

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7943C	CURRENT COURSE TITLE: <i>Doctor of Nursing Practice Seminar 3</i>
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2016	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO Project Development: D.N.P. Seminar 3	CHANGE PREREQUISITES/MINIMUM GRADES TO*: <i>NGR 7850 and NGR 7826</i>
CHANGE PREFIX FROM: TO:	OLD PREREQUISITES: NGR 7942C
CHANGE COURSE NO. FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE CREDITS <sup>2</sup> FROM: TO:	CHANGE REGISTRATION CONTROLS TO:
CHANGE GRADING FROM: TO:	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
CHANGE DESCRIPTION TO: Guides the student in the process of developing a D.N.P. project integrating the role of the D.N.P. in practice.	
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. <sup>3</sup>

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

<b>Approved by:</b> 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: _____	<b>Date:</b> 2/16/16 2/12/16 2/12/16 3-2-16 3-2-16	1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a> 2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a> 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to [UGPC@fau.edu](mailto: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 SYLLABUS

<b><u>COURSE NUMBER:</u></b>	NGR 7943C
<b><u>COURSE TITLE:</u></b>	Project Development: DNP Seminar III
<b><u>CREDIT HOURS:</u></b>	Variable, 1-3 Credit Hours 1 Seminar Hour/ 1-2 Clinical Hours
<b><u>COURSE TIME AND LOCATION</u></b>	Sundays January 17 <sup>th</sup> , February 14 <sup>th</sup> , March 20 <sup>th</sup> , April 24 in NU 116D from 1-3pm
<b><u>COURSE FORMAT:</u></b>	Live, Blackboard assisted
<b><u>PLACEMENT IN CURRICULUM:</u></b>	Fifth Semester of DNP program for Post MSN students Tenth Semester of DNP program for BSN-DNP students
<b><u>PRE-REQUISITE:</u></b>	NGR 7850 and NGR 7826
<b><u>FACULTY:</u></b>	Susan Bulfin DNP, FNP-BC, FAU OFFICE: NU 116B Phone: 561 297 3600 Email: sbulfin@fau.edu

**COURSE DESCRIPTION:** This course will continue to guide the student in the process of developing a DNP project integrating the role of the DNP in practice.

**COURSE OBJECTIVES:** Upon completion of NGR 7943C, the student will demonstrate evidence of:

- 1. Being competent**
  - a. Analyze the topic chosen for the final project and determine how it relates to advanced practice nursing.
  - b. Formulate the framework for the project
- 2. Becoming compassionate**
  - a. Create a theoretical framework for the project including aspects of caring theory from the College of Nursing Philosophy

- b. Formulate a measurement scheme to determine the benefits of the project to the public
  - c. Evaluate the impact of the proposed project as promoting the nurturing of the wholeness of others through caring.
- 3. Demonstrating comportment**
- a. Determine the appropriate setting for the project.
  - b. Discuss the project with stakeholders from the organization in which the project will take place.
  - c. Obtain written consent from settings and leaders for executing the project.
- 4. Becoming confident**
- a. List measureable objectives for determining the overall success of the project.
  - b. Determine and refine the method to be used for implementing the project
- 5. Attending to conscience**
- a. Discuss the cost benefit analysis of the project and how that outcome(s) will be measured in the project analysis
  - b. Justify the benefits of the potential project to the healthcare delivery system.
- 6. Affirming commitment**
- a. Describe how the findings from the project will be shared with administrators and nurses where the project is undertaken.
  - b. Create a plan for dissemination of findings to the broader nursing discipline

**TEACHING-LEARNING STRATEGIES:** Students will meet individually with course instructor to complete their Proposal discussion, , required readings.

**GRADING AND EVALUATION METHODS:**

Project Worksheet	10%
DNP Project Slide Presentation	10%
DNP Project Proposal Draft One	20%
DNP Project Proposal Final Draft	20%
Class participation	20%
Clinical hours documentation log	10%
DNP Committee Approval	<u>10%</u>
<b>Total</b>	<b>100%</b>

**GRADING SCALE:**

Students in graduate nursing courses must achieve a minimum of C to successfully complete the course. All course requirements and objectives must be met in order to obtain a passing grade.

- 93-100 = A
- 90-92 = A-

87-89 = B+  
 83-86 = B  
 80-82 = B-  
 77-79 = C+  
 73-76 = C  
 70-72 = C –  
 60 – 69 = D  
 59 and below =F

**REQUIRED TEXTS:**

American Psychological Association (2009). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

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

Moran, K., Burson, R., & Conrad, D. (2014). *The Doctor of Nursing Practice scholarly project: A framework for success*.

Posted On Line Readings  
 Literature review for proposal

**TOPICAL OUTLINE/SCHEDULE:**

Date	Topic	Assignment
Week One January 11-16	Introduction to Course Planning the DNP Project Proposal Obtaining support from participating institutions or persons	Review syllabus Prepare worksheet for class
Week Two January 17	FACE TO FACE class Creating the Proposal	Submit worksheet Be prepared to present project overview to classmates
January 24-February 13	Collaboration with chair, development of proposal	Meet with project chair (minutes) Refine proposal Prepare slide presentation
February 14	FACE TO FACE CLASS Final Proposal Preparation Student Slide Presentation	First Draft of Proposal Due by February 19 Proposal may be submitted to DNP committee upon approval by chair
February 15- April 15	Submission of Proposal	Proposal be submitted to DNP committee for approval
March 20	FACE TO FACE CLASS Review proposal revisions	Beginning implementation or Finalizing revisions

March 21- April 23	Changes / revisions to Proposal	Any changes recommended by DNP committee will be made and proposal resubmitted for approval
April 24	FACE TO FACE CLASS Preparation for Project Implementation, Project Presentation Manuscript or Written Report DNP Residency	Project Implementation may begin upon DNP Committee Approval

## **ASSIGNMENTS**

### **DNP Project Proposal Worksheet due January 16**

Students will submit a one page worksheet in class

STUDENT NAME:

- Faculty Chair of Project Committee:
- Community Member:
- Proposed Title of Project:
- Clinical question (PICOT format)
- Site of project (Is this your practice site?)
- How will you determine if your project is successful? (what are you measuring?)

### **DNP Project Slide Presentation due February 7 or March 13**

Students will present a brief overview of their project to classmates on February 14th or March 20<sup>th</sup>. The presentation will include no more than 10 slides and will adhere to the guidelines for graduate oral presentations. (See the Black Board Assignments section for further details)

#### **I. Problem statement (1-2 slides)**

#### **II. Team development (one slide only)**

#### **III. Literature review and synthesis (1-2 slides)**

#### **IV. Project Processes (Steps) (2-3 slides)**

#### **V. Evaluation Plan (analysis of measurable outcomes) (1-2 slides)**

- a. Description of how you will determine success of project
- b. Measurable outcomes
- c. Analysis of data

**DNP Project Draft One due February 19**

**DOCTOR OF NURSING PRACTICE  
PROJECT PROPOSAL FORM**

**Student Name:**

**Date:**

**Faculty Chair of Project Committee:**

**Community Member of Project Committee:**

**Proposed Title of Project:**

**Type of Project: Quality Improvement, Program Evaluation or Other**

**Clinical question (PICOT format):**

**Site of project:**

**Is this your practice site?**

**PROPOSAL**

**I. Problem statement**

**II. Team development**

**III. Literature review and synthesis**

**IV. Project Processes**

**Steps**

**Resources needed**

**Time-line**

**VII. Program Evaluation Project Outcomes**

(See guide to writing project proposal on next page)

**Guide to Writing the DNP Project Proposal**

**I. Problem statement**

- a. Examination of the challenges/problems leading to the proposed project (project evolution)
- b. Need to address problem globally? Nationally? LOCALLY
- c. Description of the project (Aim or purpose)
- d. Type of project (QI or PE and rationale)
- e. How project addresses at least one health care challenge/problem
- f. How it might influence health care for a significant number of persons
- g. Delineation of the role of the DNP in addressing the challenge or problem

**II. Team development**

- a. Yourself and skills
- b. Faculty chair, expertise in the area
- c. Community member

**III. Literature review and synthesis**

- a. Evidentiary support for the chosen this intervention
- b. Conceptual or theoretical framework and how it applies to project

**IV. Project Processes (Steps)**

- a. Permission from agency
- b. Recruitment of participants (insert copy of flyer or materials)
- c. Protection of participants
- d. Intervention
- e. Tools/instruments
- f. Resources needed
- g. Time-line

**V. Evaluation Plan (analysis of measurable outcomes)**

- a. Description of how you will determine success of project
- b. Measurable outcomes
- c. Analysis of data

**DNP Project Final Draft due April 4**

Incorporate recommendations and revisions into the final draft

**DNP Project Committee Meeting Minutes due monthly**

Use the following template to submit meeting minutes (limit 1-2 pages)

**DNP Capstone Project Committee Meeting Minutes  
Date of Meeting, 2016**

**Meeting Time:**                      **Location: (in person-where, or via phone?)**  
**Members Attending: Name the members**    **Recorder: Student name**

ITEM	DISCUSSION	ACTION
Identify the topic here	BRIEFLY describe the discussion and what was	What specifically will be done by which member

	agreed upon.	Student Chair Community member
Other items		
Next meeting date/time		

Meeting adjourned: time

## **BIBLIOGRAPHY:**

- Boykin, A., & Schoenhofer, S., (2001). The role of nursing leadership in creating caring environments in health care delivery systems. *Nursing Administration Quarterly* 25 (7) 1-7.
- Boykin, A., Schoenhofer, S., Smith N., St. Jean, J., & Aleman, D., (2003). Transforming practice using a caring-based nursing model. *Nursing Administration Quarterly* 27(3). 223-230.
- Brown, J., Nolan, M., & Davies, S., (2007). Bringing caring and competence into focus in gerontological nursing: A longitudinal, multi-method study. *International Journal of Nursing Studies* (In Press)
- Engelke, M.K., Marshburn, D. (2006). Collaborative strategies to enhance research and evidence-based practice. *Journal of Nursing Administration* 36(3): 131-135.
- 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.
- Meneses, K., (2007). From teamwork to team science. *Nursing Research* 56(2): 71
- Moran, K., Burson, R., & Conrad, D. (2012). *The Doctor of Nursing Practice Scholarly Project.: A framework for success*. Jones & Bartlett: Sudbury MA.
- Nelson, P., Holland, D., Derscheid, D., Tucker, S., (2007). Clinical nurse specialist influence in the conduct of research in a clinical agency. *Clinical Nurse Specialist* 21(2): 95-100.
- Reece, A., (2006). A clarion call for translational and collaborative research. *Obstetrics and Gynecology* 194(6): 1507-1509.



Terry, A. (2012). *Clinical Research for the Doctor of Nursing Practice*. Jones & Bartlett: Sudbury,MA.

Westfall, J., Mold, J., Fagnan, L. (2007). Practice-Based research: Blue highways on the NIH roadmap. *JAMA* 297(4): 24/31: 403-406.

## COURSE POLICIES AND GUIDELINES

### **ATTENDANCE**

1. Attendance at every class is required unless arrangements have been made.
2. Students are responsible for missed content
3. Students are expected to arrive on time to class

### **ASSIGNMENTS**

Assignments must be completed by the due dates on the Course Schedule

### **USE OF ELECTRONICS**

Cell phones should be on vibrate during class

### **BLACKBOARD**

This course will be Web assisted via Blackboard. Lecture notes, weekly review questions, internet sites, grades and other items will be posted on the course Blackboard. You must have an FAU E-mail address. From Internet Explorer go to <http://blackboard.fau.edu>. Look for the Login icon on the top right hand of the screen. Click the Login icon. User name and password box will appear. The student user-name is your FAUNet ID. If you do not know your FAUNet ID go to <http://accounts.fau.edu>.

Your initial password for Blackboard is your PIN. Pins are by default set to 2-digit month of birth, 2-digit day of birth, and 2-digit year of birth (MMDDYY). Click onto Student Support then Instructions for New Users. The courses that you are enrolled in will be listed under “My Courses” area. Click on the course title in order to enter the course. ***Be sure to check the announcements frequently, at a minimum every week prior to class***

### **E-MAIL**

Students are required to use their FAU e-mail and are advised to check it frequently for important announcements.

***All course requirements and objectives must Be met in order to earn a passing grade. Students must pass this course with no lower than a B grade of 83% overall.***

## 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](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.



**FLORIDA ATLANTIC  
UNIVERSITY**

**CHRISTINE E. LYNN COLLEGE OF NURSING**

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between

nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong 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 person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

*Revised April 2012*