

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6724L	CURRENT COURSE TITLE: ADVANCED NURSING ADMINISTRATION PRACTICUM 2
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: THIS PRACTICUM PROVIDES AN OPPORTUNITY TO REFLECT UPON AND APPLY KNOWLEDGE ACQUIRED IN THE CORE, COGNATE, OR CONCENTRATION COURSES TO ADMINISTRATIVE NURSING PRACTICE WITHIN THE HEALTH CARE DELIVERY SYSTEM, WITH SPECIFIC FOCUS ON VARIED PRACTICE SETTINGS. STUDENTS SYNTHESIZE AND APPLY KNOWLEDGE GROUNDED IN CARING AND HUMANIZING THE HEALTH CARE SYSTEM IN A PRACTICE SETTING UNDER SUPERVISION OF A MENTOR. STUDENTS ENGAGE IN SYSTEMATIC INQUIRY AS A FOUNDATION FOR THEIR NURSING PRACTICE AS AN ADMINISTRATOR	CHANGE PREREQUISITES/MINIMUM GRADES TO*: PERMISSION OF DEPARTMENT CURRENT CATALOG: <i>Prerequisites: Permission of Department; matriculated students only</i> 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. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u><i>Shelby Braden</i></u> College Curriculum Chair: <u><i>Purnell</i></u> College Dean: <u><i>Kareth Edwards</i></u> UGPC Chair: <u><i>[Signature]</i></u> Graduate College Dean: <u><i>[Signature]</i></u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/2/13</u> <u>10/16/13</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
College of Nursing
Spring 2013
Practicum
Course Syllabus**

Course Number: NGR 6724L

Course Title: Advanced Nursing Administration Practicum 2

Course Format: Practicum
Credit Hours: 1-4 Credit Hour – (45 Contact Hours per 1 credit)

Course Schedule: Varies

Placement in the Curriculum: Concentration course in administrative and financial leadership in nursing and health care.

Prerequisites: *Permission of department*
Corequisites: None

Faculty: **Susan Dyess, PhD, RN, AHN-BC**
NU328
Office (561) 297-3236
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OR

Rose O. Sherman, EdD, RN, NEA-BC, FAAN
NU121
Office (561) 297-0055
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Office Hours: Tuesday & Thursday 0900-1200

Course Description: This practicum provides an opportunity to reflect upon and apply knowledge acquired in the core, cognate, or concentration courses to administrative nursing practice within the health care delivery system, with specific focus on varied practice settings. Students synthesize and apply knowledge grounded in caring and humanizing the health care system in a practice setting under supervision of a mentor. Students engage in systematic inquiry as a foundation for their nursing practice as an administrator.

Course Objectives:

Becoming Competent

1. Promote stewardship of the discipline and profession, healthcare resources and the environment. (Essential II)
2. Utilize nursing/business knowledge to support stewardship. (Essential II)
3. Lead the creation of physical, social, economic and political environments that support the well-being of persons, families and communities. (Essential II, VI, VIII)
4. Participate in the transformation of healthcare systems through caring leadership that facilitates intra and interprofessional collaboration to achieve quality outcomes (Essential II VII)

Becoming Compassionate

1. Demonstrate cultural humility within nursing situations with diverse populations as advanced practice nurse, nurse educator, clinical leader or nurse administrator. (Essential II, VIII, IX)
2. Promote well-being of persons in advanced practice administrator roles (Essential II, VIII, IX)

Demonstrating Comportment

1. Discuss the meaning of creative professional development in a caring administrative practice of nursing.(Essential II, IX)
2. Develop strategies to improve human caring in health care delivery systems given the current financial constraints.(Essential II, IX)

Becoming Confident

1. Apply current health care reimbursement literature/research in health care delivery administration (Essential II, VI IX).
2. Utilize collaboration, consultation and communication to enhance the caring leadership role within the health care delivery system (Essential II, VII,IX).
3. Evaluate and apply evidence in role as nurse administrator (Essential II, III, IV)

Attending to Conscience.

1. Develop an ethical framework that nursing leaders can use in making decisions in today's community health care organizational culture.(Essential II, IX)
2. Describe the role of the nurse leader in advocating for cultural competence as a critical value in the community. (Essential II, IX)

Affirming commitment

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5. Integrate a broad base of knowledge grounded in caring that includes theory and best evidence for administration (Essential I, II, IX),
6. Use integrated, complex patterns of knowing to creatively respond to calls for nursing in nursing administration. (Essential I, II, III, V, IX)

TEACHING & LEARNING STRATEGIES

Assignments, Experiential Discovery, Threaded Discussions, Reflective Journals.

Practicum Requirements

- Ensure Certified Background File is Updated – available at Certified Background.com
- Completion of Attached Practicum Goals and Activities.
- Active participation on practicum blackboard site.
- Reflective Journaling of Practicum Experiences there will be 3 journals
- Student identifies key learning needs in leadership competency areas and discusses these needs with the faculty member and preceptor.
- Student keeps all commitments made to the agency.

Portfolio – the Portfolio can be submitted either in hardcopy or electronically and should include the following:

1. A completed goal form with all activities/dates/hours
2. Completion of the Online Reflective Journal Activities(3)
3. Preceptor Evaluation Sheet

Evaluation Methods: 50% Successful Completion of Practicum Goals and hours as evaluated the Preceptor and Instructor
50% Portfolio

GRADING SCALE:

Grade below C is not passing in the Graduate Program.

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

1 Credit Hour of Practicum = 45 Hours

Required Texts:

Johansen, B. (2012). *Leaders make the future (2nd Ed)* . San Francisco: CA. Berrett-Kohler Publishers.

Marquis, B.L and Huston, C.J. (2012) *Leadership roles and management functions in nursing: Theory and application (7th Edition)*._ Hagerstown, MD: Lippincott Williams & Wilkins.

Porter-O'Grady, T. & Malloch, K. (2011) *Quantum leadership: A resource for healthcare innovations (2nd Edition)*, Sudbury, MA: Jones and Bartlett Publishers.

Weinberg, D.B. (2003) *Code green*. New York: Cornell University Press.

Recommended Texts:

American Nurse Association. (2004). Scope and Standards for Nurse Administrators (2nd Edition). Washington, D.C.: Nurse Books. org.

Boykin, A. and Schoenhofer, S.O. (2001) Nursing as Caring. Boston: Jones and Bartlett.

Publication Manual of the APA 6th Edition (2010) American Psychological Association

OTHER COURSE REQUIREMENTS:

E-mail address
Library card
Access to Internet

Course Schedule:

- Week 1-3. Meet with Professor – Discussion of objectives and plan of activities to meet the requirements of the course.
- Week 2-4 Assignment to a Preceptor if appropriate and submission of Practicum Goals & Objectives
- Week 3-14 Implementation of planned activities based on Practicum Goals and Objectives
One phone or email update to the Instructor
- Week 13-15 Onsite visit of instructor with preceptor and student
Submission of requirements for the course and evaluation of experiences.

All Assignments for the Course must be completed by April 30th, 2013

BIBLIOGRAPHY:

- Aiken, L., Clarke, S. Sloane, D., Lake, E. & Cheney, T. (2008). Effects of hospital care environment on patient care and nursing outcomes. *Journal of Nursing Administration*, 38(5), 223-229.
- American Hospital Association (September, 2011b) *Hospitals and care systems of the future*. Retrieved from, www.Aha.org
- Austin, W. (2007). The ethics of everyday practice. *Advances in Nursing Science*, 30(1), 81-88.
- Bellamy, G., Bolin, J., & Gamm, L. (2011) Rural healthy people 2010, 2020 and beyond: The need goes on. *Family & Community Health*, 34(2), 182-188
- Boykin, A. (1990). Creating a caring environment: Moral obligations in the role of dean. In M. Leininger & J. Watson (Eds.), *The caring imperative in education* (pp. 247-254). New York: NLN Publications.
- Boykin, A. & Schoenhofer (2001) Implications for practice and nursing service administration. In *Nurse as Caring: A model for transforming Practice* (pp. 23-39). Sudbury, MA: Jones and Bartlett.
- Boykin, A. & Schoenhofer, S. (2001). The role of nursing leadership in creating caring environments in health delivery systems. *Nursing Administration Quarterly*, 25(3), 1-7.
- Brown, C. (2006). Promoting self-caring and healing in your workplace. *American Nurse Today*, 1(3), 54-55.
- Curtin, L.L. (2008). On meaning and spirit in leadership. *Nurse Leader*, 6(5) 3-36, 57.
- Dyess, S.M., Boykin, A. & Rigg, C. (2010). Integrating caring theory with nursing practice and education: Connecting with what matters. *Journal of Nursing Administration*, 40(11), 498-503
- Dyess, S.M., Boykin, A., Bulfin, M.J. (2012). Hearing the voice of nurses in practice: A process of practice environment transformation linked to caring theory. *Nursing Science Quarterly*,
- Farley, T. & Cohen, D. (2005). *Prescription for a healthy nation: A new approach to improving our lives by fixing our everyday world*. Beacon Press.
- Faron, S. & Poeltler, D. (2007). Growing our own: Inspiring growth and increasing retention through mentoring. *Nurses for Women's Health (AWHONN)*, 11(2), 139-143.
- Florida Center for Nursing (July, 2008). *Forecasting supply, demand and shortage of RN's and LPN's in Florida, 2007-2020*. www.FLCenterForNursing.org
- Lowe, J. & Archibald, C. (2009). Cultural diversity: The intention of nursing. *Nursing Forum*, 44(1), 11-18.
- MacPhee, M. (2007). Strategies and tools for managing change. *Journal of Nursing Administration*, 37(9), 405-413.
- O'Connor, M. (2008). The dimensions of leadership: A foundation for caring competency. *Nursing Administration Quarterly*, 32(1), 21-26.
- Pearce, C. (2007). Ten steps to managing time. *Nursing Management*, 14(1), 23.
- Prestia, A. & Dyess S.M. (2012). Maximizing caring relationships between nursing assistants and patients: Care partners. *Journal of Nursing Administration*.
- Reineck, C. (2007). Models of change. *Journal of Nursing Administration*, 37(9), 388-391.
- Rutledge, N. (2008). The 411 on HCAHPS. *Nursing Management*, 39(8), 29-32.
- Sherman, R., Bishop, M., Eggenberger, T., & Karden, R. (2007). Development of a leadership competency model. *JONA*, 37(2), 85-94.

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- Sherman, R. & Pross, E. (2010). Growing our future nurse leaders to build and sustain healthy work environments at the unit level. *Online Journal of Issues in Nursing*, 15(1), Manuscript 1.
- Sherman, R.O. (2010). Lessons in Innovation: Role transition experiences of Clinical Nurse Leaders *Journal of Nursing Administration*, 40(12), 7-15. Data Based
- Stanley, D. (2006). Role conflict: leaders and managers. *Nursing Management-UK*, 13(5), 31-37.
- Stickler, J. (2006). Emotional intelligence: A critical leadership quality for the nurse executive. *AWHONN*, 10(5), 422-425.
- Vestal, K. (2008). Nursing and the art of the workaround. *Nurse Leader*, 6(4), 8-9.
- Vestal, K. (2009). Procrastination: Frustrating or fatal? *Nurse Leader*, 7(2), 8-9.
- Watson, J. (2006). Caring theory as an ethical guide to administrative and clinical practices. *Nursing Administration Quarterly*, 30(1), 48-55.
- Williamson, G. (2007). Providing leadership in a culturally diverse workplace. *AAOHN*, 55(8), 329-335.

Recommended Journals:

Hospitals and Health Services Administration
Hospitals and Health Networks
Journal of Health Care Quality
Journal of Health Politics, Policy and Law
Journal of Nursing Administration
Journal of Nursing Quality Care
Modern Healthcare
Nursing Economics
Nursing Management
Nursing Leader (new official journal of AONE)
Politics and Policy & Nursing
Quarterly Journal of Nursing Administration

Other Recommended Journals and Newspapers:

AONE Voice (American Organization of Nurse Executives Monthly Publication)
American Nurse (ANA Newspaper Publication)
Florida Nurse (FNA Newspaper Publication)
Fast Company Magazine (new business magazine)
Forbes Magazine
Fortune Magazine
New York Times
Palm Beach Post
Sun Sentinel
Wall Street Journal
Washington Post

COURSE POLICIES AND GUIDLEINES

To fully participate in the course you will need: An FAU E-mail address, Library card
Access to Internet

COLLEGIAL CARING

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by treating each other in a caring manner and by supporting each other to grow from each experience.

COURSE PARTICIPATION AND ATTENDANCE:

Live and on line class attendance is imperative. Participation in class is an integral part of teaching and learning in this course. **The expectation is that you will attend all live class meetings and enter the web-enhanced dialogues to participate in discussions.**

WRITTEN ASSIGNMENTS:

APA (6th ed.) Manual of Style is used for formatting all written assignments. All papers will require an appropriately formatted cover page and references page unless otherwise instructed. It is important that your APA skills are at a proficient level..

GRADES:

Grades will be posted in the Online Grade-book. The Grade-book information is confidential and only the professor and the individual student are able to access that information. You can follow your course progress through the Grade-book, with each assignment grading criteria being a portion of 100. Final grades will be available on-line through OASIS at the end of the term and will also appear in your grade book.

COURSE GUIDELINES & 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/GraduateHandbook>

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

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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.



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.