical framework (Gordon's Functional Health Patterns) to professional nursing practice.

### **Process:**

1. Students will organize themselves in groups of 2-3 members and will **select a functional health pattern** to examine from the patterns overviewed. The functional health pattern to be explored must be selected by **September 23**. Each group will be required to present the selected pattern to the instructor at that class.
2. Each group of 2-3 people will provide a complete **reference list** (minimum of 5 references – 3 must be from nursing journals) and **outline of the presentation** to the instructor **2 weeks prior to the class presentation**. **On the day of the presentation a FINAL outline and reference list** will be given to the instructor.

3. The focus of the presentation is the functional health pattern not a selected disease. On the day of the presentation, the students will provide each class member with:

**An overview of the selected functional health pattern, including key concepts of the pattern:**

- A discussion of the change from a functional health pattern to a dysfunctional health pattern
  - Why does the problem exist?
  - What factors have contributed to the development of the dysfunction?
  - What factors are maintaining the dysfunction?
  - **A discussion of nursing care that can enhance the client's health pattern**
  - **Support all evidence with at least 3 articles from the nursing literature**
4. The use of visual aids is required.
  5. Each presentation should be **NO LONGER THAN 30 MINUTES!!!** (20 minutes for the presentation and 10 minutes for answering questions.)

**Evaluation:** As a group, the presenters will be evaluated by

- Peer groups (worth 20% of the total grade)
- Instructor (worth 80% of the total grade)

#### **4. Scholarly Paper**

##### **Perspective Paper: Notes on Nursing**

**Purpose:** This paper provides the student the opportunity to examine the values of the nursing profession from the past through the writings of Florence Nightingale. In reflecting on the reading, the student will be able to compare and contrast one's current worldview of the nursing profession (based on own thoughts/feelings, media portrayal, and personal/family lived experiences) with that of Nightingale.

**Process:** After reading *Notes on Nursing*, the student will follow the following approach:

1. Compare and contrast the Nightingale's views on nursing with your own
2. Include observations related to the core values of St Luke's Hospital SON at Moravian College, as follows:
  - Community
  - Holism
  - Inquiry
  - Professionalism

3. Consider the following questions:
  - What influences do Nightingale's beliefs have on the profession of nursing today?
  - Are her beliefs outdated or still necessary? Use examples to support your thoughts.
4. Briefly discuss how this understanding may influence your development as a professional nurse.
5. Each question needs to be answered in a clear, logical, and coherent manner with supporting evidence. It must be written in accordance with American Psychological Association (APA) guidelines. Failure to cite sources will result in an automatic 0.
6. This paper will be typed and grammatically correct ( NOTE: To enhance your opportunity to obtain a better grade, make the effort to seek the campus Writing Center for editorial assistance, prior to handing in your paper to your instructor).
7. The paper should be 4-double-spaced pages in length and typed in Times Roman using a 12 point font. **Writing Tip:** Include an introduction and a conclusion. Please bring a hard copy to class on Wednesday, Sept. 30, 2009.

## 5. Journaling

### Reflective Journals

Purpose: Journaling allows the student the opportunity to express ideas, observations, and feelings experienced through reflective thought and writing.

Process: Three reflective journals are required for this course.

On the designated dates, the student will submit a reflective journal entry related to the assigned topic. Each journal entry should reflect one's own thoughts, feelings, questions, and concerns related to the topic, as well as one's own personal and professional growth within the discipline of nursing.

Evaluation: The reflective journal is a personal reflection on one's own thoughts and feelings. Therefore, grading will be based on the substance of the student's writing style, clarity, and logical presentation. The faculty member will discuss the journal entry with the student to stimulate further reflection.

#### Required Reflective Journal Entries:

\*\* All journal entries should be 2 ½ - 3 double-space, typed pages. Each question needs to be answered in a clear, logical manner with supporting evidence.

#### Journal #1: Nursing & the Arts

Purpose: Art has been a way in which people describe human condition and values of their time. Art comes in many forms – literature, poetry, pictures, media, etc. This paper allows the student opportunities to explore, identify, and examine the portrayal of nursing in art to gain an increasing understanding of art as an influencing factor in society's perception of nursing.

Process:

- Using diverse art forms discuss how nursing is portrayed to society.

- Select an art form that represents society's view of nursing. Include the art form in your journal entry.
- Is this portrayal accurate or inaccurate? Why? Why not?
- Support discussion with 2 references.
- How do these portrayals of nursing influence society's perception of nursing?

**Journal #2: Nursing & Ethics**

Purpose:

Nursing as a profession utilizes both legal and ethical principles to guide its practice. In this journal entry, the student will reflect upon one's own ethical/legal values and compared them to those guiding the nursing profession.

Process:

- Identify and discuss an ethical or legal issue that you feel has relevance to the profession of nursing.
- Discuss how do your personal values influence your decisions related to the identified issue?
- Identify and examine ethical values in the profession that impact the aforementioned issue and discuss how are they similar or dissimilar to your own values?
- Support discussion with 2 references.
- 

**Journal #3: Nursing, knowledge, and personal/professional growth**

Purpose: Professional growth

Process:

- Reread and reflect on Journal # 1.
- Discuss your evolving worldview of nursing. Has this changed throughout the semester?
- Discuss whether or not your view of society's perception of nursing has changed?
- Discuss your views about the portrayal of nursing in the arts?

-----  
Faculty Signature

-----  
Date

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date



**St. Luke's Hospital School of Nursing  
at Moravian College**  
Bethlehem, Pennsylvania  
Fall 2009



**NUR 211.2: Dynamics of the Nursing Profession  
TOPICAL OUTLINE**

Week	Date	Topics	Assignments Due	Readings
<b>Week 1</b>				
	Aug.31	Course Introduction General Overview: Nursing as a Profession & the Evolution of Professional Nursing		Burkhardt & Nathaniel (Chap.1); Harkreader (Chap. 1)
<b>Week 2</b>	Sep.7	<b><i>Labor Day—No Classes</i></b>		
<b>Week 3</b>				
	Sep.14	Theories in Practice -Nursing Theories -Functional Health Patterns	<b>* Reflective Journal #1 due</b>	Harkreader (Chap. 5, pp. 77-82) (Chap. 6, pp. 107- 112)
<b>Week 4</b>				
	Sep.21	Principled Behavior: Ethics & Values -Ethical Theory -Ethical Principles	<b>*Selection of Functional Health Pattern &amp; Quiz # 1</b>	Burkhardt & Nathaniel (Chaps. 2 & 3); Harkreader (Chap.2, pp. 16-24)
<b>Week 5</b>				
	Sep.28	Principled Behavior: Ethics & Values -Values Clarification & Development		Burkhardt & Nathaniel (Chaps. 4 & 5)
<b>Week 6</b>				
	Oct.5	Discussion on <i>Notes on Nursing</i> Data Base Searching in Pub Med	<b>*Perspective Paper due</b>	Come to class prepared to discuss Nightingale's celebrated work, <i>Notes on nursing</i>
<b>Week 7</b>				
	Oct.12	<b><i>FALL BREAK</i></b>		

<b>Week 8</b>				
	Oct.19	Principled Behavior: Ethics & Values -Ethical Decision Making	<b>*Reflective Journal #2 due</b>	Burkhardt & Nathaniel (Chap. 6)
<b>Week 9</b>				
	Oct.26	Professional Behavior -Legal Issues	<b>*Quiz #2</b>	Burkhardt & Nathaniel (Chaps. 7 & 8); Harkreader (Chap.2, pp. 24-37)
	Wed. Oct.28	<b>*Mandatory attendance to <i>Sipple Lecture</i>—Oct 28 @ 5:30 p.m. Leadership for the 21<sup>st</sup> century—Dr. Karen Morin (HUB)</b>		
<b>Week 10</b>				
	Nov.2	Professional Behavior -Professional Accountability -Professional Relationship Issues	<b>Quiz #3</b>	Burkhardt & Nathaniel (Chaps. 9 & 12)
<b>Week 11</b>				
	Nov.9	Practice Issues -Technology -Client Self-Determination	<b>*Quiz #4</b>	Burkhardt & Nathaniel (Chaps. 10 & 11); Harkreader (Chap.2, pp. 37-39)
<b>Week 12</b>				
	Nov.16	<b>Student Presentations Functional Health Pattern</b>		Selected chapter in Gordon

<b>Week 13</b>				
	Nov.23	<b>Student Presentations Functional Health Pattern</b>	<b>*Reflective Journal #3 due</b>	Selected chapter in Gordon
<b>Week 14</b>				
	Nov.30	<b>Student Presentations Functional Health Pattern</b>		Selected chapter in Gordon
<b>Week 15</b>				
	Dec.7	<b>Student Presentations Functional Health Pattern</b>		Selected chapter in Gordon

**\*\*Additional readings may be assigned throughout the course\*\***

**THE SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION  
OF THE INSTRUCTOR.**