FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

UGPC APPROVAL _____

UFS APPROVAL _____

SCNS SUBMITTAL _____

CONFIRMED _____

BANNER POSTED _____

CATALOG _____

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7932	CURRENT COURSE TITLE: DOCTORAL SEMINAR IN ADVANCED NURSING 1
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2015	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO: DOCTORAL SEMINAR IN KNOWLEDGE DEVELOPMENT 1	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
	OLD PREREQUISITES:
CHANGE PREFIX FROM: TO:	
CHANGE COURSE NO. FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE CREDITS[2] FROM: TO:	
CHANGE GRADING FROM: TO:	CHANGE REGISTRATION CONTROLS TO:
CHANGE DESCRIPTION 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:	Date:	
Department Chair: *Christine Williams*	1/6/15	1. **Syllabus** must be attached; see guidelines for requirements: www.fau.edu/provost/files/course syllabus.2011.pdf
College Curriculum Chair: *Joy Longo*	1/2/15	
College Dean: *Karen Edwards*	1/2/15	2. Review **Provost Memorandum:** **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
UGPC Chair:	1/14/15	
Graduate College Dean: *Deborah Floyd*	1/21/15	
UFS President:		3. **Consent** from affected departments (attach if necessary)
Provost:		

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.

FAUchange—Revised September 2012

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE -SYLLABUS
Spring 2014

COURSE NUMBER: NGR 7932

COURSE TITLE: Doctoral Seminar in Knowledge Development 1

COURSE FORMAT: Hybrid –live with Blackboard Assist

CREDIT HOURS: 1 credit

COURSE SCHEDULE: Saturday 1:30-3:30 PM; Dates TBA

PLACEMENT IN   Concentration core course; spring semester, year 1;
CURRICULUM: first in series of three doctoral seminar courses

PREREQUISITE/S: None

COREQUISITE/S: None

FACULTY: Sharon L. Dormire, PhD, RN
                         Associate Professor &
                         Assistant Dean of Undergraduate Programs
                         NU 101F
                         561-297-2535
                         sdormire@fau.edu

OFFICE HOURS: Tuesday, 12 to 3 and by appointment

COURSE DESCRIPTION:
Examines essential aspects of life as a nurse scientist and skills needed to initiate a research program. Content includes characteristics, role, and expectations of the nurse scholar; also focuses on development of a personal scholarly trajectory.

COURSE OBJECTIVES:

The six subjectives based on Roaches (2002) organize the course objectives.

Being competent
1. Investigate characteristics of successful nurse scientists.
2. Explore the professional life of the nurse scientist with regard to role, expectations and career track.
3. Compare selected established programs of research.

Becoming Compassionate

4. Identify calls for the nursing science.

Becoming Confident
5. Develop an individual plan of development for doctoral study (including professional development and service).
6. Propose a personal scholarly trajectory.
7. Critique nursing phenomenon related to individual scholarly trajectory
8. Articulate the rationale for the proposed research problem.

Demonstrating Comportment
9. Analyze factors that facilitate and those that impede the development of nursing scholarship.

Attending to Conscience
10. Co-create a caring environment for self and colleagues to support mutual growth as scholars.

Affirming Commitment
11. Analyze challenges in developing as a nurse scholar.
12. Explore the doctoral role, expectations, and career track of the successful nurse scholar/applied scientist

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

TEACHING LEARNING STRATEGIES:
Focused readings, seminar discussions, guest presentations, and Blackboard online activities.

GRADING AND EVALUATION METHODS:
Threaded discussion postings
Seminar participation
Scholarly trajectory presentation

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A U grade indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the graduate program. S/U grading is not calculated into the grade point average

To receive a grade of "Satisfactory" all elements must be at level of doctoral work.

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: Author.

Roberts, C.M. (2010). *The Dissertation Journey: A practical and comprehensive guide to planning, writing and defending your dissertation.* Thousand Oaks: Sage ISBN 978-1-4129-7798-2

TOPICAL OUTLINE:

Roles, expectations and career trajectories of doctorally prepared nurse scholars

Exploring relevant nursing research phenomena

Supporting the significance of a selective topic

Exploring the literature

COURSE ASSIGNMENTS:

Discussion board postings Discussion board questions will be posted bi-monthly on the course Blackboard. New questions will be posted after each class meeting. Discussion will continue for 14 days. "Active participation" is defined as providing at least 3 comments in dialogue with colleagues.

Seminar participation Students are expected to attend each of the four scheduled seminars. Participation is defined as being present in the seminar and contributing to the discussion with thoughtful comments and reflections on related readings.

Scholarly trajectory presentation. Develop a timeline for your doctoral program and the first five years as a PhD nurse. Identify specific strategies to meet career goals and expand the necessary skills to meet these goals. Prepare your trajectory as a power point presentation.

BIBLIOGRAPHY

Anderson, M.S., Horn, A.S., Risbey, K.R., Ronning, E.A., DeVries, R., & Martinson, B.C. (2007). What do mentoring and training in the responsible conduct of research have to do with scientists' misbehavior? Findings from a national survey of NIH-funded scientists. Academic Medicine, 82, 853-860.

Banks-Wallace, J., Despins, L., Adams-Leander, S., McBroom, L., & Tandy, L. (2008). Re/Affirming and re/conceptualizing disciplinary knowledge as the foundation for doctoral education. Advances in Nursing Science, 31, 67-78.

Buerhaus, P. (2006). A discussion with Patricia A. Grady on the 20th anniversary of the National Institute of Nursing Research. *Journal of Nursing Scholarship, 38*(3), 208-212.

Bunkers, SS. (2005). A community of scholars: What is it? Nursing Science Quarterly, 18, 117-119.

Curry, J., Alminde, C., Bloom, K., & Cramsie, K. (2008). A model for learning research by doing research. Journal of Nursing Administration, 38(5), 215-218.

Daly, B.J., Douglas, S.L. & Kelley, C.G. (2005). Benefits and Challenges in Developing

a Program of Research. Western Journal of Nursing Research, 27, 364-377. DOI: 10.1177/0193945904270918

Endacott, R. (2004). Clinical research 1: research questions and design. Intensive and Critical Care Nursing, 20, 232-235.

Jeffers, B.R. (2005). Brief Report: Research Environments That Promote Integrity. Nursing Research, 54, 63-70.

Meneses, K.D. (2007). From teamwork to team science. Nursing Research, 56, 71.

National Institute of Nursing Research (2009). Changing practice, changing lives, NINR strategic plan. NIH, DHHHS. Retrieved July 21, 2009 from http://www.ninr.nih.gov/AboutNINR/NINRMissionandStrategicPlan/

Newman, M.A., Smith, M.C., Pharris, M.D., & Jones, D. (2008). The focus of the discipline revisited. *Advances in Nursing Science, 31*(1), E16-E27.

Parse, RR. (2005). Community of scholars. Nursing Science Quarterly, 18, 119.

Rankin, M. & Esteves, M.D. (1997). Perceptions of Scientific Misconduct in Nursing. Nursing Research, 46, 270-276.

Reeder, F.M. (2007). What will count as evidence in the year 2050? Nursing Science Quarterly, 20, 208-211.

Steinbrook, R. (2002). Protecting research subjects: The crisis at Johns Hopkins. The New England Journal of Medicine, 346, 716-720.

Vollmer, W.M. (2007). Responsibilities of Authorship. *CHEST, 132,* 2042-2045.

Watson, J. (2005). Guest editorial: What, may I ask, is happening to nursing knowledge and professional practices? What is nursing thinking at this turn in human history? *Journal of Clinical Nursing, 14*(8), 913-914.

Whittemore, R. (2005). Combining evidence in nursing research: Methods and Implications. *Nursing Research, 54,* 56-62.

COURSE POLICIES AND GUIDELINES

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all written assignments, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

All course requirements and objectives must be met in order to obtain a grade of satisfactory.

The student is expected to attend each class. A student who misses a class is **responsible for class content presented during an absence.**

Class time will be used for the discussion and synthesis of the assigned reading material.

All assignments must be the original work of the student. Violations of the Florida Atlantic University Code of Academic Integrity 4.001 will result in the strictest possible consequences including dismissal from the program.

All students must have an e-mail address and regular access to a computer.

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

COLLEGE OF NURSING 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 Graduate Handbook located at:
http://nursing.fau.edu/index.php?main=3&nav=466

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

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 (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in: Boca Raton – SU 133 (561-297-3880),

Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all OSD 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:

Class	Topic	Assignments
I	**Course Overview** **The significance of doctoral education on expectations scholarship and career development of a nursing scholar**	The American Association of Colleges of Nursing Research-Focused Doctoral Program in Nursing: Pathways to Excellence guidelines APA Pages:
	Seminar I objectives: Investigate characteristics of successful nurse scientist. Explore the professional life of the nurse scientist with regard to role, expectations and career track. Analyze factors that facilitate and those that impede the development of nursing scholarship. Analyze challenges in developing as a nurse scholar.	Group discussion with a second year doctoral student: 1. Thinking and behaving like a doctoral student 2. Expectations of doctoral students 3. Time on campus with research scientists Small student groups will work on scavenger hunt teams to identify College and University scholarly activities available for the semester. Identify academic, research and practice opportunities as a nurse scientist and scholar. Develop a course calendar of scholarship opportunities on blackboard. Include sufficient information that peers can understand the presentation and know where it is held and how to register without having to search again. Dialogue with Dean Smith regarding implications of AACN Pathways to Excellence
	Blackboard Assignment #1 Compare selected established programs of research. Explore the doctoral role, expectations, and career track of the successful nurse scholar/applied scientist Investigate characteristics of successful nurse scientist.	Identify a nurse researcher who has published on a topic the same as or similar to your area of interest. Search the publications of this nurse researcher for number of publications, years, journals or outlets for dissemination of knowledge. Using just titles of publications found in your research, look for patterns (ebb and flow), changes in the focus of the research. Summarize your findings in a post of Blackboard discussion board. Read all peer postings and respond to the postings of at least half of the others registered for the course. Academic, research and practice opportunities as a nurse scientist and scholar
	Blackboard Assignment #2 Analyze challenges in developing as a nurse scholar.	Use your individual journal in the course blackboard site. Discuss your perception of the contributions of the nurse researcher to nursing and nursing practice. Discuss your hopes and dreams in seeking a research-based degree. Identify your preferred future as a nurse scholar. Identify the strengths you bring to doctoral studies and the concerns you have in entering this phase of your scholarly life.

7

Class	Topic	Assignments
II	**Identifying research phenomenon**	Focus your literature search for this unit on works related to your phenomena of interest. In particular, look for scholars and their programs of study related to a phenomenon.
	Seminar II objectives: Identify calls for the nursing science. Articulate the rationale for the proposed research problem. Critique nursing phenomenon related to individual scholarly trajectory Articulate the rationale for the proposed research problem.	Be prepared to participate in a discussion focused on building a career development profile of the nurse scientist and scholar. How does one develop the research, teaching and service experiences in doctoral education as a nurse scientist and scholar based on literature and web research. Dialogue with a faculty panel discussing the development of their scholarship careers, with particular focus on support and obstacles in advancing their work as well as how they overcame these. Student led discussion of the responsibilities, rewards and difficulties in dissemination of scholarly products to support career goals. Seek to answer when is the best time to begin publishing?
	Blackboard Assignment #1	Review the College of Nursing faculty web pages to identify the two faculty with interests most closely aligned with yours. Meet with one of these faulty. Discuss with this scholar: • How they identified their phenomena of interest and or main research question. • How do they sustain their interest? • What have the difficulties been? • What advice do they offer to support your success? • What do they suggest to minimize mistakes? Summarize your findings on the blackboard discussion board. Highlight any discoveries for you. What surprised you, what was completely new to you, was anything sad to learn? Read and comment on the postings of your other classmates.
	Blackboard Assignment #2 Clarifying your phenomena of interest	On the Blackboard discussions site, each student will post a word or phrase identifying the research phenomena of interest. Define the phenomenon: what is it and what is it not Question peers about the phenomenon to support their clarification process. What lens do you have in regard to this phenomenon? How do you as individuals define or interpret the issue? Develop a second major discussion area for each phenomena: Use the literature and your expertise to describe to your peers why this work is significant. Peers should challenge each other to support clarification.

Class	Topic	Assignments
III	**Building support for success: Mentors and Teams.** **Funding and Publishing: Responsible conduct, integrity, and misconduct**	Meneses, K.D. (2007). From teamwork to team science. *Nursing Research, 56,* 71. Anderson, M.S., Horn, A.S., Risbey, K.R., Ronning, E.A., DeVries, R., & Martinson, B.C. (2007). What do mentoring and training in the responsible conduct of research have to do with scientists' misbehavior? Findings from a national survey of NIH-funded scientists. *Academic Medicine, 82,* 853-860. Jeffers, B.R. (2005). Brief Report: Research Environments That Promote Integrity. *Nursing Research, 54,* 63-70. Vollmer, W.M. (2007). Responsibilities of Authorship. *CHEST, 132,* 2042-2045. Rankin, M. & Esteves, M.D. (1997). *Perceptions of Scientific Misconduct in Nursing. Nursing Research, 46,* 270-276.
	Seminar III objectives: Co-create a caring environment for self and colleagues to support mutual growth as scholars. Develop an individual plan of development for doctoral study (including professional development and service). Analyze factors that facilitate and those that impede the development of nursing scholarship. Analyze challenges in developing as a nurse scholar.	Work as a team in developing a framework for doctoral education and career development for a nurse scientist/scholar. Identify research, teaching and service experiences (both essential and enriching) for doctoral nursing education). Be prepared to discuss dissemination of scholarly products is a significant aspect of responsibility for scholars to support career goals. Authorship and associated responsibilities Presentation of ideas and response to critique Class debate: Issues in collaborative research Teamwork in nursing research Mentoring in educational and professional development.

Class	Topic	Assignments
III cont	Blackboard Assignment #1	Compare and contrast strategies for professional development The class will work in teams for this assignment. Team A will create a Wiki table identifying national and foundation funding opportunities for doctoral education and research. Team B will create a Wiki table identifying federal funding opportunities for doctoral education and research. Identify: funding source, address contact person, due dates, amount of support, limitations, notes for others As you work on the wiki, please DO make comments in the notes for others and add to the comments you read of your peers. This provides an opportunity to learn about resources and their plusses and minuses.
	Blackboard Assignment #2	This module will provide a few moments for some intense souls searching and reflection, particularly for those who have been victim of any ethical dilemmas. Read and respond to two of the three posted ethical dilemmas for nurse researchers. Intellectual property Handling and reporting misconduct Conflict of interest and scientific integrity After your initial response, you must respond to one peer comment as well. This will be a very interesting dialogue!
IV	**Community of Scholars: Sharing Research Trajectories with College of Nursing colleagues**	Scholarly dialogue with College of Nursing at large for feedback on developing ideas.
	Seminar IV objectives Co-create a caring environment for self and colleagues to support mutual growth as scholars. Propose a personal scholarly trajectory. Critique appropriate nursing phenomenon related to individual scholarly trajectory Articulate the rationale for the proposed research problem. Explore the doctoral role, expectations, and career track of the successful nurse scholar/applied scientist	

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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.