FAU
FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Nursing

College Nursing

Current Course Prefix and Number	NGR 7116	*Current* Course Title Caring: An Essential Domain of Nursing Knowledge

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:

Caring Science I: An Essential Domain of Nursing Knowledge

Change prefix

From: To:

Change course number

From: To:

Change credits*

From: To:

Change grading

From: To:

*Review Provost Memorandum

Change description to:

Advanced study of caring from ontological, epistemological, ontical, and anthropological and praxis perspectives. Focus is on the theoretical grounding of phenomena in caring science.

Change prerequisites/minimum grades to:

NGR 6110 (demonstrated competency) and admission to PhD program

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:	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone

Approved by		**Date**
Department Chair	Christine Williams	
College Curriculum Chair		10/29/18
College Dean	Marlaine Smith	
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 2 9 2018

Received

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
SEMESTER: FALL

COURSE NUMBER: NGR 7116

COURSE TITLE: Caring Science I: An Essential Domain of Nursing Knowledge

COURSE FORMAT: Hybrid

CREDIT HOURS: 3

COURSE SCHEDULE: Saturday or Sunday monthly meeting and online instruction

PLACEMENT IN CURRICULUM: Fall, First year in PhD in Nursing Program

PREREQUISITES: Admission to Ph.D. program

COREQUISITES: None

FACULTY: TBA

Christine E. Lynn College of Nursing
Office: NU
Phone:
Fax:
Email:

OFFICE HOURS: Office Hours:
Other hours by appointment via phone or Skype

COURSE DESCRIPTION: Advanced study of caring from ontological, epistemological, ontical, and anthropological and praxis perspectives. Focus is on the theoretical grounding of phenomena in caring science.

COURSE OBJECTIVES: Upon completion of NGR XXXX, the student will be able to create caring responses in:*

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

Becoming Competent
1. Examine the ontology of caring in nursing situations that are expressive of a phenomenon of interest.
2. Evaluate the evolution of ideas about a phenomenon of interest as developed in caring science.

Demonstrating Comportment
3. Critique existing theories of caring as guides for nursing practice and research.
4. Synthesize multiple patterns of knowing to create an expression of living caring related to a phenomenon of interest.

Becoming Confident
5. Examine the epistemology of caring practice, theory and research.
6. Understand the meaning of evidence in nursing from a human caring/nursing science perspective.
7. Identify gaps in knowledge that inform the development of a research focus on a phenomenon of interest grounded in caring science.

Becoming Compassionate
8. Explore the meaning of aesthetics in advancing caring science.
9. Critique caring theory related to the concepts of wholeness, community, culture, connectedness, and environment.

Attending to Conscience
10. Understand the convergence of ethical theories and caring theories as applied to a phenomenon of interest.

Affirming Commitment
12. Synthesize knowledge contextualize a phenomenon of interest within caring theory/theories.

*Roach, M.S. (2002). *Caring, the human mode of being: A blueprint for the health professions.* Ottawa, ONT: CHA Press. ISBN-10 1896151422.

TEACHING LEARNING STRATEGIES:

Philosophy: The philosophy of teaching-learning in this course is congruent with the philosophy of the Christine E. Lynn College of Nursing and the belief in a caring ethic and human science foundation for nursing. It emphasizes the celebration of diversity and community, co-participation of teacher and learners in mutual growth, responsibilities of both teacher and learners, creativity and emergence within the teaching-learning environment, personal and interactive processes of learning in a community of scholars, and authentic and respectful discourse.

Process: The course is web-assisted and will be conducted in both online and face-to-face seminar formats. Faculty and students will share responsibilities for leading the classroom and online seminars. Chinn's Peace and Power: Creative Leadership in Building Communities will be adapted for use to guide group process.

▪ Each face-to-face seminar and online seminar begins with a *check-in*. During the *check-in* the participant **briefly** announces presence, intentions, synopsis of reflections and anything the group should know or anything the group needs to address.

- Online seminars will have a rotating *convener*. The convener will offer a SOPHIA to introduce the topic to the group. Sophia is a Greek word for wisdom; Sophia represented wisdom in ancient mythologies. In the context of our course, SOPHIA means: **Speak Out, Play Havoc, Imagine Alternatives** (please refer to Chinn's (2013) Peace and Power: Creative Leadership in Building Communities, pp. 54-55).

- The SOPHIA is a 1-2 page overview of the topic area prepared by the convener. It is a synthesis of the readings but more than that. It calls for the convener to take a position on the topic, to share personal perspectives, to challenge current thinking, to evoke dialogue and to break through boundaries of conventions and imagine possibilities and new ways of looking at the topic. The convener will set the agenda for discussion by posing some critical questions for discussion at the conclusion of the SOPHIA. In both the online and classroom seminars the conveners will facilitate the discussion. At the conclusion of the discussion the convener should summarize and synthesize the main themes of the dialogue.

- Each online and face-to-face seminar will end with a *closing*. The *closing* includes three parts: 1) An appreciation for something or someone; 2) A critique of the group process; 3) An affirmation, a positive statement couched in the present that can inspire you and the group.

GRADING AND EVALUATION METHODS:

- Participation in both classroom and online seminars 20%
- Convening one online and one live class session 20%
- Three 4-5 page "thought" papers (3) (15%, 15%, 20%) = 50%
- Quiz: Foundations of Caring Science

Grading: Grading is earned based on the quality of completing the course assignments. A grade of "B" indicates that the participant has satisfactorily met the course purposes. A grade of "A" indicates that the participant has demonstrated excellence or special merit in achieving the course objectives. This might be achieved through: creativity in conceptualization and presentation of ideas; in-depth investigation of literature and synthesis of existing knowledge into an original presentation; presentation of unique insights and analysis; integrating diverse dialogue in the presentation of ideas. The percentages given assignments indicate the relative weight of the work in the total context of the course.

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

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6thed.). Washington, DC: Author. [ISBN 10: 1-4388-0561-8].

Barry, C., Gordon, S., & King, B. (2015) *Nursing Case Studies in Caring*. New York: Springer.

Boykin, A. & Schoenhofer, S. (2001). *Nursing as Caring*: A Model for Tranforming Practice. Boston: Jones & Bartlett.

Chinn, P. L. (2013). *Peace and power: New directions for building community* (8thed.). MA: Jones & Bartlett Publishers [ISBN-13: 9781449645557]

Smith, M., Turkel, M., & Wolf, Z. R. (Eds.). (2013). *Caring in nursing classics - An essential resource.* New York: Springer.

Watson, J. (2018). *Unitary Caring Science: The Philosophy and Praxis of Nursing.* Louisville, CO: University of Colorado Press.

RECOMMENDED TEXTS:

Smith, M. & Parker, M. (2015). Nursing theories and nursing practice (4th ed.). Philadelphia: F. A. Davis Co.

TOPICAL OUTLINE:

1. Caring and the discipline of Nursing
2. What is Caring Science?
3. Ontology of Caring: Theoretical Foundations of Caring Science
    a. Philosophical foundations
    b. Grand theories and conceptual models
    c. Middle range theories
    d. Practice and situation-specific theories
4. Epistemology of Caring Science: Integrating Patterns of Knowing in understanding the whole
5. Anthropological knowledge of care and caring
6. Ontical/Ethical knowledge of caring: Caring ethics and the moral imperative to care
7. Caring praxis
    a. Transforming healthcare through caring
    b. Caring and pedagogy
    c. Caring and technology
    d. Caring-based leadership

COURSE ASSIGNMENTS:

1. Participation in seminar discussions: 20% of course grade

During each week of the semester each student will contribute meaningfully to the classroom or online discussion. The contributions are by the questions that are posed by the convener. Written posts and verbal contributions should be substantive, synthesizing reflections on the readings and the stimulus questions posed by the convener. It is important to be aware of Netiquette in the online dialogues.

Rubric for Grading Participation in Seminar Discussions
The following 5 criteria are used in assessing your participation in each of the seminar discussions:
•Contributions to discussion are supported by readings from the course literature.
•Responses are organized, clearly stated, and parsimonious.
•At least one substantive discussion item appears in each online forum.
•Presence in classroom and online seminars.
•Contributions are respectful of others.

Performance on each criterion will be graded using the following point values:
4 points = Always evident
3 points = Frequently evident
2 points = Sometimes evident
1 point = Rarely evident
0 point = Never evident

2. Convening seminar/s discussion: 20% of course grade

Each student will convene at least one online discussion. The Peace and Power process as articulated above will guide the process of convening, while the content is guided by the topical outline for the course. Students will write a SOPHIA and post it online at the beginning of the week of their assigned seminar. The convener will pose questions at the conclusion of the SOPHIA to guide the dialogue. The convener leads the dialogue and at the conclusion summarizes and synthesizes it. Depending on the class enrollment, there may be one or more conveners for any seminar. These details will be discussed at the first meeting of the class.

Rubric for Grading Convening the Seminar Discussions
The following criteria will be used to evaluate the quality of convening the online seminar:
•Opens and closes the seminar on time with check-in and closing.
•Facilitates critical and creative responses through raising thoughtful questions and offering comments based on readings, reflections or experiences.
•Writes a substantive SOPHIA that is personal, provocative and creative.
•Writes a SOPHIA that reflects the literature.
•Provides a timely response to postings by members of the discussion group.

Performance on each of these points will be evaluated on the following scale:

4 = Unquestionably outstanding in all aspects (at least 18/20)
3 = Yes, with minor exceptions in no more than two components (15/17)
2 = Marginal on two or more components (13/14)
1 = Unquestionably ineffective (< 11)
0 = Did not complete assignment (0)

3. Scholarly paper (Scaffolded Submissions) – 3 papers worth 15%, 15% & 20% – Total 50%

The purpose of the Scholarly Paper assignment is to contextualize the student's phenomenon of interest within a Caring Science-based theoretical framework. The paper will be scaffolded with three parts that build on the previous part/s to create the final paper submission. Doctoral level quality of thinking and expression is expected in integrating the philosophical and theoretical foundation of Caring Science with a phenomenon of interest and presenting a synthesis reflecting innovative thinking.

Part one: Phenomenon of interest, its significance and relationship to Caring Science – 5-6 pages
Part two: Caring theory or theories relevant to the phenomenon of interest– 10-12 pages (Includes Part one revised)
Part three: Synthesis of a Caring Science-based theoretical framework for the phenomenon of interest – 15-18 pages (Includes Parts one and two revised).

Each submission will build from the previous submission so that the student will incorporate the feedback from the first paper into the second submission. The final paper will include the synthesis of all three parts. Each paper will be written in narrative style and include:

1. An introductory or transition paragraph. In Part One that paragraph will include a purpose or thesis statement and statement about the organization of the paper.
2. Several paragraphs that develop or elaborate that thesis or purpose statement.
3. A summary paragraph
4. Reference list
5. Use of APA style manual.

<u>Rubric for Evaluation of each part of the Scholarly Paper</u>

The following criteria will be used to evaluate the quality of each part of the Scholarly Paper:

Follows guidelines for focus of the paper.
Synthesizes relevant literature related to the topic.
Provides an accurate and comprehensive summary of literature.
Organizes logically with attention to clarity and flow.

4. **Quiz: Foundations of Caring Science**- On canvas-25 multiple choice, true-false or short answer questions

ESSENTIAL LITERATURE ON CARING

Boykin, A., & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice.* Mississauga, Ontario: Jones & Bartlett.

Buber, M. (1970). *I and thou.* New York, NY: Scribner.

Davidson, A., Ray, M., & Turkel, M. (Eds). (2011). *Nursing, caring, and complexity science.* New York: Springer Publishing Company.

Johns, C. (2013). *Becoming a reflective practitioner* (4th ed.). Hoboken, NJ: Wiley-Blackwell. ISBN 978-0470674260.

Leininger, M., & McFarlane, M. R. (2002). *Transcultural nursing: Concepts, theories, research, and practice.* New York: McGraw-Hill, Medical Publishing Division.

Locsin, R. C. (2005). *Technological competency as caring in nursing: A model for practice.* Indianapolis, IN: Sigma Theta Tau International Honor Society of Nursing.

Mayeroff, M. (1971). *On caring.* New York: Harper Collins.

Paterson, J., & Zderad, L. T. (1988). *Humanistic nursing.* New York: National League for Nursing.

Roach, M. S. (1984). *Caring: The human mode of being: Implications for nursing.* Toronto: Faculty of Nursing, University of Toronto.

Roach, M. S. (1987). *The human act of caring: A blueprint for the health profession.* Ottawa: Canadian Hospital Association.

Smith, M. C., Turkel, M. C., & Wolf, Z. R. (2012). *Caring in nursing classics: An essential resource.* New York: Springer Publishing Company.

Watson, J. (2009*). Assessing and measuring caring in nursing and health sciences.* New York: Springer Publishing Company.

Watson, J. (2008). *The philosophy and science of caring (*Revised Ed.). Boulder: University Pres Colorado.

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 Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (561-799-8585) —and follow all SAS procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I"

(incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE

Date	Topic Exam Schedule	Assigned Reading	Assignment Due:
Week 1	Course Introduction		
Week 2 & 3	Caring and the discipline of Nursing What is Caring Science?	Boykin, A. & Schoenhofer, S. (2001). *Nursing as Caring*	
Week 4 & 5	Ontology of Caring: Theoretical Foundations of Caring Science • Philosophical foundations • Grand theories and conceptual models • Middle range theories • Practice and situation-specific theories	Smith, M., Turkel, M., & Wolf, Z. R. (Eds.). (2013). *Caring in nursing classics*	Part one of scholarly paper
Week 6 & 7	Epistemology of Caring Science: Integrating Patterns of Knowing in understanding the whole	Smith, M., Turkel, M., & Wolf, Z. R. (Eds.). (2013). *Caring in nursing classics*	
Week 8 & 9	Anthropological knowledge of care and caring Ontical/Ethical knowledge of caring: Caring ethics and the moral imperative to care	See CANVAS site for readings.	Part two of scholarly paper
Week 10 & 11	Caring praxis • Transforming healthcare through caring • Caring and pedagogy	Watson, J. (2018). *Unitary Caring Science: The Philosophy and Praxis of Nursing*	
Week 12 & 13	Caring praxis • Caring and technology • Caring-based leadership	Chinn, P. (2013). *Peace and power: New directions for building community* (8thed.).	Part three of scholarly paper
Week 14 & 15	Integration of knowledge related to caring science and selected phenomenon of interest		Final scholarly paper

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 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 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.

April 2012

Professional Statement

http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self

and socially responsible behavior and will not accept actions that can be perceived as hostile, threating or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly xx/xx/2018