COURSE NUMBER: GNUR 204
COURSE TITLE: Bridge Course Nursing Concepts
CREDIT HOURS: 3.00 semester hours
FACULTY: Annie Thomas RN, PhD
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Chicago, IL 60660
Email: athomas4@luc.edu

COURSE DESCRIPTION:

This course provides the conceptual linkage between the student’s previous nursing education and clinical experiences, to professional nursing. The student’s background in liberal arts, science and nursing is used as the basis for the exploration of theories that guide contemporary nursing practice and leadership. Historical, cultural, and political factors that have shaped contemporary nursing and the U.S. health care system are explored. Emphasis is placed on developing an understanding of scientific problem-solving, by accessing and evaluating data from a variety of sources. Critical thinking skills and the ability to evaluate evidence for practice are stressed.

COURSE OUTCOMES:

1. Identify historical, cultural, and policy issues that have shaped contemporary nursing practice and roles.
2. Describe the development of the profession of nursing from a theoretical perspective.
3. Assess professional nursing roles and responsibilities within complex health systems.
4. Articulate the value of integrating theory and research into professional nursing practice.
5. Demonstrate competence in accessing, utilizing and evaluating current data/literature from library resources, including online databases and professional web resources.
6. Trace changes in nursing practice as an outcome of translational research investigations.
7. Analyze current local and national issues in nursing from professional, political, and economic perspectives.
8. Communicate effectively verbally and through written assignments to demonstrate evidence of application of course content and critical thinking.
LEARNING RESOURCES:

Required Course Texts:


(Note: Students need not purchase this book. Selected chapters of this book will be available in the course modules)

Writing Resources:

- Loyola University Writing Center (http://www.luc.edu/writing/home/student_resources.shtml)
- Loyola library online databases: CINHAL, MEDLINE, Pub Med, PsychINFO
- Reference Management Tools: RefWorks & EndNote (The link is available through Loyola libraries)

Online Evidence Based Practice Web Sources:

- http://www.ahrq.gov

TEACHING/LEARNING STRATEGIES:

Reflective Journaling, Discussions, Learning Assessments, Assignments, Video-audio series
METHOD OF EVALUATION:

Reflective Journaling (3 x 5%) 15%
Learning Assessments (2 x 7.5%) 15%
Group Discussion Activity (2 x 10%) 20%
Paper #1: Nursing Theorist 25%
Paper #2: Landmark Research Paper 20%
Nursing/Social/Health Care Issues: Political Activism Letter 5%
Total 100%

GRADING SCALE:

Letter Grades will be assigned by the following grading Scale.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>75-76</td>
</tr>
<tr>
<td>D+</td>
<td>72-74</td>
</tr>
<tr>
<td>D</td>
<td>69-71</td>
</tr>
<tr>
<td>F</td>
<td>68 &amp; below</td>
</tr>
</tbody>
</table>

Student must achieve a C- (75 and above) to pass this course.

COURSE POLICIES & REQUIREMENTS:

- 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. University policies are available for your review in the Loyola University Chicago Student Handbook section on Academic Integrity. Here is the link to the policy.
  - http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)
  - http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)
- Written assignments are due on the date indicated in the class schedule/weekly module tasks. Late submission of written assignments will result in 2 points deduction for each day the assignment is late. You must inform the faculty prior to the due date with a genuine reason to receive extension with 2 points deduction. Written assignments must be submitted online via links available on the Sakai.
• Respect for the faculty and fellow colleagues must be demonstrated at all times (Examples: Discussion board participation, e-mails, blogs, Student Lounge, “Muddy Waters”, and on phone.) Use proper netiquette at all times. See this link for a reminder of basic rules: http://www.albion.com/netiquette/corerules.html
• This course relies on the use of the Loyola's Sakai Course Management System.
• The written assignments may be submitted via Sakai to Turnitin, plagiarism detection software. You will have the opportunity to view the results from Turnitin and revise your papers accordingly up until the due date/time of the paper. Revisions will not be accepted after the due date.
• This course is offered in an entirely online, modular format. All students are required to use their Loyola-provided email address to correspond during this course. All course announcements will be sent to Loyola-provided email addresses and Announcements tab. Check Sakai course site for the announcements and messages regularly. Students must contact the faculty via "Messages" tab in Sakai or regular e-mail. Review Weekly Module Tasks or schedule tab to learn about weekly course activities.
• You are expected to participate in all course activities. Preparation and participation in the online environment is evaluated through the Sakai Course Management System. If you are unable to actively participate, it is expected you will proactively notify your faculty. There are no written examinations in this course. Instructional methods include: review of course materials for each module; written assignments using APA format; participation on the discussions. The discussion forums and journal reflection will provide a platform for reflection, knowledge building, and shared learning with peers.