

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: C.E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 6773	CURRENT COURSE TITLE: Clinical Nurse Leader Practicum Seminar: Advanced Nursing Situations
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2015	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: Clinical Nurse Leader Practicum: Advanced Nursing Situations CHANGE PREFIX FROM: NGR 6773 TO: NGR 6773L CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: Rationale: Bring the course into a similar course numbering with other practicum courses and clarify the course is a practicum course. This course is no longer taught with seminar content.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: 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:
 Dr. Joy Longo jlongo5@fau.edu 561-297-2457

Approved by: Department Chair: <u>Shegban</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>[Signature]</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>10/2/14</u> <u>10/2/14</u> <u>10/2/14</u> <u>10/8/14</u> <u>10-15-14</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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**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF
NURSING COURSE SYLLABUS
SEMESTER: 2014 Spring**

- COURSE NUMBER:** NGR 6773L
- COURSE TITLE:** Clinical Nurse Leader Practicum: Advanced Nursing Situations
- COURSE FORMAT:** Fully online
- CREDIT HOURS:** 1-3
- COURSE SCHEDULE:** Blackboard Support & Practicum Experience
- PLACE IN CURRICULUM** Offered every Fall & Spring term
- PREREQUISITES:** All nursing core, cognates, and concentration courses, Permission of Department
- COREQUISITES:** None
- FACULTY:** Terry L. Eggenberger, PhD, RN, CNE,
CNL Assistant Professor
Coordinator CNL Concentration
College of Nursing, Room 321
(561) 297-2832
teggembe@fau.edu
- OFFICE HOURS:** Thursdays, 9:30 AM-12:30 & 2:00-5:00, & On-Line & By Appt.
- COURSE DESCRIPTION:** Focuses on the development of advanced nursing practice and the emerging role of the clinical nurse leader. The content includes the study of leadership from multiple disciplinary theoretical perspectives.
- COURSE OBJECTIVES:** Upon completion of NGR6773, the student will be able to:
- Being competent:**
- a. Demonstrate the role of the CNL in complex nursing situations. [Essentials I, II, IX]
 - b. Evaluate multiple ways of knowing in understanding nursing situations. [Essentials I, IX]
 - c. Apply research findings across the disciplines in response to complex nursing situations. [Essentials IV, VII, IX]
 - d. Advance the discipline of nursing through practice and research. [Essentials V, IX]
 - e. Develop nursing responses and plans of care that address the unique health needs of client populations and the health care system resources. [Essentials II, VIII, IX]
 - f. Implement the role of the clinical nurse leader in promoting the lateral integration of care services. [Essentials II, VII, IX]
 - g. Evaluate nursing systems and care outcomes from multiple data bases including epidemiological, social and environmental. [Essentials I, III, V. VIII. IX]
 - h. Demonstrate synthesis of advanced nursing practice role. [Essentials IX]
 - i. Synthesize multiple patterns of knowing clients and families into a synoptic understanding of health care systems. [Essentials I, II, IX]

Becoming compassionate

- a. Actualize the role of the CNL grounded in caring. [Essentials I, II, IX]
- b. Evaluate individual responses to health concerns and treatments from cultural, ethnic, socioeconomic, linguistic, religious and lifestyle preferences. [Essentials I, VIII, IX]

Demonstrating comporment:

- a. Promote collaboration and consultation with other health professionals in the design, coordination and evaluation of nursing responses in complex nursing situations. [Essentials I, VII, IX]
- b. Develop strategies to promote and sustain nurturing relationships among individuals, families and interprofessional colleagues. [Essentials I, II, VII, IX]

Becoming confident:

- a. Use organizational and political processes to advocate for professional standards. [Essentials II, VI]
- b. Translate relevant research for direct care application within the CNL's area of practice. [Essentials IV, IX]

Attending to conscience:

- a. Analyze the role of the CNL as client and/or nurse advocate. [Essentials VI, IX]
- b. Evaluate ethical dilemmas and conflicts of interest present in client care decisions from the perspective of the CNL as client advocate. [Essentials II, VI, IX]

Affirming commitment:

- a. Develop personal goals for ongoing role transition, professional development, continuing education and successful completion of the CNL certification exam. [Essentials IX]
- b. Integrate community resources, social networks and decision support mechanisms into care management. [Essentials I, II, IX]
- c. Benchmark clinical care outcomes with comparative local, national and state standards. [Essentials II, III, IX]

TEACHING LEARNING STRATEGIES:

Blackboard Discussions, Nursing Situations, Site Visits, CNL Practicum Logs, Capstone Project (Evidence-Based Project) & Wiki, Preceptor Evaluation, Journaling, CNL Practice Certification Practice Exam Questions, Dialogue within CNL Community

GRADING AND EVALUATION METHODS:

Evaluation Methods:

CNL Practicum Plan & Hours Log & Role Competency Assessment	25%
Evidence-Based Capstone Project	25%
Journal on Experiences with participating within CNL Community & progress on CNL Certification Review Questions	20%
Threaded Discussions	20%
Performance Evaluation Tools	10%

Total: 100%

GRADING SCALE: **Grades below C are 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

Grading Policies

Documentation of a final total of **400 practicum hours** is required. Please remember that practicum hours cannot be completed on Official University Holidays or anytime that the University closes (ie. For example with Hurricane/Storm closures).

Safe-Assign Software will be used in this course for written work.

Assignments need to be turned in on time or grades will be reduced.

Each assignment has specific guidelines or a designated format to be used.

Feel free to e-mail me with any questions that you have about the course (Please place the course number in the Subject line).

Criteria Used in Grading Written Work

- APA format if required for the Assignment
- Quality of Professional Work (Research, Analysis & Creativity)
- Professional Writing Style (Grammar, Sentence Structure & Spelling)
- Quality of Resource Materials used to prepare work

REQUIRED TEXTS:

Harris, J.L. & Roussel, L. & Thomas, P.L. (2014). *Initiating and Sustaining the Clinical Nurse Leader Role: A Practical Guide* (2nd Edition). Burlington, MA: Jones and Bartlett. ISBN: 978-1-284-03288-8

King, C.R., & Gerard, S.O. (Eds). (2013). *Clinical Nurse Leader Certification Review*. New York, N.Y.: Springer Publishing Company. ISBN: 978-0-8261-7117-7.

RECOMMENDED TEXTS:

None.

TOPICAL OUTLINE:

See Student's Individualized CNL Practicum Plan.

Weeks 1-2 Schedule in person or telephone conference with faculty. Establish master's prepared facility mentor. Discuss objectives and activities to successfully complete course. Submit preceptor form.

Months 1, 2, & 3- Participate in threaded discussions linking nursing situations and end of program competencies. Faculty will discuss progress toward meeting course objectives with both student and mentor. Student identifies call for an evidence-based project, a nursing response, and a plan for evaluation. Student introduces proposed project on their assigned Wiki page. All students review each other's proposed projects and give feedback on the Wiki sites. Student participates in CNL Community and Journals about their experiences within the dialogue and their progress in moving through the CNL review questions in the Certification Review Book.

Week 14-16-Instructor makes onsite visit or schedules Blackboard Collaborate/ telephone conference if geographically warranted to meet with student and mentor to evaluate experiences, observe project, and answer questions. Student participates in developing a Personal Plan to prepare for the CNL Certification Exam. All assignments for the course and evaluation of experiences must be completed by **April 23, 2014**.

COURSE ASSIGNMENTS:

CNL Practicum Plan & Hours Log & Role Competency Assessment 25%

Required clinical hours: Total of 400 hours (3 credits)

Student Credentials for Practicum:

Student credentials must be up to date in order to practice in the clinical setting. The college of nursing uses the MAGNUS system to track all background checks and health requirements.

Please see the following link for completion instructions including a flow chart:
<http://nursing.fau.edu/uploads/images/Masters%20Package-Instructions-Forms.pdf>

Students must make a copy of the **MAGNUS face sheet and scan and send it to faculty prior to entering the practicum site**. The student cannot begin practicum clinical hours until this is completed. Please contact Colleen Alcantara by e-mail Slacombe@fau.edu or by phone 561-297-6261 if you need assistance.

Beginning of Term Checklist for Students

- Copy of Magnus Face Sheet (with all areas approved) turned in to clinical faculty

member

- Identification of clinical site (check clinical database to be sure affiliate contract is current)
- Notify facility Education Department of Practicum
- Submit Preceptor Agreement Form including clinical site contact information to Dr. Eggenberger (found on Blackboard site under Content Tab). Student should share Preceptor information link with preceptor:
<http://nursing.fau.edu/?main=4&nav=628>
- Review SIP and HIPAA education information located online at
<http://nursing.fau.edu/index.php?main=3&nav=704> (SIP and HIPAA information)

Then complete the certification form and scan and send it to your faculty member.

<http://nursing.fau.edu/uploads/docs/438/HIPAA.pdf> certification form

Please note once again that students cannot complete practicum hours during official university holidays.

Students and their preceptors revise the Practicum Plan template (on Blackboard site under the Content Tab) which was first introduced in NGR 6771 to reflect opportunities available within their practicum site and students individualized needs with respect to developing CNL End-of-Program competences and scheduling of activities. Plan is reviewed with course faculty for approval. Depending on number of credits that student is enrolled (1-3), student completes a negotiated portion or all of the 400 practicum hours, acquires necessary signatures, and submits completed plan to faculty by **December 4th, 2013**. Students schedule faculty site visit/Blackboard Collaborate session or conference call as appropriate for practicum location at least two weeks prior to the end of the semester. This is a required component of the practicum to receive a passing grade and may be combined with the presentation of the Capstone Project.

End of Term Checklist for Students

- Original Clinical Logs signed by preceptor (keep a copy for yourself)
- Preceptor Evaluation of Student
- Student Evaluation of Preceptor/Site

Evidenced-Based Capstone Project 25%

Students identify an opportunity for improvement within their practicum setting, and obtain faculty and preceptor approval for project. During week two each student will be assigned a Wiki page within the Blackboard site where they can introduce their project to their classmates and receive comments and suggestions for approval. Classmates should periodically review the projects (at least monthly and make comments on the Wiki's) to aid the students in improving their projects. Students conduct a literature review and evaluate research and evidenced-based practices in the literature to complete their project and develop recommendations for change. This may or may not be a continuation of the project that they identified in NGR 6771. Students then develop a plan for implementing a needed change in the practicum environment. This plan may include an Outline, Mind Map, Prezi or PowerPoint to scaffold the project development into manageable pieces. It may be helpful for students to develop an annotated outline as they are planning for their presentation or paper. Outcomes from their interventions should be measured by the student. This evaluation should include a reflection piece where the student addresses any challenges they encountered, and what they would do differently if implementing this project or a similar one in the future. Reflections should also include whether they have identified other needs of the institution as a result of completing their project. The format for the project should be reviewed with course faculty and faculty is invited to participate in project implementation where appropriate. Project is presented in a Power point presentation or Paper by **April 23, 2014**. This presentation may also be shared via Blackboard Collaborate as appropriate. (See Assignment Guideline on Blackboard site).

Journal on Experiences with participating within CNL Community 7 progress on CNL Certification Review Questions 20%

Each student will sign up to participate in the CNL Community if they have not already done so at: <http://www.aacn.nche.edu/cnl/professional-development/online-community> . They will contribute to the discussion or ask a question at least once a month within that community throughout the practicum experience (or a minimum of on three occasions). They will keep a journal within the Blackboard course about their experiences with participating in this national CNL listserve. Each student will also review the 2011 CNL Content Outline from the 2011 Job Analysis Summary (which was utilized for the development of the new CNL Certification Exam), the CNL Certification Exam Blueprint, and the CNL White Paper. They will then create and submit a personal action plan within their journal for preparing for the national CNL certification exam using these materials and the required textbooks for this course (the Certification Review book, and the new Harris, Roussel, & Thomas book). Throughout the course, students will journal about their progress in meeting their goals and how they are using these resources within their plan, for example, chapters read, the number of practice questions completed, and so on. Journals will open to the students by the second week of class.

Threaded Discussion 20%

3 on-line discussions will be held (1 each in **January, February, and March, and the last one will be the week of final exams during April 24-30**) to give students an opportunity to identify nursing situations representative of the CNL Graduate Level Curriculum Elements. Students will post their dialogues covering all proposed bullet points by the 15th of the month for the 3 monthly discussions and reply to two of their colleagues by the end of the month to earn 5 points (for a total of 15 points each). (See Discussion tab at the start of each month for the designated topics). The remaining 5 points will be for the discussion held during finals week, with further information to follow.

Performance Evaluation Tool for Preceptor Evaluation 10%

Students will have their preceptors/mentors complete the Performance Evaluation Tool for the CNL Practicum (see Content tab on Blackboard site) and submit the Tool to their course faculty by **December 4th, 2013**. Students will also complete their evaluation of the preceptor/site (see Content tab on Blackboard site) and submit it to their course faculty by **April 23, 2014**.

BIBLIOGRAPHY:

- Bartels, J. (2005, December). Educating nurses for the 21st century. *Nursing and Health Sciences*, 7(4), 221-225.
- Bartels, J. & Bednash, G. (2005, January-March). Answering the call for quality nursing care and patient safety: A new model for nursing education. *Nursing Administration Quarterly*, 29(1), pp. 5-13.
- Begun, J., Tornabeni, J. & White, K.R. (2006, January/February). Opportunities for improving patient care through lateral integration: The Clinical Nurse Leader. *Journal of Healthcare Management*, 51(1), 19-25.
- Bowcutt, M. & Goolsby, M.J. (2006, April-June). The Clinical Nurse Leader: Promoting patient-centered outcomes. *Nursing Administration Quarterly*, 30(2), 156-161.
- Drenkard, K. & Cohen, E. (2004, June). Clinical nurse leader: Moving toward the future. *Journal of Nursing Administration*, 34(6), pp. 257-260.
- Drenkard, K. (2004, March/April). The clinical nurse leader: A response from practice. *Journal of Professional Nursing*, 20(2), pp. 89-96.
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- Erickson, J.I. & Ditomassi, M. (2005, March). The clinical nurse leader: New in name only. *Journal of Nursing Education*, 44(3), pp. 99-100.
- Gabat, J., Hilton, N., Linnaird, L.S., & Sherman, R.O. (2008, July). Implementing the Clinical Nurse Leader role in a for-profit environment. *Journal of Nursing Administration*, 38(6), 302-307.
- Girard, N.J. (2005, May). Possible new career options. *AORN Journal*, 81(5), pp. 961-963.
- Goudreau, K.A. (2008, October-December). Confusion, concern, or complimentary function: the overlapping roles of the clinical nurse specialist and the clinical nurse leader. *Nursing Administration Quarterly*, 32(4), 301-307.
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- Haase-Herrick, K.S. & Herrin, D.M. (2007, February). The American Organization of Nurse Executives' Guiding Principles and American Association of Colleges of Nursing's Clinical Nurse Leader: A lesson in synergy. *Journal of Nursing Administration*, 37(2), 55-60.
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- Hartranft, S.R., Garcia, T. & Adams, N. (2007, June). Realizing the anticipated effects of the clinical nurse leader. *Journal of Nursing Administration*, 37(6), 261-263.
- Hix, C., McKeon, L. & Walters, S. (2009, February). Clinical nurse leader impact on clinical microsystems outcomes. *Journal of Nursing Administration*, 39(2), 71-76.
- Karshmer, J., Seed, M. & Torkelson, D. (2009, October). The Clinical nurse Leader: How will the role affect psychiatric nursing? (Guest editorial). *Journal of Psychosocial Nursing and Mental Health Services*, 47(10), 8-9.
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- McCabe, S. (2006, November). What does it take to make a nurse? Considerations of the CNL and DNP role development. *Perspectives in Psychiatric Care*, 42(4), 252- 255.
- McKeon, L.M., Norris, T.L, Webb, S., Hix, C., Ramsey, G. & Jacob, S.R. (2009, November-December). Teaching Clinical Nurse Leaders how to diagnose the clinical microsystem. *Journal of Professional Nursing*, 25(6), 373-378.
- Poulin-Tabor, D., Quirk, R.L., Wilson, L., Orff, S., Gallant, P., Swan, N. & Manchester, N. (2008, July). Pioneering an new role: the beginning, current practice and future of the Clinical Nurse Leader. *Journal of Nursing Management*, 16(5), 623-628.

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Recommended Nursing and Health Care Journals:

AACN Clinical Issues: Advanced Practice in Acute & Critical Care

Advances in Nursing Science

American Journal of Nursing Applied Nursing Research

Clinical Nurse Specialist: The Journal for Advanced Nursing Practice in Geriatric Nursing

Health Affairs

Holistic Nursing Practice

Hospitals and Health Services Administration Hospitals and Health Networks

Image

International Journal for Human Caring Journal of Advanced Nursing

Journal of Ambulatory Care Management

Journal of Health Care Quality

Journal of Health Politics, Policy and Law

Journal of Nursing Administration
Journal of Nursing Care Quality
Journal of Nursing Scholarship
Journal of Public Health Management & Practice
Lippincott's Case Management
Modern Healthcare
Nursing Economics
Nursing Management
Nursing Leader
Nursing Outlook
Nursing Research
Nursing Science Quarterly
Outcomes Management
Politics and Policy & Nursing
Quality Management in Healthcare Quarterly
Journal of Nursing Administration
Research in Nursing & Health
Western Journal of Nursing Research

Other Recommended Journals and Newspapers

Fast Company Magazine Harvard Business Review New York Times
Palm Beach Post Sun Sentinel
Wall Street Journal Washington Post

COURSE SPECIFIC LITERATURE:

Boykin, A., Schoenbofer, S.O., Smith, N., St. Jean, J. & Aleman, D. (2003).

Transforming practice using a caring-based nursing model. *Nursing Administration Quarterly*, 27(3), pp. 223-230.

Turkel, M.C. (2004). Creating a caring practice environment through self-renewal.

Nursing Administration Quarterly, 28(4), 249-254.

COURSE SCHEDULE

Practicum Hours determined by Preceptor & Student. No practicum hours can be completed when University is officially closed.

COURSE POLICIES & GUIDELINES

- All students must have an e-mail address and regular access to a computer.
- All practicum course work **is due no later than Monday, April 23, 2014** with the exception of the discussion during
Final Exams.
- A **Site Visit** with the CNL student, faculty, & preceptor is **required**.
- The faculty reserves the right to make changes in course content and requirements based upon the needs of the course.

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/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>
- 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.



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.

'revised April, 2012.'