



Department of Nursing

**NURS 324: Cornerstone of Professional Nursing
Fall 2013**

Instructor: Dawn M Goodolf PhD, RN

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Faculty Office Hours: by appointment.

Class meets: Thursdays, 5:00p.m. – 8:00p.m. in PPHAC 232

“The more that you read, the more things you will know. The more that you learn the more places you’ll go.”
~Dr Seuss

Catalog/Course Description:

Health care and nursing culture analyzed through perspectives in economics, public policy, ethics, demographics, and evolving global issues. Focus on critical thinking to advance the profession and improve health care.

Objectives:

1. Analyze techniques useful to the process of inquiry.
2. Develop higher order, critical thinking skills through critical analysis of readings.
3. Analyze various historical and current issues related to the role of the professional nurse in the delivery of safe and quality care.
4. Examine the use of inquiry as a process foundational to personal and professional growth.
5. Explore varying theoretical models as organizing frameworks for nursing.
6. Begin to appreciate multiple perspectives through group discussion and collaborative peer projects.

Course Credits/Units/Hours:

Course Units: 1
Theory Hours: 3 hours weekly

Prerequisites:

RN Students or RN Licensure only

My Teaching Philosophy:

My primary goal of teaching is to foster learning. Although everyone is capable of learning, a student's desire to learn is a critical part of the process. It is essential to provide a classroom setting that creates an atmosphere that is conducive to learning and takes into consideration the unique learning style of the student. I strive to create an environment that is relaxed and stimulates conversation about concepts that are discussed. I believe that respect and trust are an essential foundation for the relationship between instructor and student. I personally value the variety of life experiences that each student brings to the process.

Required Textbooks:

Kearney-Nunnery, R. (2012). *Advancing your career: Concepts of Professional Nursing (5th ed.)*. Philadelphia: FA Davis. ISBN: 9780803628069.

Oberholtzer, J. (2011). *Because I can*. Colorado: Rhizone Publishing. ISBN: 9780984126255.

Sullivan, E.(2013). *Becoming Influential: A guide for nurses(2nd ed)*. Upper Saddle River: Pearson Prentice Hall.

Recommended Textbooks:

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association

*Additional readings to be announced.

Learning Assessment/Graded Requirements *:

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|------------------------------|-----|
| • Literature Review | 25% |
| • Aesthetic Reflection | 20% |
| • Book Review | 15% |
| • Telling Nursing's Story | 10% |
| • Nursing Theorist Project | 20% |
| • Participation (Class & BB) | 10% |

Grade	Percentage Score	Description
A	93-100	Exemplary
A-	90-92	Excellent
B+	87-89	Very Good
B	83-86	Good
B-	80-82	Satisfactory
C+	77-79	Satisfactory
C	73-76	Acceptable
C-	70-72	Marginally acceptable
D+	67-69	Marginally acceptable
D	62-66	Pass
D-	60-62	Minimal Pass
F	60	Fail

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

Grading Policy:

Papers must be written according to the style specified by the *APA (6th edition)*. Use of a computer with Internet access and the ability to perform electronic database searches is required.

Assignments are expected on or before their due date. Late assignments will result in point deduction or assignment failure, at the discretion of the course faculty.

Attendance Requirements:

Class attendance is an expectation. Students are expected to be prepared for all class meetings, to arrive on time, and to engage themselves in class discussion. Students who are not prepared may not be able to meet course standards and are at risk for course failure.

Academic Integrity:

Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. This policy is described in the Moravian College Comenius Center Undergraduate Academic Policies Handbook. 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 without appropriate citation. It also includes obtaining a paper from someone else, the Internet, or a professional writing service.

Learning Service Accommodations:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Writing Center:

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

The Syllabus is subject to change at the discretion of the instructor.

Topical Outline: NURS 324 (Fall, 2013)

Date	Topic	Assignments
August 29	NO Class	<p><i>Readings:</i> Sullivan, Chapters 1, 2, 3, 4, & 12</p> <p>Start thinking about a nursing theorist you would like to explore</p> <p>Blackboard assignment 1</p>
September 5	<p>Course Overview</p> <p>History of Nursing Education</p>	<p><i>Readings:</i> Kearney: Chapter 1 Sullivan: Chapter 13& 14</p> <p>As posted under Course Documents</p> <p>AACN Publication http://www.aacn.nche.edu/Publications/positions/baccmin.htm</p>
September 11	<p>Dr. Wolpe's lecture, <i>"Building Better Brains: How Neuroscience is Altering Human Functioning"</i></p>	<p>Aesthetic Reflections Due</p> <p>Meet Wednesday instead of Thursday- Foy Hall Reception at 5:00, with the program to follow at 6:00-7:00 p.m. in Foy Hall on Moravian College's South Campus in Bethlehem</p>
September 19	Presentations	<p><i>Readings:</i></p> <p>Aesthetic Reflection Presentations</p>
September 26	<p>Orientation to Reeves Library and data search</p> <p>Theories and Frameworks</p>	<p><i>Readings:</i> Kearney: Chapt 2, 3, & 4</p> <p>Meet at Reeves library at 5:00 pm</p>
October 3	<p>Evidence Based Practice</p> <p>Guest Presenter: Dr Kerry Cheever, RN, PhD Professor/Chairperson Moravian College</p>	<p><i>Readings:</i> Kearney: Chapter 5</p> <p>Bring to class a research concept or idea</p>
October 10 On Line	<p>Blackboard (BB) Discussion: Class on-line</p>	<p><i>Readings:</i></p> <p>On Line Nursing Theorist Presentations</p>

October 17	Ethical Issues Using Influence	<i>Readings:</i> Kearney: Chapter 11 & 12 Sullivan: Chapters 7, 8,9, 10,&11
October 23 5:30	Sipple Lecture: <i>“The Growing Concern about Mental Health Issues in the Nation”</i>	Meet Wednesday instead of Thursday Foy Hall, South Campus Reception following in the Gallery
October 31	Economic and Political Aspects of Healthcare	<i>Readings:</i> Kearney: Chapters 16,17, & 18 Sullivan: Chapters 6 & 11
November 7	Critical Components of Professional Nursing Practice <ul style="list-style-type: none"> • Coordinator • Counselor • Communicator Guest Presenter: Dr Pam Adamshick, RN, PhD Associate Professor Moravian College	<i>Readings:</i> Kearney: Chapters 6 & 8 Sullivan, Chapter 5 Literature Search Due
November 14	Professional Nursing in a Changing Healthcare Delivery System Blackboard (BB) Discussion: Because I Can	<i>Readings:</i> Kearney: Chapters 13, 15, & 19 Sullivan: Chapters 15 & 16 Because I Can Discussion on line over next 2 weeks.
November 20	<i>Satori</i> musical ensemble, 7:30pm- Prosser	Meet Wednesday instead of Thursday
November 28	No Class Happy Thanksgiving!	
December 5	Telling Nursing’s Story Presentations	<i>Readings:</i> Sullivan: Chapter 12, page 205 Course Evaluation
December 12	Presentations	Course Evaluation

The instructor reserves the right to alter content and/or the course schedule. Additional reading in the form of articles, films, newspapers, media broadcast may be added to the assigned readings.

Course Requirements

Aesthetic Reflection:

Purpose: The purpose of this assignment is to come to know and appreciate the value of art in expressing some human conditions that have influenced 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. (30 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 paper including the title and reference pages.* The art form should be included as available.
5. Writing style, clarity of expression, spelling, grammar. (10 points)
6. You will present your choice of the art form to your peers on September 19, 2013. You will discuss why you chose that particular art form and the impact it has on you personally and to the nursing profession. (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 <ul style="list-style-type: none">Perspective on health careAffect on health care perspectiveViews on human condition/health care	30 points
Reflection on development as a nurse	40 points
Writing style, clarity, spelling & grammar	10 points
Presentation <ul style="list-style-type: none">• Speech is well organized and clearly understood• Include why you chose that particular art form and the impact it has on you personally and to the nursing profession.	10 points

Telling Nursing's Story:

Grading:

This assignment is worth 15% of the course grade. Using the guidelines suggested in the Sullivan text, prepare a presentation about nursing and “your nursing story.” How have your experiences within the profession changed or influenced you on a personal level. Tell the rest of us about your nursing journey and where you hope it takes you. You will share your story with your peers on the final day of class.

Criteria

Possible Points

Telling Nurse's stories:

50 points

Final Presentation – December 5, 2013

50 points

- Speech is well organized and clearly understood
- Creative

Nursing Theorist Presentation

Purpose: To explore the development of formal nursing knowledge as well as the pioneers of nursing research and educate your peers on the relevance to today's nursing practice.

Process: Develop a PowerPoint Presentation in order to present the nursing theorist selected. Include the following information:

- Biographical Sketch of the theorist (Where did the theory come from- usually has to do with the person's personal and professional background)
- Theorist's definition of person, health, environment, and nursing.
- Major components of the theory.
- Do you believe this theory is important or useful to nursing? Explain.
- Cite an example of this theory being utilized in clinical practice or where you see that it can be utilized today.
- Answer any questions about your presentation from your peers.

Post your PowerPoint on discussion board. You are responsible to answer all questions from peers.

Each person must comment on **AT LEAST 3** of their classmate's presentations in addition to answering questions about their theorist.

Literature Search

Purpose: The purpose of this project is to give the student the opportunity to identify a health issue/ topic of significance to their clinical practice. The student will formulate a research question (PICO) and use evidence based research to explore the phenomenon. Once the literature review is complete, the student

will present the problem, synthesize the research, and disseminate findings in a formal research paper.

- Objectives:** The nursing student will:
1. Identify an issue/concern that has been observed in clinical practice.
 2. Formulate a research question (PICO) that will be explored in the nursing literature.
 3. Review evidence based nursing research literature related to the question.
 4. Synthesize the findings based on the literature review.
 5. Write a formal research paper that is in accordance with APA format.

- Process:**
1. Identify the topic of issue to be researched.
 2. Formulate a research question.
 3. Complete a literature search and review the abstracts that pertain to your question.
 4. Identify the articles (no textbooks) that may be appropriate for the paper and print the full text.
 5. Synthesize the research that will help you to answer your question.
 6. Identify the findings and implications of your research.
 7. Present the information in an APA 6-8 page paper.

Grading: The Literature Search will be worth 25% of the grade.

<u>Criteria:</u>	<u>Possible Points</u>
Statement of the problem in a clear manner	10 points
Statement of the research question to be researched (PICO)	10 points
Presentation of the literature review	25 points
<ul style="list-style-type: none">• Review should be current research, well-organized, complete, with appropriate citations. It is essential to use peer reviewed journals as sources	
Synthesis of the findings	25 points
<ul style="list-style-type: none">• Look at all the information you have collected and try to find some common similarities. Synthesis means to look at the literature and create something “new.” New may simply mean a new perspective of looking at an old problem.	
Implications for Evidence Based Practice (EBP)	20 points
<ul style="list-style-type: none">• Strict compliance with APA format 6th edition, including title, abstract and reference pages (10 points). Failure to properly cite all references may result in plagiarism. The College policy will be in effect for plagiarism.	

Please review course syllabus for policy on submission of late papers.

Book Review: *Because I Can*

Discussion Board

Purpose: The purpose of this project is to encourage reading and reflection on readings that represent books not typically considered as "nursing literature".

1. For the book review, students will read the book, *Because I Can*.
2. Each student will post three (3) questions on the reading on Discussion Board.
3. These questions encourage the group discussion of the reading and relevance for professional nursing.
4. The second posting by each student on Discussion Board will reflect the student's perceptions of the reading.
5. Finally, students will post **at least three** responses to another individual's posting (highly encourage more interaction).

Criteria for the Book Review:

Grading:

The book reviews are worth 15% of the course grade. In evaluating the book reviews, points will be assigned as follows:

Criteria

Possible Points

Questions, Book Review, Replies to Other

100 points

- The main claim is clear, significant, challenging.
- Organization is purposeful, effective, and appropriate
- Sentence form and word choice are varied and appropriate.
- Punctuation, grammar, spelling, and mechanics are appropriate.
- Information and evidence are accurate, appropriate, and integrated effectively.
- Claims and ideas are supported and elaborated.
- Alternative perspectives are carefully considered and represented.
- Connections between and among ideas are made.
- Analysis, synthesis, evaluation, interpretation are effective and consistent.
- Independent thinking is evident.
- Creativity/originality is evident.
- Responds to all aspects of the assignment.
- Documents evidence appropriate

