

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department N/A College Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix NGR Number 7118	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Caring Science II: Developing Phenomena of Interest within Research Focus Area
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3	<b>Grading</b> <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> Focuses on knowledge gaps in caring science related to phenomena of interest within the context of the four research areas: healthy aging across the life span, holistic health, health equity, and transforming healthcare environments.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Fall, 2019	<b>Prerequisites</b> NGR 7116		<b>Corequisites</b> N/A
		<b>Registration Controls</b> <i>(Major, College, Level)</i> PhD level in nursing, fall, 2nd year of of PhD program	
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> Chinn, P. L. (2013). Peace and power: New directions for building community. Burlington, MA: Jones & Bartlett Learning. ISBN-13: 978-1449645557 Davidson A W Ray M A Turkel M C. (2011). Nursing caring	
<b>Faculty Contact/Email/Phone</b> Christine Williams 561-297-0095 Office: NLL room 215 C		<b>List/Attach comments from departments affected by new course</b> N/A	

<b>Approved by</b> Department Chair <u>Christine Williams</u> College Curriculum Chair <u>Stephan</u> College Dean <u>Noranne Fouill</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <u>10/25/18</u> _____ _____ _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 29 2018

Received

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS  
SEMESTER:**

**COURSE NUMBER:** NGR 7118

**COURSE TITLE:** Caring Science II: Developing Phenomena of Interest within Research Focus Areas

**COURSE FORMAT:** Hybrid: once/monthly in-person meetings and canvas online

**CREDIT HOURS:** 3

**COURSE SCHEDULE:** Saturday or Sunday, monthly meeting and canvas online instruction

**PLACEMENT IN CURRICULUM:** Second Year - Fall Semester, PhD in Nursing Program

**PREREQUISITES:** NGR 7116 Caring Science I: An Essential Domain of Nursing Knowledge

**COREQUISITES:** None

**FACULTY:** TBA  
Christine E. Lynn College of Nursing  
Office: NU  
Phone:  
Fax:  
Email:

**OFFICE HOURS:** TBA

**COURSE DESCRIPTION:**

Focuses on knowledge gaps in caring science related to phenomena of interest within the context of the four research areas: healthy aging across the life span, holistic health, health equity, and transforming healthcare environments.

**COURSE OBJECTIVES:** Upon completion of NGR 7118, the student will be able to create caring responses in:\*

**Becoming competent**

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1. Analyzes philosophic, theoretic, empiric, ethical and aesthetic literature in caring science related to the research focus areas of: healthy aging across the lifespan, holistic health, health equity and transforming healthcare environments.
2. Initiates dialogue with scholars who are advancing caring science in one of the research focus areas.
3. Develops a depth of knowledge in a phenomenon within one of the research focus areas from a caring science perspective.
4. Identifies opportunities for knowledge development to address gaps in caring science in a phenomenon within one of the research focus areas.
5. Generates research questions for the advancement of caring science.

### **Becoming compassionate**

6. Critiques caring science literature from the appreciative lens of empathy, curiosity, honesty and responsibility.
7. Advances understanding of existing literature, with attention to biases and social injustice.

### **Demonstrating comportment**

8. Contributes to an environment that co-creates a community of caring science scholars.
9. Contributes to responsible stewardship of the discipline.

### **Becoming confident**

10. Participates in scholarly forums related to one of the research focus areas.
11. Advance contextual understanding about a phenomenon grounded in caring science within one of the research focus areas

### **Attending to conscience**

12. Advocates for the advancement of caring science in a particular research focus area.
13. Identify opportunities to advance caring science within the discipline's current political climate.
14. Develops accountability for evolving self as an ethical nurse researcher.

### **Affirming commitment**

15. Evaluates approaches to caring science research based on values of human dignity, health equity, and social justice.

16. Generates ideas for caring science-based inquiry that improve the well-being of the individual, family and community.

\*Roach, M.S. (2002). *Caring, the human mode of being: A blueprint for the health professions*. Ottawa, ONT: CHA Press. ISBN-10 1896151422.

### TEACHING LEARNING STRATEGIES:

Peace and Power processes, online discussion boards and face-to-face dialogue, interviews, written assignments.

### GRADING AND EVALUATION METHODS

Evaluation	Points	Percentage	Due Dates
Scholarly Paper and Aesthetic Re-presentation	50	50%	
Dialogues with Scholars in Nursing and other Disciplines	20	20%	
Reflection as Ethical Nurse Researcher	10	10%	
Class Participation as Convener	10	10%	
Class Participation as Convener	10	10%	
<b>Total</b>	100	100%	

**GRADING SCALE:** Grade below C is not passing in the Graduate Program.

93 - 100 = A  
90 - 92 = A-  
87 - 89 = B+  
83 - 86 = B  
80 - 82 = B-  
77 - 79 = C+  
73 - 76 = C  
70 - 72 = C-  
67 - 69 = D+  
63 - 66 = D  
60 - 62 = D-  
0 - 59 = F

### **REQUIRED TEXTS:**

Chinn, P. L. (2013). *Peace and power: New directions for building community*. Burlington, MA: Jones & Bartlett Learning. ISBN-13: 978-1449645557

Kagan, P. N., & Smith, M. C., & Chinn, P. L. (Eds.). (2016). *Philosophies and practices of emancipatory nursing: Social justice as praxis* (Vol. 11). Routledge. ISBN-13: 978-0415793407

### **RECOMMENDED TEXTS:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D. C.: Author.

Davidson, A. W., Ray, M. A., Turkel, M C. (2011). *Nursing, caring, and complexity science*. New York, NY: Springer Publishing Company. ISBN-13: 978-0826125873

Pavlish, C.P. & Dexheimer Pharris, M. (2012). *Community-based collaborative action research: A nursing approach*. Sudbury, MA: Jones & Bartlett.

Rosa, W.R., Horton-Deutsch, S., Watson, J., Ray, M., Smith, M.C., & Turkel, M. (2018). *Handbook of caring science*. New York: Springer.

Watson, J. (2018). *Unitary caring science*. Boulder, CO: University Colorado Press.

Wilber, K. (2001). *A Theory of Everything: An Integral Vision for business, politics, science and spirituality*. Boston, MA: Shambhala Publications.

### **TOPICAL OUTLINE:**

1. Approaches to Knowledge Development within Caring Science:
  - Empirical-Analytic
  - Hermeneutic-Phenomenologic and Aesthetic
  - Critical-Emancipatory
  - Complexity- Integral
2. Caring Science within Healthy Aging
3. Caring Science within Health Equity
4. Caring Science within Holistic Health
5. Caring Science within Transforming Health Care/Practice Environments
6. Evolving self as a Caring Science Researcher

### **COURSE ASSIGNMENTS:**

## **Class Participation:**

**Description:** Class discussions will have a rotating convener. The convener will offer a SOPHIA to introduce the topic to the group. Sophia is a Greek word for wisdom; Sophia represented wisdom in ancient mythologies. In the context of our course, SOPHIA means: Speak Out, Play Havoc, and Imagine Alternatives (please refer to Chinn's (2013) Peace and Power: Creative Leadership in Building Page 2 Communities, pp. 54-55). The SOPHIA is a 1-2 page overview of the topic area prepared by the convener. It is a synthesis of the readings but more than that. It calls for the convener to take a position on the topic, to share personal perspectives, to challenge current thinking, to evoke dialogue and to break through boundaries of conventions and imagine possibilities and new ways of looking at the topic. The convener will set the agenda for discussion by posing some critical questions for discussion at the conclusion of the SOPHIA. In both the online and classroom seminars the conveners will facilitate the discussion. At the conclusion of the discussion the convener should summarize and synthesize the main themes of the dialogue.

Each online and face-to-face seminar will end with a closing. The closing includes three parts: 1) An appreciation for something or someone; 2) A critique of the group process; 3) An affirmation, a positive statement couched in the present that can inspire you and the group.

<b>Grading Rubric</b>	
<b>Criteria</b>	<b>Points</b>
Participation in SOPHIA as a convener and/or participant.	3 for Convening 3 for Participating
Doctoral level quality of thought and presentation required.	5 for Convening 5 for Participating
Demonstrates authentic presence as leader and/or participant.	2 for Convening 2 for Participating

## **Scholarly Paper**

**Description:** The scholarly paper focuses on analyzing and synthesizing the literature related to a selected phenomenon related to caring science within one of the four research areas of healthy aging across the lifespan, holistic health, health equity, or transforming health care environments. The student will: 1) develop a search strategy to review the literature related to the phenomenon within one of the research focus areas; 2) create an evidence table that presents the synthesis of relevant literature; \*3) identify gaps in the focus area related to the selected phenomenon; 4) formulate a research question or questions that address the gap, and 5) create an aesthetic representation of your phenomenon.

\*Literature includes all forms of inquiry: empirical-analytic, phenomenologic-hermeneutic, critical-emancipatory, and complexity-integral.

<b>Grading Rubric</b>	
<b>Criteria</b>	<b>Points</b>
Examine a phenomenon within one of the research focus areas: healthy aging, holistic health, health equity or transforming health care environments.	5
Review and analyze literature in caring science related to the selected phenomenon through presentation of an evidence table.	15
Describe the gaps in the literature within the research focus area related to the phenomenon.	10
Formulate at least one research question to address the gap.	10
Creates an aesthetic re-presentation of your understanding of your phenomenon.	10

### **Dialogues with Scholars in Nursing and other Disciplines**

**Description:** Students have the opportunity to engage with lead scholars in nursing and other disciplines as they share their understanding and wisdom about studying their selected phenomenon.

<b>Grading Rubric</b>	
<b>Criteria</b>	<b>Points</b>
Identify a lead scholars within and outside the discipline of nursing related to a phenomenon of interest.	2
Develop and submit three interview questions for peer discussion.	6
Interview two scholars conducting research in your area/phenomenon, one within and one outside the discipline of nursing	6
Discuss three salient ideas from interview and relate to gaps in caring science in one of the research focus areas.	6

### **Reflection as Ethical Nurse Researcher**

**Description:** This reflection offers the student the opportunity to engage in reflection of self as an ethical nurse researcher.

<b>Grading Rubric</b>	
<b>Criteria</b>	<b>Points</b>
Analyze ethical issues related to the study of your phenomenon within caring science.	5
Recommend strategies to address these ethical issues.	5

## **BIBLIOGRAPHY**

## **COURSE SPECIFIC LITERATURE:**

- Afilalo, J., Alexander, K. P., Mack, M. J., Maurer, M. S., Green, P., Allen, L. A., ...& Forman, D. E. (2014). Frailty assessment in the cardiovascular care of older adults. *Journal of the American College of Cardiology*, 63(8), 747-762.
- Barry, C. D., Gordon, S. C., & King, B. M. (2015). *Nursing case studies in caring: Across the practice spectrum*. New York: Springer Publishing Company. ISBN: 9780826171788
- Bartels, S. J., & Naslund, J. A. (2013). The underside of the silver tsunami—older adults and mental health care. *New England Journal of Medicine*, 368(6), 493-496.
- Bice, A. A., Wyatt, T. H. (2017). Holistic comfort interventions for pediatric nursing procedures: A systematic review. *Journal of Holistic Nursing*, 35(3), 280-295.
- Braveman, P.A , Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L.N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: The issue is justice. *American Journal of Public Health*, 101: S149-155. 101: S149-155.
- Dexheimer Pharris, M. (1997). Protecting against hopelessness and suicidality in sexually-abused American Indian adolescents. *Journal of Adolescent Health*, 21(6), 400-406.
- Dickson, E. & Lobo, M. (2017). Critical caring theory and public health nursing advocacy for comprehensive sexual health education. *Public Health Nursing*, 35(1), 78-84.
- Dossey, B. M., & Keegan, L. (2016). *Holistic nursing: A handbook for practice* (7<sup>th</sup> ed.). Sudbury, MA: Jones and Bartlett Publishing. ISBN 978-1284072679.
- Falk-Rafael, A. (2005). Advancing nursing theory through theory-guided practice: The critical caring perspective. *Advances in Nursing Science*, 28(1): 38-49.
- Falk-Rafael, A. & Betker, C. (2012). Witnessing social injustice downstream and advocating for health equity upstream: “The Trombone Slide” of nursing. *Advances in Nursing Science*, 35(2), 98-112.
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- Lowe, J., Wimbish-Cirilo, R. (2015). The use of talking circles to describe a native American transcultural caring immersion experience. *Journal of Holistic Nursing*, 34(3) 280-290.
- Lowe, J., Liang, H., Riggs, C.Y., Henson, J. (2012). Community partnership to affect substance abuse. *American Journal of Drug Alcohol Abuse*, 38(5). 450-455.
- Hanley, M. A., Coppa, D., Shields, D. (2017). A practice-based theory of healing through



- therapeutic touch: Advancing holistic nursing practice. *Journal of Holistic Nursing*, 35(4), 369-381.
- Hall, W. J., Chapman, M. V., Lee, K. M., Merino, Y. M., Thomas, T. W., Payne, B. K., ... & Coyne-Beasley, T. (2015). Implicit racial/ethnic bias among health care professionals and its influence on health care outcomes: a systematic review. *American Journal of Public Health*, 105(12), e60-e76. doi: 10.2105/AJPH.2015.302903
- Hines, M., & Gaughan, J. (2017). Advanced holistic nursing practice narratives. *Journal of Holistic Nursing*, 35(4), 328-341.
- Janicki, M. P., & Dalton, A. J. (Eds.). (2014). *Dementia and Aging Adults with Intellectual Disabilities: A Handbook*. Routledge
- Karter, A. J., Laiteerapong, N., Chin, M. H., Moffet, H. H., Parker, M. M., Sudore, R., ... & Piette, J. D. (2015). Ethnic differences in geriatric conditions and diabetes complications among older, insured adults with diabetes: the diabetes and aging study. *Journal of Aging and Health*, 27(5), 894-918.
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- King, A. C., Hekler, E. B., Grieco, L. A., Winter, S. J., Sheats, J. L., Buman, M. P., ... & Cirimele, J. (2013). Harnessing different motivational frames via mobile phones to promote daily physical activity and reduce sedentary behavior in aging adults. *PloS one*, 8(4), e62613.
- Koithan, M. S., Kreitzer, M. J., Watson, J. (2017). Linking the unitary paradigm to policy through synthesis of caring science and integrative nursing. *Nursing Science Quarterly*, 30(3), 262-268.
- Martinez-Hume, A.C, Baker, A.M., Bell, H.S, Montemayor,I, Elwell, K., Hunt, L.M. (2017). They treat you a different way: Public insurance, stigma, and the challenge to quality health care. *Culture, Medicine, and Psychiatry*, 41(1): 161-180.
- Levy-Malmberg, R., Hilli, Y. (2014). The enhancement of clinical competence through caring science. *Scandinavian Journal of Caring Science*, 28(4), 861-866.
- Roundtable on the Promotion of Health Equity and the Elimination of Health Disparities*. National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Board on Population Health and Public Health Practice. National Academies Press.
- Nordtug, B. (2015). , Levinas's ethics as a basis of healthcare-challenges and dilemmas. *Nursing Philosophy*, 16(1), 51-63.

- Råholm, M. B., Lillestø, B., Lohne, V., Caspari, S., Sæteren, B., Heggstad, A. K. T., ... & Slettebø, Å. (2014). Perspectives of dignity of residents living in nursing homes: Experiences of family caregivers. *International Journal for Human Caring*, 18(4), 34-39. <https://doi.org/10.20467/1091-5710-18.4.34>
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- Rehnsfeldt, A., & Arman, M. (2016). The justification of caring science. *Scandinavian Journal of Caring Science*, 30(2), 215-216.
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- Shea, L., Cavan Frisch, N. (2014). Application of integral theory in holistic nursing practice. *Holistic Nursing*, 28(6), 344-352.
- Shearer, J. E. (2015). Critique of Nursing as Caring Theory: Aesthetic knowing and caring in online learning. *International Journal for Human Caring*, 19(2), 45-49. <https://doi.org/10.20467/1091-5710-19.2.45>
- Turkel, M. C., Watson, J., Giovannoni, J. (2018). Caring science or science of caring. *Nursing Science Quarterly*, 31(1), 66-71.
- Walls, M.L., Gonzalez, J. & Gladney, T. Unconscious biases: Racial microaggressions in American Indian health care. *The Journal of the American Board of Family Medicine*. 28(2): 231-239.
- Wallace, S. P., Cochran, S. D., Durazo, E. M., & Ford, C. L. (2011). The health of aging lesbian, gay and bisexual adults in California. *Policy Brief (UCLA Center for Health Policy Research)*, 1.
- Williams, C. L. (2015). Maintaining caring relationships in spouses affected by Alzheimer's disease. *International Journal for Human Caring*, 19(3), 12-18. <https://doi.org/10.20467/1091-5710-19.3.12>

Williams, D.R. & Wyatt, R. (2015). Racial bias in health care and health: Challenges and opportunities. *Journal of the American Medical Association*, 314(6): 555-556.

## **ESSENTIAL LITERATURE ON CARING**

Boykin, A., & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Mississauga, Ontario: Jones & Bartlett.

Buber, M. (1970). *I and thou*. New York, NY: Scribner.

Davidson, A., Ray, M., & Turkel, M. (Eds). (2011). *Nursing, caring, and complexity science*. New York: Springer Publishing Company.

Johns, C. (2013). *Becoming a reflective practitioner* (4<sup>th</sup> ed.). Hoboken, NJ: Wiley-Blackwell. ISBN 978-0470674260.

Leininger, M., & McFarlane, M. R. (2002). *Transcultural nursing: Concepts, theories, research, and practice*. New York: McGraw-Hill, Medical Publishing Division.

Locsin, R. C. (2005). *Technological competency as caring in nursing: A model for practice*. Indianapolis, IN: Sigma Theta Tau International Honor Society of Nursing.

Mayeroff, M. (1971). *On caring*. New York: Harper Collins.

Paterson, J., & Zderad, L. T. (1988). *Humanistic nursing*. New York: National League for Nursing.

Roach, M. S. (1984). *Caring: The human mode of being: Implications for nursing*. Toronto: Faculty of Nursing, University of Toronto.

Roach, M. S. (1987). *The human act of caring: A blueprint for the health profession*. Ottawa: Canadian Hospital Association.

Smith, M. C., Turkel, M. C., & Wolf, Z. R. (2012). *Caring in nursing classics: An essential resource*. New York: Springer Publishing Company.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. New York: Springer Publishing Company.

Watson, J. (2008). *The philosophy and science of caring* (Revised Ed.). Boulder: University Press Colorado.

## **COURSE POLICIES & GUIDELINES**

The well-being of each student as an expression of successful learning is of great importance to the course professor.

### **Caring for Self**

In this course you will need to be organized, aware of due dates for assignments, and committed to devoting adequate time for successful completion of coursework. Being organized is essential for achieving your goals and integral to caring for yourself.

### **Collegial Caring**

A supportive environment for learning is a caring environment in which all aspects of persons are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. A caring community is one in which you nurture each other throughout the semester.

### **Online Course Participation**

This course has both live and an online delivery format and frequent participation in the course is required. Students are expected to check email frequently and participate in all online course activities and assignments. If you are experiencing major illness or other issues that impact your participation in this course, contact the professor immediately to formulate a resolution.

### **Assignments**

All course assignments must be completed by the due dates on the Course Schedule.

### **Email and Netiquette**

Students are required to use their FAU e-mail and are advised to check it frequently for important course announcements. Communication using web-based tools has created the need for a protocol called “netiquette” that encourages efficient and effective communication while discouraging abuse of email, chat sessions, and discussion boards. Proper grammar and spelling is expected. Avoid all text shorthand messages. Civil and respectful messages to faculty and students is required. Visit <http://www.albion.com/netiquette/corerules.html> for more information. No exceptions are permitted.

### **Policy for Late Assignments**

If you are experiencing some unusual situation, you must contact the professor before the due date of an assignment. Otherwise, all assignments must be submitted by the due date. **If assignments are not submitted by due date and there has been no communication with the faculty, no points will be awarded.**

### **Academic Integrity**

Student work is to be done independently or in groups if assigned in that manner. Sharing course work or assignments with other students is a breach of academic integrity. Plagiarizing will result in an automatic "0" for all papers, exams, and assignments.

Plagiarism includes definition in the university handbooks and the APA 6<sup>th</sup> edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

### **Changes in Course Format or Schedule**

At times it may be necessary to change the course schedule. The professor can make these changes for the benefit of student learning.

### **COLLEGE OF NURSING AND UNIVERSITY POLICIES:**

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). 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.

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER:**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional

well-being. For more information, go to <http://www.fau.edu/counseling/>

### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (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.

**COURSE SCHEDULE**

<b>Date</b>	<b>Topic Exam Schedule</b>	<b>Assigned Reading</b>	<b>Assignment Due:</b>
Week 1	Course Introduction		
Week 2 & 3	State of Caring Science	Turkel, M. C., Watson, J., Giovannoni, J. (2018). Caring science or science of caring. <i>Nursing Science Quarterly</i> , 31(1), 66- 71.  Davidson, Ray and Turkel.	
Week 4 & 5	Evaluating Approaches to Development of Caring Science <ul style="list-style-type: none"> <li>• Empirical-analytic</li> <li>• Hermeneutic-phenomenologic and aesthetic</li> <li>• Critical-Emancipatory</li> <li>• Complexity and Integral</li> </ul>	Chinn: Chapter 1-7.  Smith, M.C. (1998). Knowledge development for the health sciences in the 21st century. <i>Journal of Sport and Exercise Psychology</i> , 20, S128-S144.  Kagan, Smith & Chinn, <i>Introduction</i> , Chapter 6.  Davidson, A. W., Ray, M. A., Turkel, M C: Chapter 1.  Shearer, J. E. (2015). Critique of Nursing as Caring Theory: Aesthetic knowing and caring in online learning. <i>International Journal for Human Caring</i> , 19(2), 45-49.	

		<p><a href="https://doi.org/10.20467/1091-5710-19.2.45">https://doi.org/10.20467/1091-5710-19.2.45</a></p> <p>Rykkje, L., &amp; Råholm, M. B. (2014). Understanding older peoples' experiences of dignity and its significance in caring: A hermeneutical study. <i>International Journal for Human Caring</i>, 18(1), 17-26. doi/pdf/10.20467/1091-5710-18.1</p>	
Week 6 & 7	Caring Science & Healthy Aging	<p>Karter, A. J., Laiteerapong, N., Chin, M. H., Moffet, H. H., Parker, M. M., Sudore, R., ... &amp; Piette, J. D. (2015). Ethnic differences in geriatric conditions and diabetes complications among older, insured adults with diabetes: the diabetes and aging study. <i>Journal of Aging and Health</i>, 27(5), 894-918.</p> <p>Rahemi, Z. &amp; Williams, C. L. (2015). Development of a dignity-enhancing model of caring for older adults. <i>International Journal for Human Caring</i>, 19(3), 36-41. <a href="https://doi.org/10.20467/1091-5710-19.3.36">https://doi.org/10.20467/1091-5710-19.3.36</a></p> <p>Williams, C. L. (2015). Maintaining caring relationships in spouses affected by Alzheimer's disease. <i>International Journal for Human Caring</i>, 19(3), 12-18. <a href="https://doi.org/10.20467/1091-5710-19.3.12">https://doi.org/10.20467/1091-5710-19.3.12</a></p>	<b>Due: Dialogues with Scholars in Nursing and other Disciplines</b>
Week 8 & 9	Caring Science and Health Equity	Kagan & Smith, & Chinn: Chapters: 1, 4, 7, 10.	Due: Scholarly Paper



		Hall, et al. (2015). Implicit racial/ethnic bias among health care professionals and its influence on health care outcomes: a systematic review. <i>American Journal of Public Health, 105</i> (12), e60-e76. doi: 10.2105/AJPH.2015.302903	
Week 10 & 11	Caring Science & Holistic Health	See Canvas	
Week 12 & 13	Caring Science & Transforming Healthcare/Practice Environments	Koithan, M. S., Kreitzer, M. J., Watson, J. (2017). Linking the unitary paradigm to policy through synthesis of caring science and integrative nursing. <i>Nursing Science Quarterly, 30</i> (3), 262-268.  Råholm, et al. (2014). Perspectives of dignity of residents living in nursing homes: Experiences of family caregivers. <i>International Journal for Human Caring, 18</i> (4), 34-39. <a href="https://doi.org/10.20467/1091-5710-18.4.34">https://doi.org/10.20467/1091-5710-18.4.34</a>	
Week 14 & 15	Evolving Self as an Ethical Nurse Researcher	Kagan, Smith & Chinn, Chapter 3.  Nordtug, B. (2015). , Levinas's ethics as a basis of healthcare-challenges and dilemmas. <i>Nursing Philosophy, 16</i> (1), 51-63.	Due: Reflection as Ethical Nurse Researcher

## 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 guides 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.

April 2012

#### **Professional Statement**

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly xx/xx/2018