



**GNUR 207 – Concepts of Professional Nursing Practice**

**Credit hours: 2 Semester hours**

**John Felice Rome Center**

Fall 2019

Mondays | 9:00 am-12:00pm

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Office Hours: Mon./Wed., 12:30 – 2:30 pm and by appointment

**Course Description**

This course explores nursing concepts for professional nursing practice in the care of individuals, families, communities, and populations, along the health-illness continuum. Content includes client and family-centered care, client teaching, levels of prevention, the determinants of health and illness, and the principles of population-focused and culturally sensitive care. Students are introduced to the historical and political influences of the current US health care delivery system with an emphasis on the issues of health care access such as stress, coping and adaptation, health information processing, spirituality. Students also examine health care disparities, social determinants of health, biases in the healthcare setting, and health literacy among culturally diverse and vulnerable populations.

**Learning Outcomes**

At the successful completion of the course, the learner will be able to:

1. Describe the role of the professional nurse in health promotion and risk reduction for individuals, families, communities, and populations, with an emphasis on the impact of values, lifestyle, and cultural influences.
2. Understand the cultural basis for health beliefs and practices for individuals, families, communities, and populations.
3. Understand the epidemiological model for diseases, including the levels of prevention and population-based approaches.
4. Explain the structure and function of the U.S. health care delivery system and the impact of these factors on access, quality, and cost of health care.
5. Understand the health goals for the nation identified by Healthy People initiative.

**Required Text / Materials**

Black, B. (2017). Professional Nursing: Concepts & Challenges, 8th Ed., St. Louis, MO: Mosby Elsevier ISBN: 978-0-323-43112-5\*

Skloot, R. (2010). The Immortal Life of Henrietta Lacks

Assigned readings posted on Sakai

Assigned readings found on various online publications, websites, etc.

## Assessment Components

### Evaluation:

35% Assignments (see breakdown below)

30% Quizzes

35% In-class activities (10-14 activities throughout the semester, must be present in class to get points)

#### Assignments:

Cultural Icon Oral Presentation (10%)

The Illness Experience Paper (10%)

Journal (15%)

### Grading Scale:

A = (94-100)	C = (77-79)
A- = (92-93)	C- = (75-76)
B+ = (89-91)	D+ = (72-74)
B = (86-88)	D = (69-71)
B- = (84-85)	F = (68 and below)
C+ = (80-83)	

Students must achieve a C- (75%) or greater to pass this course. Students will be evaluated by grades on tests, presentations and assignments.

### ROUNDING AND REPORTING OF SCORES/GRADES:

- All exam scores are reported to 2 decimal places (when appropriate). Scores for individual and final examinations are not rounded up or down.
- All non-examination assignments, such as papers are reported in whole numbers, unless the rubric for the assignment specifically includes point allocations other than whole numbers.

### THE FINAL COURSE GRADE, WHICH INCLUDES ALL EVALUATION ELEMENTS FOR THE COURSE, IS ROUNDED BASED ON THE FOLLOWING GUIDELINES:

- If the decimal is 0.50 or greater, the score is rounded up to the next whole number (e.g., 84.52 is rounded to 85.0)
- If the decimal is less than or equal to .49, the score is rounded down to the next lowest whole number (e.g., 84.40 is rounded to 84.0)
- The letter grade corresponding to the numeric final course grade is entered into LOCUS.

### In-class activities:

See Assignments document for instructions and rubrics for all assignments. In class activities will be completed during class. **If you miss a class, you will not receive points for the class activity that takes place that day.** There will be 10-14 exercises throughout the semester. Each in class activity will be worth 3 points. Students may complete an assignment to make up for **ONE** class activity that is missed.

### Class Activity Make Up

Students may attend an approved event that discusses one of the topics covered in class. The event must be approved by the faculty. To complete the make up opportunity, students must turn in a hard copy of a one to two page reflection. The reflection should include information about the event, how the event related to the class topic, and how the event impacted you. The reflection should be turned in by the last class period.

### ATI Critical Thinking Assessment (no grade)

The ATI Critical Thinking Assessment measures six cognitive skills commonly associated with critical thinking. This assessment identifies the critical thinking skills that you need to strengthen or develop. To effectively develop or strengthen critical thinking skills, you need to use these skills consistently. Your instructors will guide you in developing these skills in a variety of ways (e.g. case study discussions, reflections, clinical practice) throughout the curriculum. You do not need to study for the test and it will not count towards your grade.

### Attendance Policy (please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions)

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

This course meets once a week, thus a total of one unexcused absence(s) will be permitted. **Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”.**

### Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards here: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible to comply with the LUC Student Handbook.

### Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

### Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

## **TECHNOLOGY**

Use of cell phones is **not permitted** at any time during class. If you have an emergency and need to use your phone, please inform me and leave class to take care of the emergency. Computers are permitted in class. However, computers must only be used for class purposes. If you are seen using your cell phone or computer for purposes other than class, I will send you a warning via email. The second time the behavior occurs, I will ask you to leave class. You can learn about how taking notes by hand retain more information than those who type them by reading this: [Click here](#).

## **Taping/Recording of Face-to-Face Lectures**

Students are to request permission from the faculty to record lectures/classes. The recordings are to be used only by the class member who has requested and received permission during the current term. The recordings are not to be forwarded to other students in the current or subsequent terms.

## **COURSE EVALUATION EXPECTATION:**

- The IDEA Course Feedback System is based on student ratings of their individual learning during a course. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the IDEA system open for student input during the last two weeks of the class is based, in part, on this foundation. During the last weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course (see page 1).

## **POLICY FOR MISSED QUIZZES:**

- A missed quiz can be “made up” only if the instructor has been **notified in advance** that the student is unable to take the exam. Documentation of illness from a physician or nurse practitioner will be required. Missed exams must be taken within one week of the date the exam was originally scheduled. The student is responsible for contacting the instructor to schedule a time and place for the make-up quiz. The make-up quiz will most often be a form of the quiz that is different from the one that was given to the rest of the class. The penalty for failure to adhere to this policy will be the deduction of 10 percent per day from the score achieved on the quiz for each day that elapses after the date the quiz was originally scheduled.

## **POLICY FOR LATE ASSIGNMENTS:**

- All assignments should be turned in or submitted electronically by the **date and time** specified. If an assignment is going to be late due to illness or an emergency, you must submit to this instructor documentation for why it is late PREFERABLY before the deadline assigned to assignment. Each day an assignment is late 2 points will be deducted from the assignment. Any assignment more than 5 days late will result in “zero” on the grade.

## **ACADEMIC INTEGRITY**

“Academic integrity is expected of every student in the Marcella Niehoff School of Nursing. A consequence of academic dishonesty will be failure in the course where the dishonesty occurred. Greater sanctions may be imposed” (Undergraduate Nursing Student Handbook).

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml) (Undergraduate)



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<http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf> (School of Nursing)

### **TITLE IX**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against students and conduct that includes sexual harassment, sexual assault, sexual misconduct, dating violence and stalking. All Loyola University Chicago employees must report Title IX related incidences.

### Course Schedule

Wk	Date	Topic	Assigned Readings
1	9/2	Course Introduction Nursing in today's health care system and historical events that shaped nursing today	Black: Chapters 1 & 2
2	9/9	Professional nursing concept of "Values, Belief and Caring" <b>Cultural Icon Presentations (3)</b>	Black: Chapters 3 & 5
3	9/16	<b>Quiz #1</b> <b>Cultural Icon Presentations (6)</b>	
4	9/23	Conceptual and Philosophical Foundations of Professional Nursing Practice (values, belief, caring) continued <b>Cultural Icon Presentations (3)</b>	Black: Chapter 8
5	9/30	Political Activism in Nursing Introduction to the US Health Care Delivery System <b>Cultural Icon Presentations (3)</b>	Black: Chapter 14 & 15
6	10/7	Communication and Collaboration in Professional Nursing Practice <b>Quiz #2</b>	Black: Chapter 12
7	10/14	Fall Semester Break (10/11-10/20)	
8	10/21	Health and wellness and the relationship to illness (Cultural and family perspectives) <b>Cultural Icon Presentations (2)</b>	Black: Chapter 13 Black: Chapter 8
9	10/28	<b>Cultural Icon Presentations (6)</b> <b>Quiz #3</b>	
10	11/4	Health Literacy and Patient Education <b>Cultural Icon Presentations (2)</b>	Health Literacy Basics: Read sections: <ul style="list-style-type: none"> <li>• What is Health Literacy?</li> <li>• Understanding Health Literacy</li> <li>• Understanding Literacy and numeracy</li> </ul> <a href="https://www.cdc.gov/healthliteracy/basics.html">https://www.cdc.gov/healthliteracy/basics.html</a>
11	11/11	<b>Cultural Icon Presentations (10)</b> <b>Quiz #4</b>	
12	11/18	Basic Concepts of Epidemiology and disease as it relates to the individual, the family & the community	TBD
13	11/25	Spiritual Care in Professional nursing practice	Meeting your Patients spiritual needs: <a href="https://www.americannursetoday.com/meeting-your-patients-spiritual-needs/">https://www.americannursetoday.com/meeting-your-patients-spiritual-needs/</a>
14	12/2	Nursing's Challenge	Black: Chapter 16

		<b>Quiz #5</b>	<u><a href="#">Illness Experience Paper Due</a></u>
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**Friday Class Days:**

Friday, September 20 - all classes meeting on Wednesday

Friday, October 25 – all classes meeting with a Thursday schedule, except Italian language classes

Friday, November 15 – any classes

**ASSIGNMENT DESCRIPTIONS**

**Cultural Icon Oral Presentation:**

Caring, empathy, and compassion – the basis of good nursing, depends on knowing more about who you are. We cannot help other people until we are clearer about ourselves. Becoming self-aware is a conscious process in which we consider our understanding of ourselves. It is only when we know ourselves that we can be aware of what we will and will not accept from others in our lives and it helps us to relate to other people. Being self-aware enables us to identify our strengths and also those areas that can be improved.

The purpose of this assignment is to present a personal icon (it can be a symbol, logo, picture, or other image, artifact or any item, or person that is special to you). This icon generally represents what is significant about you that you would like others to know about.

What do you want us to know about you? What personal interests and/ or cultural values and beliefs do you have that may impact your approach to life and how you care for your patients?

Some examples from past students:

- A student brought in a cross-stitch of her family tree that her grandmother made.
- A student sang lyrics from an opera
- A student shared a recipe that had been handed down for generations and talked about the significance of her culture and family

The presentation is limited to 10 minutes. You will sign-up for the date of your presentation on the first day of class.

**The Illness Experience**

Illness is a very personal experience influenced by a host of factors including age, cultural background, and socioeconomic status. This writing assignment gives the student a chance to explore that experience through someone else’s eyes and then reflect on how that one person’s experience was or might be influenced by holistic nursing care. Using the book, *The Immortal Life of Henrietta Lacks*, write a 3-5 page paper that discuss the following major themes of the book:

- Type of chronic illness
- Cultural influences

- Sick role of the central figure
- Impact of the illness on family and friends
- Health care providers'/ Healthcare system's response to the patient and family

### Journal Assignment

The Reflective Journal is a place for you to post your reflections on what you have learned and experienced throughout the semester. Between the course readings, presentations, lab and classroom time, you have gained knowledge and experience to reflect on and then to write about. You can describe the thoughts and events but what I am looking for is your thoughts and feelings regarding them. It provides a format for you to synthesize your knowledge, skills and experiences and allows you to find meanings and make connections in order to develop the critical thinking skills. This space is set up as a journal that is yours and viewable only by you and myself. I may comment and/or respond to something in your posting but may only read them without feedback to you.

You are required to complete at least one entry by each of the following dates:

- September 23
- September
- October
- October
- November

You may use the following journal prompts or write about your personal thoughts around topic.

1. **Continue to explore your personal strengths and challenges. In light of what you have learned so far and what you have identified as your strengths and challenges, where do you see yourself working as a nurse? What are some of your concerns? What are you excited about?**
2. Begin defining your personal philosophy of the nursing profession by reflecting on the questions below:
  - What is nursing?
  - Why is it important to me?
  - What does a nurse bring to society?
  - Who makes a great nurse?
  - What qualities and skills are important for nurses?
  - Which values should every nurse have?
  - What mistakes should a nurse never make?
3. **The causes of health disparities may be due to race, ethnicity, gender, age, income, education, disability, sexual orientation, and place of residence. Why do you think that health care disparities have gotten significantly worse or have remained unchanged?**
4. **Sociocultural Self-Assessment Directions:** Use your answers to these questions to better understand your own social and cultural beliefs and expectations.



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1. To what groups do I belong? What is my cultural heritage? My socioeconomic status? My age-group? My religious affiliation?
  2. How do I describe myself? What parts of the description come from the groups to which I belong?
  3. What kinds of contact have I had with people from different groups? Do I assume that others have the same values and beliefs that I have?
  4. What makes me feel proud about my group affiliations? Am I ethnocentric in my attitudes and behavior? What would I change about my group affiliations if I could? Why?
  5. Have I ever experienced the feeling of being rejected by another group? Did this experience heighten my sensitivity to other cultures or cause me to denigrate others different from myself?
  6. When I was growing up, what messages did I get from parents and friends about people from groups different from mine? Do these attitudes cause me any difficulty today?
  7. What are the major stereotypes I hold about people from different groups? Do these biases help or hinder me in developing cultural sensitivity?
  8. To work effectively with people from different cultural groups, what do I need to change about myself?
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5. Consider the courses in the curriculum of your nursing program. What changes can you envision that might transpire in response to societal influences over the next decade?