



## **SYLLABUS**

**COURSE TITLE:** THE MINISTRY OF NURSING

**COURSE NUMBER:** NURS 420

**CREDIT HOURS:** 3 SEMESTER HOURS

**FACULTY:**

**E-MAIL:**

### **USF MISSION STATEMENT:**

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, Faith, wisdom, and justice, ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

### **JOHN AND CECILY LEACH COLLEGE OF NURSING MISSION:**

The education of the student as a whole person who can function as an accountable practitioner of nursing or an allied health field who has a high ethical standards and a respect for human life.

### **COURSE DESCRIPTION:**

Students will enhance personal growth and integration of a value/belief system with professional nursing practice. This will occur by using the critical thinking skills of discrimination, discernment, introspection and reflection. Students will focus on Nursing as a Ministry and relate that to a personal sense of mission. Writing to learn will be practiced through online discussion and the practice of journaling. The more formal **intensive writing** skill of writing to learn and learning to write will be accomplished through a position paper.

## COURSE OBJECTIVES/OUTCOMES:

At the end of the course the student will be able to:

- Synthesize prior knowledge of professional nursing with the value of nursing as a ministry.
- Enhance understanding of and ability to utilize skills of discrimination, discernment, introspection and reflection.
- Dialogue with others to clarify, verify and/or amplify beliefs and understandings related to stated discussion topics.
- Explore the value of service and ministry to others as part of the mission of nursing.
- Utilize the technique of journal writing throughout the course.
- Use **intensive writing assignments** (formal and informal) as a vehicle to develop an understanding of the ministry of nursing.

## TEACHING AND LEARNING METHODS:

Lecturette, discussion, journal assignments, quizzes, final position paper.

## EVALUATION METHODS AND CRITERIA:

- Completion of two initial quizzes: one on APA formatting and one on the syllabus. Participation in **Online Classroom discussions/modules** (with substantive comments) is expected at least twice a week. For full credit to be given **it is anticipated that you will read all postings each week**, post your initial response to EACH discussion question/module **early** in the week (by **Wednesday at 5 p.m.**) and contribute to each of the discussions/modules in the form of a thorough reply addressing similarities and differences in response based on interpretation of the referenced readings to at least one **(2)** other students in each of the discussion postings weekly (by **Friday 10pm**). This means that you will have a total of 6 postings for the first week: two of your own initial responses and 4 responses to your peers. Entries must reflect the lecturette content, required reading **as well as** personal/professional experience.

When you respond to your peers, “I agree” or “You are so right” is not counted as a response. Responses to your peers need to include the following:

- Integrating multiple views to expand a discussion.
- Elaborating on previous comments from others.
- Presenting explanations of concepts from readings/lessons.
- Providing persuasive evidence for/against an idea.
- Sharing personal experiences to explain a concept.
- Supplying a scholarly link URL & brief summary to support responses.
- Identifying lesson/reading citation to support ideas and opinions.
- Bringing out interesting interpretations of peers to expand the discussion.

- **NOTE:** Review the grading rubric for discussions. Points are dependent on thorough and timely entries that are free of grammatical, spelling, and punctuation errors.
- **NOTE:** The next discussion will be opened at 10 a.m. each Sunday to allow for an early start on the week for those who need it.
- Weekly journal entries (due by **Friday 10 pm**).
- Ongoing and regular review of Course Content.
- Read the assigned readings from the required texts.
- **Adherence to due dates and deadlines.**

**Ministry of Nursing Position/Term Paper:** Prepared in MS Word in *proper APA (6<sup>th</sup> Edition) format: 3-5 content pages/minimum of 3 references from **outside reading** (rather than from required readings or sources from the course bibliography)*. Dictionary definitions, although may be appropriate to include, do NOT count as an outside reference! Bible references may also be included, but these will not be counted as an outside reference. This is a formal paper; however, because of the nature of the topic, it is quite acceptable to be written in the first person. Please refer to the Position Paper grading rubric within the course content for more detail on how each segment will be graded. Keywords on the title page are not necessary.

20% 6pts	Statement of personal understanding of the ministry of nursing with position supported by a minimum of three appropriate references from outside reading in APA format. References should be from books and/or professional journals published in this country.
20% 6pts	Summary of a minimum of six major course topics to support definition of ministry
20% 6pts	Application to nursing through a statement or a challenge you perceive in being faithful to the ministry of nursing, or a barrier found in today's health care environment as it relates to your stated position.
20% 6pts	Discussion related to any personal change of your beliefs about nursing resulting from new insights obtained from this class or a determination of any positive or negative effect this class may have had on your nursing practice.
20% 6pts	<b>APA format</b> (take special note of how to cite references within the paper and in the reference list), <b>spelling, grammar</b> . The APA Publication Manual – Sixth Edition (third printing) is required.

#### **EVALUATION CRITERIA:**

- 35% Journal writing/Invocation assignments; correct grammar is a must for these formal assignments!
- 30% Ministry of Nursing Position paper
- 35% On line Classroom discussion and two quizzes

Grading is as follows: A (93-100); B (85-92); C (77-84); D (69-76); F (68 and below).

***Note:** This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor of clarification.*

#### **ACADEMIC INTEGRITY STATEMENT:**

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of others as one's own: cheating is taking, giving, or accepting any illicit advantage for any course work inside or outside of the classroom.

#### **SERVICES FOR STUDENTS WITH SPECIAL NEEDS (ADA):**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Reasonable accommodations, as arranged through the disabilities coordinator, Assistance will be provided for students with documented disabilities. Contact (815) 740-3204 in Tower Hall room S 210 to coordinate accommodations.

#### **ACADEMIC SUPPORT SERVICES AND REMEDIATION STATEMENTS:**

Various types of academic services offered by the Academic Resource Center (ARC) (815-740-5060) located in Room 214 in the Library. Online and distance learning students can contact ARC for appropriate resources. Library services include a number of online services and full text databases. Contact the Library at (815-740-5041 or 800-726-6500) for additional information.

#### **STATEMENT ON THE PRIVACY OF PATIENT INFORMATION:**

As a student in a health professions program of the University of St. Francis, you are required to abide by the health information privacy requirements of a federal law called HIPAA. Please see the CON Student Handbook for the Policy regarding HIPAA. Infractions will be handled with ZERO TOLERANCE as according to the policy.

#### **TECHNICAL SUPPORT:**

The Department of Academic Technology administers the online course management system, Canvas, and provides technical support to those students and faculty using Canvas. If you are experiencing difficulties using Canvas or need technical assistance, you have several options to receive support:

**1. Locate Help Resources Online.** A student user guide and other resources for solving issues related to Canvas can be found at [learnit.stfrancis.edu/](http://learnit.stfrancis.edu/).

**2. Report a Problem Online.** If you have questions regarding technical difficulties, you can report a problem by clicking on the orange **Help** button located in the upper right corner of your online course. You will receive a response from the CID support team within 24 hours.

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**IMPORTANT NOTE:** Responses to Help requests will go to your USF **stfrancis.edu** email account, NOT your personal email.

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To learn how to access your USF email account, go to:  
[learnit.stfrancis.edu/canvas/canvas-guides-students.htm](http://learnit.stfrancis.edu/canvas/canvas-guides-students.htm)

**3. Telephone Support.** You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8:00 AM and 4:00 PM Central Standard Time.

#### REQUIRED TEXTS:

Sulmasy, Daniel P. OFM, MD. (1997). *The healer's calling*. New York: Paulist Press.  
 ISBN: 0-8091-3729-1 Paperback.

Popovich, D &. Cantwell, J. (ed). (2006) *21 peaceful nurses: Essays on a spiritually guided practice*. USA: Outskirts Press, Inc. IBN-10: 1-59800-948-6 Paperback

VandenBos, G.R. (Ed.). (2010. Third printing). *Publication manual of the American Psychological Association*. Washington D.C.: American Psychological Association.

#### SELECTED BIBLIOGRAPHY:

**Please note.** As students of higher learning, it is incumbent upon you to be familiar with your library resources in your local community. Not only is it important to be a card-carrying member of your local public and/or academic library (or library system). It is of overarching importance to know how your libraries work. If you live near a community college or 4-year institution, you will probably be able to acquire loan privileges, perhaps for a modest fee if you are not a student at that institution. It depends on the library's policies.

There will be required articles and readings that will be incorporated directly into the modules and available as attachments. Several of the publications listed below are available at your local public or academic library. If an item is not available, it is a fairly simple process to request an edition via *interlibrary loan (or ILL)*. Your librarian will be able to help you. In most instances, an ILL takes at least two weeks to process, so you

should go to your library(ies) as soon and as early as possible if you plan to use any of these for your term paper.

Bernadin, Joseph, Cardinal. (1995). *A sign of hope: A pastoral letter on healthcare*, Office of Communications, Archdiocese of Chicago, Chicago, IL (will be online as part of module 2 and as a required reading will appear as an attachment-included here so you have the reference for the future).

Brayles, Anne. (1988) *Journaling: A spirit journey*. Nashville IN: Upper Room.

Carfagna, Rosemarie. (1996) *Divine designs: Exercises for spiritual growth*. Kansas City, MO: Sheed & Ward. (Selections included as course attachments).

Covey, Stephen R. (1989). *Workshop: The 7 habits of highly effective people*. New York, NY: Simon and Shuster.

Dawn, Marva J. (1989) *Keeping the sabbath wholly*. Grand Rapids, MI: William B. Eerdmans.

English, John. *Spiritual freedom* (selections). Ontario, Canada: Loyola House, Quelph.

Futrell, John Carroll. (1981). The challenge of ministry. *Human Development*, 2(3).

Klug, Ronald. (1993). *How to keep a spiritual journal*. Minneapolis: Augsburg:

Kundtz, David. (1998). *Stopping: How to be still when you have to keep going*. Berkeley: Conari Press.

Neafsey, John. (2006). *A sacred voice is calling: Personal vocation and social conscience*. Maryknoll, NY: Orbis.

Nemeck, Francis Kelly & Coombs, Marie Therese. (1990). *Contemplative*. Collegeville, MN: Michael Glazier Books, Liturgical Press.

O'Heron, Edward J. (1992). *Your life story: Self-discovery and beyond*. Cincinnati, OH: St. Anthony Messenger Press.

O'Meara, Thomas Franklin. (1985). *The theology of ministry*. Mahwah, NJ: Paulist Press.

Rupp, Joyce. (1997). *The cup of our life: A guide for spiritual growth*. Notre Dame, IN: Ave Maria Press. (Selections included in the course)

Schuster, John P. *Answering your call*. (2003). San Francisco: Barrett-Kohler.

Shea, John. *Spirituality and health care: Reaching toward a holistic future*. (2000). Park Ridge Center. Chicago.

Sofield, Loughlan, & Juliano, Carroll. (1987) *Collaborative ministry*. Notre Dame, IN: Ave Maria Press.

## **COURSE SCHEDULE:**

<b>8 weeks</b>	<b>Course Contents and Activities</b>
<b>Week 1</b>	<p><b>Module One</b></p> <p><b>Come to the Table: Introduction of Students and Meet the Instructor</b></p> <p><b>Students will demonstrate a basic knowledge of course expectations and APA formatting as measured by 2 quizzes.</b></p> <p><b>Students will formulate their initial understanding of being called to a profession, the value of service/ministering to others, and the concept of ‘presence’ through four initial discussion entries. Students will refine their understanding through the reading of peers’ entries and then refine their own answer by responding to a minimum of one peer on each of the four discussion entries. The culmination of their learning from the readings, lecturette and discussions will be demonstrated in the discussion of practicing presence through a journal reflection/assignment.</b></p>
<b>Week 2</b>	<p><b>Module Two</b></p> <p><b>Students will state their initial considerations of the relationship between personal crises and personal spiritual formation, attainment of balance, development of a conscious awareness of the self and ones behavior, and how personal dignity can be supported through hope and caring through two discussion entries. They will clarify their thoughts through reading and responding to the discussion entries of their peers, responding to a minimum of one peer for each discussion. They will explain the learning gathered through their readings and discussion to delineate their own methods of being a sign of hope to their patients in their journal reflection/assignment.</b></p>

**Week 3****Module Three**

**Students will evaluate their will to control while comparing their functional vs. transcendent aspects of life; develop their own definition of spirituality; and determine what Sabbath time means to them. These topics will be delineated in three initial discussion topics to be used as the underpinnings in identifying activities of the spirit in the self and patients.**

**Students will take the Compassion Fatigue and Satisfaction Test to increase their self-awareness.**

**Students will use their self understanding to reflect/journal about activities of the spirit in the self and in patients.**

**Week 4****Module Four**

**Students will initially identify how the expectations of oneself may have been influenced by the expectations others by reviewing their lives in childhood, adolescence, and adulthood via a journal reflection/assignment. The students will then choose one of the three sections to share with their peers through two different discussion entries, and then reflect on their own thoughts by reviewing the entries of peers and responding to a minimum of one peer for each discussion question. This exercise is to develop an awareness leading to conscious choices in thinking and behavior.**

**Students will begin to formulate the framework of their position paper as an APA manuscript by developing a shell for the paper.**

**NOTE: Initial shell of paper is due through the assignment area by 10 p.m. on Thursday this week. Late submissions will not be reviewed and will receive no points.**



**Week 5****Module Five**

**Students process how personal beliefs/values influence ones opinion and sense of right/wrong by explaining their thoughts in three different discussions, and then filtering through their statements once again after reading the entries of their peers and responding to a minimum of one peer per discussion question. The journal reflection/assignment will be used as a mode to demonstrate the student's understanding and processing of the readings, lecturette, and discussions to determine the influence of their own values in regards to responding to the needs of their patients.**

**NOTE: Second draft of paper is due to be submitted by 10 p.m. on Monday, the beginning of next week. Do not wait until last minute. Turning it in through the course email is not acceptable! Late papers will have 7 points deducted from the final paper and will not be reviewed.**

**Week 6****Module Six**

**Students delineate their personal gifts in order to determine their values and define a mission statement for themselves through the journal reflection/assignment. Then the students identify some favorite passages from their readings as a mechanism of defining themselves and sharing their mission statement from their journal. The students then clarify their thoughts and self definition through discussions with their peers.**

**Students spell out their own position regarding the ministry of nursing through the second draft of their paper due today (Monday of this week) Turn it in through the assignment area.**

**Week 7****Module Seven**

**Students shed light on their own position related to the ministry of nursing by sharing their thoughts with their peers in a discussion.**

**Students will refine their position regarding the ministry of nursing which has been formulated through the class readings, discussions, lecturettes, and outside reading.**

**NOTE: Final paper is due by 10 p.m. on Friday, of this week. This is to be turned in through your regular assignment area.**

## **Week 8**

### **Module Eight**

**Students reflect their initial expectations of the course---acknowledging what they brought to the table and what they took from the table by discussing this with their peers.**