

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7941	CURRENT COURSE TITLE <i>Doctor of Nursing Practice Seminar I</i>
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2016	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: Role Development: D.N.P. Seminar 1 CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS ² FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: Introduction to the Doctor of Nursing Practice (D.N.P.) role, including the history of nursing and healing, optimal health environments, the need for change in health care delivery, interprofessional collaboration and team work.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: OLD PREREQUISITES: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Joy Longo, jlongo5@fau.edu, 561-297-2457

Approved by: Department Chair: <i>[Signature]</i> College Curriculum Chair: <i>[Signature]</i> College Dean: <i>[Signature]</i> UGPC Chair: <i>[Signature]</i> Graduate College Dean: <i>[Signature]</i> UFS President: _____ Provost: _____	Date: 2/15/16 2/12/16 2/12/16 3-2-16 3-2-16	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



FLORIDA ATLANTIC
UNIVERSITY

CHRISTINE E LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Fall 2013

<u>COURSE NUMBER:</u>	NGR 7941
<u>COURSE TITLE:</u>	Role Development: DNP Seminar I
<u>CREDIT HOURS:</u>	1 Seminar Hour (two clock hours)
<u>COURSE SCHEDULE:</u>	Room 116 1-3PM 8/23, 9/20, 10/11, 11/15 Blackboard assisted
<u>PLACEMENT IN CURRICULUM:</u>	Second Semester of DNP program
<u>PREREQUISITE:</u>	Acceptance into DNP program
<u>FACULTY:</u>	Susan Bulfin, DNP, FNP-BC FAU OFFICE: SU 116C Phone: 561 297 2945 Email: sbulfin@fau.edu
<u>OFFICE HOURS:</u>	Tuesdays 9am to 4pm Thursdays 9am to 4pm

COURSE DESCRIPTION: Introduction to the DNP role including the history of nursing and healing, optimal health environments, the need for change in health care delivery, inter-professional collaboration, and team work.

COURSE OBJECTIVES: Upon completion of NGR 7941, the student will demonstrate evidence of:

1. **Being competent**
 - a. Examine the role of the DNP in research and evidence-based practice.
 - b. Demonstrate the ability to evaluate research evidence.
 - c. Compare and contrast research findings to develop practice based protocols.

2. **Becoming compassionate**
 - a. Evaluate the integration of compassion, caring, and culture into advanced practice nursing.
 - b. Discuss the need for compassion in addressing the unique and diverse needs of populations of patients across the healthcare continuum.
3. **Demonstrating comportment**
 - a. Analyze the role of the DNP in healthcare delivery, interprofessional collaboration and team work.
 - b. Discuss the characteristics necessary for effective interprofessional collaboration as a member of the health care team.
4. **Becoming confident**
 - a. Analyze the potential roles of the DNP in U.S. healthcare system now and the possibilities for the future.
 - b. Translate the evolving role of nursing through the development of the DNP
5. **Attending to conscience**
 - a. Examine the healthcare needs of the U.S. population.
 - b. Discuss the need for expanded healthcare services to underserved populations
 - c. Appraise current practice environments to determine gaps and/or areas for change (improvement).
 - d. Critique the role of the DNP in health care leadership and advocacy.
6. **Affirming commitment**
 - a. Develop early ideas about the focus of the DNP project (program evaluation or quality improvement).
 - c. Evaluate the use of advanced practice nurse led programs to expand healthcare to different populations.

TEACHING LEARNING STRATEGIES: Unit study guides/presentations, threaded discussions, activities, readings, and exams.

GRADING SCALE:

A grade below C is not passing in the Graduate Program.

93-100 = A
90-92 = A-
87-89 = B+
80-82 = B-
77-79 = C+
73-76 = C
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

REQUIRED TEXTS :

McCaffrey, R (2012). *Doctor of Nursing Practice: Enhancing Professional Development*. Philadelphia: FA Davis Publishers.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional selected readings will be posted for students on Blackboard.

EVALUATION METHODS

Class discussion:	50 %
Class presentation:	25 %
Paper:	<u>25 %</u>
Total:	100 %

Class discussion Students will use knowledge gained from required and recommended readings to participate in class discussion. Students will be evaluated based upon evidence that the student has read assignments and is prepared to actively participate in discussion.

Class presentation: The class presentations will be 15 minutes in length. Students will be asked to outline the ideas for the capstone project, support the need for the project, describe the project's relationship to practice, and delineate the steps to be used in the project.

Personal Reflection Paper: The student will prepare a two to three page scholarly paper outlining personal reflections about the DNP, a description of the DNP highest level of advanced practice, and development of ideas for the DNP Project. The paper will incorporate various recommended resources, professional position statements, the American Association of Colleges of Nursing's (2006) *Essentials for Doctor of Nursing Practice Education*, and the student's own philosophy regarding the practice doctorate in nursing.

Topical Outline

- Overview of curriculum
- The role of the DNP as conceptualized by
 - AACN
 - NONPF
 - State Boards of Nursing
 - Others
- DNP competencies
- The history and emergence of the DNP degree

- Review of DNP as clinical scholar (transition to doctoral learning and thinking)
 - critical analysis and appraisal of current evidence
 - evidence-based practice
 - decision making
 - professional writing and oral presentations
 - policy development
- Current and future role of the DNP in the health care delivery system
 - leadership
 - change agency
 - political activism
 - policy development
 - cultural competence
- Development of the topic for final DNP project

COURSE ASSIGNMENTS:

Class discussion (50%) Students will use knowledge gained from required and recommended readings to participate in class discussion. Students will be evaluated based upon evidence that the student has read assignments and is prepared to actively participate in discussion.

Class presentation: (25 %) The class presentations will be 15 minutes in length. Students will be asked to outline the ideas for the DNP project, support the need for the project, describe the project’s relationship to practice, and delineate the steps to be used in the project.

Personal Reflection Paper: (25%) The student will prepare a two to three page scholarly paper outlining personal reflections about the DNP, a description of the DNP highest level of advanced practice, and development of ideas for the project. The paper will incorporate various recommended resources, professional position statements, the American Association of Colleges of Nursing’s (2006) *Essentials for Doctor of Nursing Practice Education*, and the student’s own philosophy regarding the practice doctorate in nursing.

COURSE SCHEDULE:

Unit/ Dates	Topic	Readings	Activities/ Assignments
Unit One August 25	Introduction to DNP program Overview of curriculum Role of DNP as conceptualized by AACN, Boards of Nursing, NONPF and other groups	AACN (2006) Essentials for Doctoral Nursing Education	
Unit Two August 26- September 20	History of DNP Roles for DNP graduates		

Unit Three September 22	Transitions to doctoral learning and writing Critical thinking skills	McCaffrey Chapter One	Class presentations
Unit Four September 23- October 19	Critical appraisal of research literature	McCaffrey Chapter Two	Class Presentations
Unit Five October 20	Project focus presentations		Class Presentations
Unit Six October 21- November 16	Discussion of U.S. healthcare system needs		
Unit Seven November 17	Development of DNP project	McCaffrey Chapter Eleven	Paper Due

BIBLIOGRAPHY:

American Association of Colleges of Nursing (2006). *The essentials of doctoral education for advanced nursing practice*. Washington DC: Author.

Edwardson, S.R. (2010). PhD and DNP in Nursing: The debate continues. *Journal of Professional Nursing* 26, 137-140.

Grindel, C., (2005). AACN presents the clinical nurse leader and the doctor in nursing practice roles: A benefit or a misfortune? *Med/Surg Nursing* 14(4). 209-211.

Harris, J., Roussell, L., Walters, S., & Dearman (2011). *Project Planning and Management: A guide for CNLs, DNP's, and nurse executives*. Jones & Bartlett: Sudbury: MA.

Hathaway, D., Jacob, S., Stegbauer, C., Thompson, C., Graff, C. (2006) The Practice Doctorate: Perspectives of early adopters. *Journal of Nursing Education*. 45(12):487-496 .

Otteness, S. (2006) Implications of Doctorate in Nursing Practice - still many unresolved issues for nurse practitioners. *Nephrology Nursing Journal*. 33(6):685-687.

Moran, K., Burson, R., & Conrad, D. (2014). *The Doctor of Nursing Practice Scholarly Project*. Jones & Bartlett: Burlington MA.

Partin, B. (2005) The Doctorate of Nursing Practice: A natural evolution. *Nurse*

Practitioner. 30(11):23.

Smith, D., (2006). Is the burden worth the benefit of the doctorate of nursing for NPs? *Nephrology Nursing Journal 33(6)*, 685-687.

Wall, B., Novak, J., Wilkerson, S. (2005) Doctor of nursing practice program development: Reengineering health care. *Journal of Nursing Education. 44(9):396-403.*

COURSE POLICIES AND GUIDELINES:

All course requirements and objectives must be met in order to earn a passing grade.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero for the assignment.

1. Participation: You are expected to engage in each unit activity. Though this is an online course, it does not mean that you can enter the course once or twice and complete all the requirements. Each unit will run on a Monday to Sunday schedule. For those of you who like to get a head start, the unit will open on the Saturday before the official opening date. **All unit activities must be completed by the final day of the unit on which the activity is located. This date always falls on a Sunday.** Unit activities that are posted after the last listed day of the unit will not be graded. **You are expected to initially post a response to the activity by mid-unit (Thursday for one-week units and the first Saturday of the unit for two-week units) so that you can dialogue with your peers.**

2. Quizzes: Quizzes must be completed within timeframe outlined in the course schedule unless prior arrangements are made with the instructor.

3. Assignments: Written assignments are due in the drop box in Blackboard by midnight of the due date. Specific due dates are listed on the course schedule. One point per day for one week will be deducted from all work that is submitted after the announced due date. **No assignments will be accepted after one week from the due date. If the student is unable to submit work by the due date, arrangements must be made with the course instructor BEFORE the due date to avoid receiving a zero for the assignment. No late work will be accepted without prior arrangements being made with the faculty.**

All written papers must be submitted to SafeAssign PRIOR to submitting to Blackboard for a grade. SafeAssign is located on the course Blackboard site, and all students have access to this site. If the paper is not submitted to SafeAssign, 3 points will be deducted from the grade for the paper, and the instructor will submit the paper to SafeAssign. If SafeAssign identifies a problem with citations, **THESE MUST BE CORRECTED PRIOR TO SUBMITTING THE PAPER to Blackboard for grading. Failure to make**

these corrections may constitute plagiarism and could result in a failure of the paper and/or the course.

All assignments must be submitted to the drop box in Blackboard as a .doc or .docx file by the specified due date. **UNLESS SPECIFICALLY INSTRUCTED BY THE FACULTY, NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL.** Assignments submitted only through email will not be graded unless specifically instructed by the faculty to submit in this fashion.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero on the assignment.

4. Communication: Communication with the faculty in this course will be conducted through the Cyber Office, or if it is a more personal matter, through the Private Office dropbox on Blackboard. Students do not have access to their own private office, so if the faculty needs to contact a student about a grade or a paper, this will be done through email utilizing the student's FAU Email address. This is the only time email will be used. **Other course communication will not be answered through email and should occur through Blackboard options.** FAU email is recognized as the only email system that may be used for course correspondence. **It is the responsibility of each student to periodically check their FAU email as important individual student messages may be sent via this route.**

COURSE POLICIES AND GUIDELINES

Please read Important Info for specific guideline and rules for the on-line learning adventure.

Assignments are due on the date specified by the faculty on the course syllabus. The course syllabus is the official schedule for course activities. (I suggest you print a copy and hang it above your computer) Late work is not acceptable and will receive a grade of zero. If the student is unable to submit work on the designated date, arrangements must be made with the course faculty in advance of the due date. Extensions will only be considered in extreme circumstances and only for individual assignments. Discussion activities and assignment posted for peer critique as well as your critique of your peers work are time sensitive activities and **ABSOLUTELY** no extensions are possible. No extensions are granted after the due date, and no work will be accepted after the last class session.

All course work and correspondence must be submitted within this Blackboard course site. Assignments that are FAXED, e-mail or brought in hard copy to the faculty are not acceptable. If your assignment does not appear in the area designate for that assignment within this course framework---it does not exist.

Course work must be saved in the format and submitted via the course tool as described with the assignment guidelines.

Students are expected to participate in class and group activities and discussions.

Students who do not participate in these activities will receive a grade of zero for that component of their course grade.

Because of the nature of class activities and group projects, there will be no alternative assignments or opportunities for make up experiences or assignments.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>
- b). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

Revised April 2012