COURSE CHANGE REQUEST
Graduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department: Nursing

College: Nursing

UGPC Approval	_____
UFS Approval	_____
SCNS Submittal	_____
Confirmed	_____
Banner	_____
Catalog	_____

Current Course Prefix and Number NGR 7945C	**Current Course Title** DNP Project and Residency

Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: To:

Change course number

From: To:

Change credits*

From: To:

Change grading

From: To:

Academic Service Learning (ASL) *

Add ✔   Remove ~~✔~~

* Review Provost Memorandum
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes: SUMMER 2021	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone Sue Bulfin /sbulfin@health.fau.edu/ 561-297-3600

Approved by		**Date**
Department Chair	*Susan Bulfin*	2/16/2021
College Curriculum Chair	*signature*	12/14/20
College Dean	*Kathryn A Edwards*	2-16-2021
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

FAUchangecourseGR, revised Fall 2019

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E LYNN COLLEGE OF NURSING
COURSE OVERVIEW

COURSE TITLE: DNP PROJECT AND RESIDENCY

COURSE NUMBER: NGR 7945C

CREDIT HOURS: 1-6 Credits: 45-270 clinical hours

TIME AND LOCATION: To be arranged with faculty chair and project site
                             Final oral presentations on campus will be held on
                             November 15th and November 22nd (all day)

CURRICULUM
PLACEMENT: Final Summer and Fall Semesters of Program

PRE-REQUISITE: NGR 7943C
                             Approval of DNP Project Proposal

FACULTY: Faculty Team Leader of Student's DNP Project

OFFICE HOURS: TBD

COURSE DESCRIPTION: Course encompasses clinical practice components and completion of a final practice-based project. Projects will reflect the D.N.P. designing systems of care across the lifespan within a caring framework. In a designated practice setting, the program requires a minimum of 250 clinical hours across two semesters. Course will be repeated at least once to meet overall program requirements.

OBJECTIVES:
Upon completion of NGR 7945C, the student will demonstrate evidence of:

1. **Being competent**
    a. Implement project in response to identified organizational and population needs.
    b. Collaborate with faculty and preceptor to design mutually agreed upon goals and objectives for the clinical experience.
    c. Conduct ongoing formative assessment of achievement of course and practicum objectives.

2. **Becoming compassionate**
    a. Evaluate ongoing feedback from participants and stakeholders regarding project implementation.
    b. Conduct ongoing evaluation of project implementation to determine the effectiveness of care in responding to the needs of the target population.

3. **Demonstrating comportment**
    a. Explore outcomes of interpersonal interactions through reflection during the practicum experiences.

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      b. Examine personal strategies used to nurture the wholeness of persons in the practice setting.

4. **Becoming confident**
       a. Employ analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.
       b. Evaluate strengths and limitations of the project in light of the project outcomes with respect to equity in healthcare.

5. **Attending to conscience**
       a. Discuss the individual and population responses to the implementation of the project.
       b. Examine evidence of the effectiveness of the final project in the setting identified

6. **Affirming commitment**
       a. Appraise personal progress toward DNP Project completion.
       b. Disseminate results of the project with interdisciplinary team members to elicit collaboration and support.

TEACHING LEARNING STRATEGIES:
Discussions, clinical conferences, individual faculty meetings, Canvas assignments, required readings, written manuscript, and student oral presentation.

GRADING AND EVALUATION METHODS

Grading Scale: Satisfactory/Unsatisfactory

REQUIRED TEXTS:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Collins-Bride, G. M., & Saxe, J.M. (2011). *Clinical guidelines for advanced practice Nursing: An interdisciplinary approach.* (2nd ed.). San Francisco: Jones & Bartlett. ISBN: 978-0-7637-7414-1

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.* Burlington, MA: Jones & Bartlett Learning.

RECOMMENDED READING:

Bickley, L. S., & Szilagyi, P. G. (2009). *Bates' guide to physical examination and history taking.* (11th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-0-7817-8058-2

Cash, J. & Glass, C. (2011). *Family Practice Guidelines.* (2nd ed.). New York, NY: Springer.

Colyar, M. R. (2011). *Assessment of the school-age child and adolescent.* Philadelphia:
F. A. Davis Company.   ISBN: 978-0-8036-2334-7

Dunphy, L. & Winland-Brown, J. (2011). *Primary care: The art and science of advanced practice
nursing (3^{rd}Ed.*). Philadelphia, PA: F.A. Davis. ISBN - 9780803622555

Fitzgerald Health Education Associates http://fhea.com. (Newsletter is free).
Fitzgerald, M. A. (2010). *Nurse practitioner certification examination and practice
preparation.* FA Davis Company: Philadelphia.

Habif, T. P. (2011) *Skin disease, diagnosis and treatment.* Third Edition. Elsevier
Saunders: Edinburgh. ISBN-13: 979-0-323-07700-2.

Mengel, M & Schwiebert, L.P. (2009) *Family medicine ambulatory care and prevention
5th Edition.* New York: McGraw Hill.

Stedmand's Medical Spellchecker – Can be found online and purchased at
http://www.stedmans.com/

Zaccagnini, M. & White, K. (2011). *The Doctor of Nursing Practice Essentials.*
Sudbury, MA: Jones & Bartlett Learning.

TOPICAL OUTLINE
Summer
Weeks 1-12 Completion of Project Implementation
Fall
Weeks 1-6 Initial drafts of paper and revisions with faculty chair
Weeks 7-12 Finalize paper and prepare oral presentation

COURSE ASSIGNMENTS

Goals and Objectives for Practicum Experience
The student will consult with the preceptor during the first week of clinical to develop goals and
objectives for the project experience. The goals and objectives will be based on the NGR 7945C
course objectives and tailored to the specific population served in the practice setting.

Log of Clinical Hours (due November 30th)
Students will submit a midterm and final log of clinical hours on the "Residency Log Summary"
form.

Preparation of Manuscript Formal Written Report (final report due by November 1)
The student and advisor will either identify an appropriate journal for submission of the final
written project or will submit the paper according to the outline below. For the journal
submission option, the format of the final paper will be the journal format for submission to the
DNP project committee for evaluation. If the paper (report) option is chosen, the paper should
conform to the most recent edition of the American Psychological Association (APA). The paper
will include at minimum:
1. **Title Page**
2. **Summary – abstract**

3. **Body of the report**
   a. Problem statement
   b. Project goal and objectives
   c. Literature support for the project
   d. Conceptual or Theoretical Framework (include caring science contribution)
   e. Project description
      i. Project Team, key personnel, stakeholders
      ii. Phases or steps with time frame
      iii. Implementation activities
      iv. Descriptions of resources or technical equipment (as appropriate)
      v. Instruments
4. **Results or findings** (for each project objective)
   a. The extent to which the objective was achieved
   b. Key facilitators of project success
   c. Key barriers or challenges encountered
   d. Unintended consequences (both positive and negative)
5. **Project evaluation**.
   a. Formative (modifications needed during planning or implementation)
   b. Summative (evidence-based measures with description of any ongoing evaluations needed for phases outside the scope of the DNP project)
6. **Recommendations**
   a. Written discussion of site -specific recommendations
   b. Appraisal of the need for the project to be continued, modified, phased out, or expanded

The faculty team leader will be responsible for approving the final written project paper at the end of the DNP residency course. The student will submit the paper and signed faculty approval form to the DNP Program Coordinator for placement in the student's file.

Report Submission

Upon faculty approval of the final written report, the faculty leader will submit the manuscript to FAU's repository by emailing lydig@fau.edu.

Oral Presentation (slides due by November 10th)

The oral presentation of the DNP Project is the concluding activity of the residency experience within the DNP curriculum. The oral presentation is scheduled after the DNP written report has been approved. The presentation provides the DNP candidate with the opportunity to demonstrate his or her expertise in the area of study. The process is an excellent preparation for future professional presentations since the oral presentation of one's work is an accepted part of the standard professional culture. Both the faculty team leader and community or professional advisor must be present for the oral presentation.

The oral presentation will include the following information related to the DNP Project:

1. **Title Page**
2. **Problem statement** (national, regional, local)
3. Opportunities that precipitated the project
4. **Project objectives** (SMART)
5. **Literature support for the project**
   a. Current evidence, guidelines
   b. Conceptual or Theoretical Framework
   c. Caring science contribution
6. **Project description**
   a. Key personnel and project stakeholders
   b. Phases or steps with time frame
   c. Instruments/tools

d. Implementation activities
e. Resources or technical equipment (as appropriate)
7. **Results or findings** (for each project objective)
   a. The extent to which the objective was achieved
   b. Key facilitators of project success
   c. Key barriers or challenges encountered
   d. Unintended consequences (both positive and negative)
8. **Project evaluation** (how successful project was in meeting objectives)
   a. Formative (modifications needed during planning or implementation)
   b. Summative (evidence-based measures with description of any ongoing evaluations needed for phases outside the scope of the DNP project)
9. **Recommendations**
   a. Site specific recommendations
   b. Appraisal of the need for the project to be continued, modified, phased out, or expanded
10. Discuss how you have grown as a leader and clinician as a result of this experience

Follwing the oral presentation, the DNP student will respond to questions from the attendees. If the student is not successful and fails the oral presentation, the student will be given the opportunity to present again with revisions and recommendations from advisors and other faculty at a future date pending permission of the graduate program director.

BIBLIOGRAPHY:

Boykin, A. & Schoenhofer, S. O. (2001). *Nursing as caring: A model for transforming practice.* Sudbury, MA: Jones & Bartlett. ISBN 0-7637-1643-X

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science,1*(1), 13-23.

Paterson, J. & Zderad, L. (1976/1988). *Humanistic nursing.* New York: National League for Nursing. ISBN 0-88737-398-4

Ray, M. (2009). *Transcultural caring: The dynamics of contemporary nursing.* St. Louis: Elsevier Health Sciences.

Roach, S. (1992). *Caring: The human mode of being* (revised ed.). Ottawa, CA: Canadian Hospital Association Press. ISN 1-896151-44-2

COURSE POLICIES AND GUIDELINES

All course requirements and objectives must be met in order to earn a passing grade.
A grade of "B" is considered passing.

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

1. Participation: You are expected to engage in all face to face classes and regularly scheduled meetings with your faculty chair.

2. Assignments: Written assignments are due in the drop box in Blackboard by midnight of the due date. Specific due dates are listed on the course schedule. One point per day for one week will be deducted from all work that is submitted after the announced due date. **No assignments will be accepted after one week from the due date. If the student is unable to submit work by the due date, arrangements must be made with the course instructor BEFORE the due**

date to avoid receiving a zero for the assignment. No late work will be accepted without prior arrangements being made with the faculty.

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

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

4. **Communication:** Communication with the faculty in this course will be conducted through email using your FAU email address. FAU email is recognized as the only email system that may be used for course correspondence. **It is the responsibility of each student to periodically check their FAU email as important individual student messages may be sent via this route.**

<u>COLLEGE OF NURSING and UNIVERSITY POLICIES</u>

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

ACADEMIC SERVICE-LEARNING

This course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in A S-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

- • Requires a min. of 10 hours of relevant and meaningful service in community, as part of the course, that enhances academic learning.

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.

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

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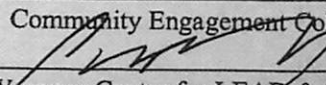
The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April 2012'

Academic Service Learning
Course Designation

This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.

_____
Community Engagement College Liaison

_____
Weppner Center for LEAD & Service-Learning

_____
Date

2-22-21
Date