

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 7936	CURRENT COURSE TITLE: DOCTORAL SEMINAR IN ADVANCED NURSING 3
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2015	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: DOCTORAL SEMINAR IN KNOWLEDGE DEVELOPMENT 3 CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS ² FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: _____	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: <u>Christine Williams</u> College Curriculum Chair: <u>J Longo</u> College Dean: <u>Karetha Edwards</u> UGPC Chair: <u>Christine Williams</u> Graduate College Dean: <u>Sebrina Riley</u> UFS President: _____ Provost: _____	Date: <u>1/6/15</u> <u>1/2/15</u> <u>1/2/15</u> <u>1/14/15</u> <u>1/21/15</u> _____ _____	<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 SYLLABUS
Spring 2015**

<u>COURSE NUMBER:</u>	NGR 7936
<u>COURSE TITLE:</u>	Doctoral Seminar in Knowledge Development III
<u>COURSE FORMAT:</u>	Hybrid
<u>CREDIT HOURS:</u>	1
<u>COURSE SCHEDULE:</u>	Saturday 2-4 PM; January 11, Feb 8, March 15, April 12
<u>PLACEMENT IN CURRICULUM:</u>	Spring semester, year 2; third in series of three doctoral seminar courses
<u>PREREQUISITE:</u>	NGR 7934
<u>FACULTY:</u>	Christine Williams, DNSc, PMHCNS-BC Professor Office: NU 327 Phone: 561-297-0095 Email: cwill154@fau.edu
<u>OFFICE HOURS:</u>	Class days following class, Fridays of class week: 1- 4:00 PM
<u>COURSE DESCRIPTION:</u>	Describe ethical research methods consistent with research question and potential sources of funding. Plan for comprehensive examination.
<u>COURSE OBJECTIVES:</u>	The six subjectives based on Roach's (2002) work organize the course objectives. ¹

Upon completion of the course, the student will demonstrate evidence of

Becoming Competent

1. Advance the discipline of nursing through research by:
 - A. Selecting and describing a research method that is consistent with the research question.
 - B. Developing a data collection protocol to achieve research aim(s).

Becoming Compassionate

2. Describing ways to engage the community of interest in ideas for research that reflects what matters most to them.

Becoming Confident

3. Exploring potential sources of funding related to the research aim.

Demonstrating Comportment

4. Demonstrate synthesis of nursing role by:
 - A. Engaging in role of nurse as researcher.
5. Values an interdisciplinary approach to research.

Attending to Conscience

6. Incorporate an understanding of wholeness of persons connected with others and the environment through caring by:
 - A. Developing sound methodology for conducting research.
7. Actualize nursing as nurturing the wholeness of others through caring by:
 - A. Developing specific knowledge and skills necessary to design ethical approaches to research.

Affirming Commitment

8. Explore and develop innovative nursing ideas and practice by:
 - A. Engaging in the process of developing nursing knowledge through qualitative or quantitative research methods.

¹Roach, M.S. (2002). *Caring, the human mode of being: A blueprint for the health professions*. Ottawa, ONT: CHA Press.

TEACHING LEARNING STRATEGIES: Seminar discussions, guest speakers, assignments on Blackboard, presentations

GRADING AND EVALUATION METHODS:

To receive a grade of “Satisfactory” in this course all elements of the student’s work must be at level of doctoral work and demonstrate active participation.

Discussion Board: Active participation is defined as providing complete and accurate postings related to the assignments with citations from assigned and supplementary readings and at least 3 thoughtful comments that relate to the assignments and readings.

Seminar Participation: Active participation in seminar is defined as being present in the seminar and contributing to the discussion with thoughtful comments which reflect preparation for class and relate to the assignments and readings.

GRADING SCALE:

A grade of “Satisfactory” (S) or “Unsatisfactory” (U) will be awarded at the end of each semester of Doctoral Seminar.

REQUIRED TEXTS:

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

FAU IRB requirements

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:

1. Constructing an appropriate research question
2. Relating qualitative or quantitative design to the research question
3. Designing ethical, collaborative approaches to research
4. Developing a data collection protocol.
5. Discuss preparation for comprehensive examination.

COURSE ASSIGNMENTS: To achieve a grade of satisfactory, students will demonstrate active participation in answering discussion board questions as assigned on the Blackboard course site. Discussion forums will continue for 14 days.

1. Each student will post a substantive response to assigned questions on the discussion board at least 1 week before each live class.
2. Students will respond to at least 2 peer’s post prior to class.
3. Class time will be used to discuss answers to the assigned questions and to review the PhD section of Graduate Student Handbook for information regarding comprehensive examination.

Students will work individually to address the following questions/statements.

- Class 1) What methods will I employ to investigate my research question?
- Class 2) What are the ethical concerns related to this study?
- Class 3) What are the elements of the data collection protocol I will use to accomplish the aims of my study?
- Class 4) How will I prepare for the comprehensive examination?

BIBLIOGRAPHY

- Erci, B., Sayan, A., Tortumlouogo, G., Kilic, D., Sahin., & GÜngörmos, Z. (2003). The effectiveness of Watson's Caring Model on the quality of life and blood pressure of patients with hypertension. *Journal of Advanced Nursing*, 41, 130-139.
- Henderson, A., Van Eps, M.A., Pearson, K., James, C., Henderson, P., & Osborne, Y. (2007). 'Caring for' behaviours indicate to patient that nurses 'care about' them. *Journal of Advanced Nursing*, 60(2), 146-153. doi: 10.1111/j.1365.2648.2007.04382.x
- Hudacek, S.S. (2008). Dimensions of caring: A qualitative analysis of nurses' stories. *Journal of Nursing Education*, 47(3), 124-129.
- Kavanaugh, K., Moro, T.T., Savage, T., & Mehendale, R. (2006). Enacting a theory of caring to recruit and retain vulnerable participants for sensitive research. *Research in Nursing & Health*, 29, 244-252.
- McEvoy, L., & Duffy, A. (2008). Holistic practice: A concept analysis. *Nursing Education in Practice*, 8, 412-419. doi: 10.1016/j.nepr.2008.02.002
- Meng, M., Xuiwei, Z., & Anli, J. (2011). A theoretical framework of caring in the Chinese context: A grounded theory study. *Journal of Advanced Nursing*, 67(7), 1523-1536. doi:10.1111/j.1365-2648.2010.05573.x
- Nelson, J., Watson, J. (Eds.). (2012). *Measuring Caring: International Research on Caritas as Healing*. New York: Springer.
- O'Connell, E. & Landers, M. (2008). The importance of critical care nurses' caring behaviors as perceived by nurses and relatives. *Intensive and Critical Care Nursing*, 24, 349-358. doi:10.1016/j.iccn.2008.04.002

Smith, M. (2004) Review of research related to Watson's theory of human caring.

Nursing Science Quarterly, 17(1), 13-25.

Tappen, R.M. (2011). *Advanced nursing research: From theory to practice*. Sudbury,

MA: Jones and Bartlett Learning.

Watson, J. (2009). *Assessing and measuring caring in nursing and the health sciences*.

New York: Springer.

COURSE POLICIES & GUIDELINES

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. The student is expected to attend each class. A student who misses a class is responsible for content presented during an absence.
3. The FAU email is the only recognized email address for course correspondence.

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 Graduate Handbook located at: <http://nursing.fau.edu/index.php?main=3&nav=457>
- 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), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), 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.

TOPICAL OUTLINE/COURSE SCHEDULE:

Course Calendar

**NGR 7936
Spring, 2014**

Doctoral Seminar III

Class	Date	Topic	Assignments
I	Jan	Course Overview Characteristics of a well constructed research question Relationship between methods and question	Readings: (Roberts) Chapters 1,2,4, 14
	Jan	Blackboard Assignment 1	a. Post your question. What makes it a good question? b. Comment on your classmates' posted questions. Suggest revisions as needed.
	Jan-Feb	Blackboard Assignment 2	a. Discuss the relationship between your chosen methods and your question. Why are they the best methods to answer the question? b. Comment on your classmates' posted comments.
II	Feb	Discuss impact of and potential sources of funding for your planned research Dissertation exemplars	Readings: (Roberts): Chapters 5, 12
	Feb	Blackboard Assignment 3	a. Go to IRBnet and download the consent form template. Using the template, construct/post a consent form for your study. b. Comment on your classmates' posted consent form. Suggest revisions as needed.
	Mar	Blackboard Assignment 4	a. Identify/post at least one specific source of funding for your research. b. Comment on your classmates' posted funding source. Suggest others.
	Mar	Blackboard Assignment 5	a. Draft and post 3 topics for your comprehensive examination

			b. Comment on your classmates' posted topics. Suggest revisions as needed.
III	April	Describe your research methods: title of study, design, sample, data collection protocol, data analysis	Readings: (Roberts): Chapter 3, Appendices
	April	Blackboard Assignment 6	a. Select possible journal for publication of results. Post journal author guidelines b. Comment on your peers' choice of journal with suggestions.
	April	Blackboard Assignment 7	a. Identify/post flyer from an upcoming research conference that would be appropriate for you to submit an abstract on your research topic. b. Comment on your peers' choice of conference with suggestions.
IV	April-May	Guest speaker: How to pass the comprehensive exam, Surviving the dissertation phase.	Readings (Roberts): Chapter 7, 10, 16



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