

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

<b>DEPARTMENT: NURSING</b>	<b>COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING</b>
<b>COURSE PREFIX AND NUMBER: NGR 6771</b>	<b>CURRENT COURSE TITLE: ADVANCED NURSING SITUATIONS: PERSPECTIVES IN CLINICAL NURSE LEADERSHIP</b>
<b>CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):</b> SPRING 2014	<b>TERMINATE COURSE (LIST FINAL ACTIVE TERM):</b>
<b>CHANGE TITLE TO: ADVANCED PERSPECTIVES IN CLINICAL NURSE LEADERSHIP</b>  <b>CHANGE PREFIX FROM:</b> _____ <b>TO:</b> _____  <b>CHANGE COURSE NO. FROM:</b> _____ <b>TO:</b> _____  <b>CHANGE CREDITS<sup>2</sup> FROM:</b> _____ <b>TO:</b> _____  <b>CHANGE GRADING FROM:</b> _____ <b>TO:</b> _____  <b>CHANGE DESCRIPTION TO: INTRODUCTION TO THE ROLE FO THE CLINICAL NURSE LEADER WITHIN NURSING AND THE HEALTHCARE DELIVERY SYSTEM. SPECIFIC EMPHASIS WILL BE GIVEN TO CLINICAL NURSING LEADER RESPONSIBILITIES IN THE DEVELOPMENT AND MANAGEMENT OF CARING-BASED NURSING ENVIRONMENTS.</b>	<b>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</b>   <b>CHANGE COREQUISITES TO*:</b>   <b>CHANGE REGISTRATION CONTROLS TO:</b>   *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. <sup>3</sup>

Faculty contact, email and complete phone number:  
 Joy Longo, [jlongo@fau.edu](mailto:jlongo@fau.edu), 561-297-2457

<b>Approved by:</b> Department Chair: <u>Shelby Brad</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>Karen Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	<b>Date:</b> <u>11/1/13</u> <u>11/6/13</u> <u>11/1/13</u> <u>11/13/13</u> 11-20-13 <u>11-21-13</u>	1. <b>Syllabus</b> must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a>  2. Review <b>Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a>  3. <b>Consent</b> from affected departments (attach if necessary)
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING**

**COURSE SYLLABUS  
SPRING 2015**

**COURSE NUMBER:** NGR 6771

**COURSE TITLE:** Advanced Perspectives in Clinical Nurse Leadership

**COURSE FORMAT:** Blackboard

**CREDIT HOURS:** 3 Credit Hours

**COURSE SCHEDULE:** Completely On-Line Distance Learning

**PLACEMENT IN CURRICULUM:** CNL Concentration course offered every 3<sup>rd</sup> semester.

**PREREQUISITES:** NGR 6110, NGR 6770, NGR 6811, NGR 6812, Permission of Instructor

**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](mailto:teggembe@fau.edu)

**OFFICE HOURS:** Thursday, 9:30-12:30 & 2:00-5:00 pm, On-Line, & By Appt.

**COURSE DESCRIPTION:** Focuses on the role of the Clinical Nurse Leader (CNL) in the management of clinical outcomes in a caring based nursing environment. Professional role transition into the CNL practice role and professional advocacy will be discussed.

## **COURSE OBJECTIVES: 6771**

### **Being competent:**

- a. Integrate multiple ways of knowing such as: personal, empiric, ethical and aesthetic in understanding situations that will require the expertise of Clinical Nurse Leaders. [Essentials I, IX]
- b. Identify the components of the Clinical Nurse Leader role in designing nursing responses and managing clinical care outcomes. [Essentials II, III, IX]
- c. Examine the role of the CNL in analyzing the impact of health policy in an identified patient care area. [Essentials VI, VIII, IX]
- d. Explore the role of the clinical nurse leader in assessing the relationships between genetics and disease and providing health counseling for clients. [Essentials I, VIII]
- e. Relate the role of the clinical nurse leader in promoting the lateral integration of care services to improve care outcomes in complex nursing situations. [Essentials II, VII, IX]
- f. Use epidemiological, social and environmental data to draw inferences regarding the health status of clients. [Essentials I, VIII]
- g. Tailor nursing responses to meet the needs of diverse individuals, groups and communities. Essentials I, VIII, IX]
- h. Analyzes micro systems of care and outcomes datasets to anticipate individual client risk and improve the quality of care delivery. [Essentials II, III, V]

### **Becoming compassionate**

- a. Develop CNL approaches to nursing situations that are grounded in caring. [Essentials I, II, IX]
- b. Examine the CNL role in supporting the client and family in decision-making in end of life situation. [Essentials I, VI, IX]

### **Demonstrating comportment:**

- a. Explore the role of the CNL as client advocate within the health care delivery and policy system. [Essentials VI, VIII, IX]
- b. Describe the role of the clinical nurse leader in advocating for professional standards using organizational and political processes. [Essentials II, VI, IX]
- c. Examine ways to encourage multidisciplinary approaches to discuss strategies and garner multifaceted resources to empower client populations in attaining and maintaining maximal functional wellness. [Essentials VII, IX]
- d. Promote collaboration and consultation with other health professionals as necessary in the design, coordination and evaluation of nursing responses in complex nursing situations. [Essentials I, VII, IX]
- e. Develop strategies to promote and sustain therapeutic relationships with staff, clients, families and interprofessional colleagues in the clinical environment. [Essentials I, II VII]

### **Becoming confident:**

- a. Identify the role of the CNL grounded in caring in coming to know the calls for nursing in diverse settings. [Essentials I, II, IX]
- b. Apply research-based knowledge from nursing and the sciences as a foundation for evidence-based nursing responses in complex nursing situations. [Essentials I, V]
- c. Determine nursing implications and accountabilities when newly discovered care technologies are introduced [Essential V].
- d. Develop and monitor holistic nursing responses and plans of care that address the health promotion and disease prevention needs of client populations.[Essentials I, VIII, IX]

**Attending to conscience:**

- a. Discuss the ethical dilemmas and conflicts of interest present in client care decisions and the role of the CNL as client advocate. [Essentials II, VI, IX ]
- b. Evaluate nursing care outcomes through the acquisition of data and questioning of inconsistencies, allowing for the revision of actions and goals. [Essentials III, V]
- c. Value the differences in responses to illness and therapies considering individual's cultural, ethnic, socioeconomic, linguistic, religious and lifestyle preferences. [Essentials I, IX]
- d. Customize nursing responses based on individual/family ethnic racial background, select needs, preferences as well as an aggregate. [Essentials I, VIII]
- e. Assess and evaluate concepts of quality and safety that impact direct client care. [Essentials II, III]

**Affirming commitment:**

- a. Analyze the role of the CNL in providing expert advice and care in complex nursing situations. [Essentials VI, IX]
- b. Benchmark clinical care outcomes with comparative local, national and state standards. [Essentials II, V]
- c. Develop personal goals for role transition, professional development and continuing education.[Essentials IX]
- d. Integrate community resources, social networks and decision support mechanisms into care management. [Essentials I, II, IX]
- e. Demonstrate an understanding of conscience and commitment while nurturing the wholeness of others in complex nursing situations as reflected in the CNL evidence-based project proposal. [Essential IX]
- f. Demonstrate an increased understanding of the CNL role by developing a portfolio which documents a foundational understanding of the CNL competencies. [Essentials I - IX]

**TEACHING LEARNING STRATEGIES:**

Lecture, Readings, Reflections on Practice, Use of Nursing Situations, Scholarly Writing, Discussions, Group Projects

**GRADING AND EVALUATION METHODS:**

Participation in Online Discussions (5) –	300 points
Evidenced-Based Project Proposal –	200 points
Evidenced-Based Proposal Presentation –	150 points
CNL Portfolio –	200 points
Quiz (1) –	<u>150 points</u>
<b>Total Possible Points:</b>	<b>1,000 points</b>

### **Criteria Used in Grading Written Work**

- Use of APA format when required in assignments
- Quality of Professional Work (Research, Analysis & Creativity)
- Professional Writing Style (Grammar, Sentence Structure & Spelling)
- Quality of Resource Materials used to prepare work
- Each assignment has specific guidelines and a grading rubric
- Most work will be assessed within the next unit, usually within a week depending on the nature of the activity. Should this require a change, it will be communicated to the class.

### **GRADING SCALE**

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

***Grades below a C are not considered passing in Graduate Nursing courses.***

### **REQUIRED TEXTS:**

Harris, J.L., Roussel, L. & Thomas, P.L. (2014). *Initiating and Sustaining the Clinical*

*Nurse Leader Role: A Practical Guide* (2<sup>nd</sup> 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:**

American Psychological Association (APA) *Manual of style* (6<sup>th</sup> ed.). ISBN: 978 14338 05615.

Mateo, M.A. & Kirchhoff, K.T. (Eds.). (2009). *Research for Advanced Practice Nurses*.  
New York, N.Y.: Springer Publishing Company. ISBN: 978-0-8261-2208-7.

**REQUIRED SUPPLIES:**

Headset with microphone, with noise reduction preferred, readily available at many office supply stores such as Staples or Office Depot.

**TOPICAL OUTLINE:**

**Essential Components of the CNL Role and Program Competencies**

- Leading Organizational Innovation
- CNL Role Transition
- The CNL as a Health Policy Advocate- Current Issues in Health Policy

**Cultural Sensitivity**

- Theories of Cultural Competence
- Impact of Gender, Cultural and Spiritual Background of Persons
- Approaches for Creating Culturally Competent Care
- Phases of Attaining Cultural Competence

**Population Management**

- Epidemiology- application to healthcare problems
- Genetics and Disease Factors- Case Studies
- Health Policy and Population Management

**Review of Clinical Outcomes Management**

- Nursing Sensitive Indicators
- Local and National Benchmarks including CMS Core Measures
- Graduate QSEN Competencies
- Patient Safety from the Patient Perspective
- Evidenced-Based Practice Guidelines
- Evaluation of the CNL Role

**Case Management and Role of the Case Manager and Discharge Planning**

- Community resources for the continuum of care
- Differentiation and synergy of the CM role and the CNL role
- Utilization management and Payer sources

Regulatory requirements and the impact on the healthcare environment

### **CNL's Role in Quality Improvement at the Microsystem Level**

Micro-meso-macro systems and their implications for overall patient quality, safety, and improved outcomes

Assessing your organization to identify strengths and improvement opportunities

Developing an action plan for organizational transformation

### **Risk Reduction**

Risk Reduction Strategies

Role of the CNL in Risk Avoidance

Use of Root Cause Analysis to Evaluate Clinical Problems

### **Ethical Decision Making**

Principles of Biomedical Ethics, Human Rights, and Patient Rights and Responsibilities

ANA Standards of Care and Code of Ethics

Role of the CNL as Ethical Advocate – using an ethical framework

Role of the Ethics Committee

### **Decision Making**

Models of professional clinical decision making

Developing clinical judgment skills in team members

## **COURSE ASSIGNMENTS:**

### **1. Module Threaded Discussions – 30% of Grade**

There will be a total of **six (6)** threaded discussions, worth **five (5)** points each. Please look for the Discussion tab within the modules. Not all modules have one, so see the Course Schedule. Follow the instructions on the discussion tabs. You should complete the assigned readings prior to writing your initial reflections in the dialogue. Threaded discussions are your opportunity to contribute to the body of knowledge gained from the assigned readings. Your insightful comments and scholarly discussion validate your comprehension and application of the course material, and contribute to the learning of our community. Early submissions contribute greatly to the quality of the dialogue, as your colleagues have time to reflect on your thoughts. Support your work and rationale with references from the readings (and other references as required). Maximum discussion points will be earned when all unit threaded discussion points are addressed.

### **2. Evidenced-Based Project Proposal – 20% of Grade**

You will use the proposal guidelines to develop and write a paper focused on integrating evidence and best practices into your practice setting. In this initial phase of the project you will be conducting a microsystem assessment, identifying the opportunity for improvement and developing your proposal for the

intervention you wish to make. This proposal will then be implemented and evaluated within the CNL Practicum. **Due Date April 12, 2015**

**3. Evidenced-Based Proposal Presentation – 15% of Grade**

You will develop, narrate, and present a Power point presentation giving an overview of your evidenced-based project proposal. You will also give feedback on the presentations prepared by your classmates. You will then respond to your classmates questions on your presentation. **Due Date April 16, 2015**

**4. CNL Portfolio – 20% of Grade**

You will revise and update the electronic Professional Portfolio that you began in NGR 6770 Intro to the CNL Role. You will make additional revisions and contributions to this Portfolio in the CNL Practicum course as well. **Due Date March 22, 2015**

**5. Quiz – 15% of Grade**

A blueprint of the online quiz will be provided in time for you to prepare for the quiz. Students should begin practicing using the Reflection questions, Multiple-Choice Questions, & Case Studies found in the Certification Review Book. **Due Date April 27th**

**Please see the Assignment Document for more detailed information.**

**BIBLIOGRAPHY:**

Conerly, C. (2007). Strategies to increase reporting of near misses and adverse events.

*Journal of Nursing Care Quality, 2(2), 102-106.*

Daniels, S. (2009). Advocacy and the hospital case manager. *Professional Case*

*Management, 14(1), 48-51.*

Daniels, S. & Ramey, M. (2008). Faster than a speeding bullet: Changes in Medicare rules for the hospital case manager. *Professional Case Management, 13(5), 253-261.*

Edouard-Trevathan, E. (April, 2010). The clinical nurse leader: A catalyst in Community Healthcare Transformation. *Nurse Leader, 8(2), 25-28.*

Engebretson, J., Mahoney, J., & Carlson, E. (2008). Cultural competence in the era of evidence-based practice. *Journal of Professional Nursing, 24(3), 172-178.*

Godfrey, M.M., Melin, C.N., Muething, S.E., Batalden, P.B., & Nelson, E.C. (2008).



- Clinical microsystems, part 3. Transformation of two hospitals using microsystem, mesosystem, and macrosystem strategies. *The Joint Commission Journal on Quality and Patient Safety*, 34(10), 591- 603.
- Howington, L., Riddlesperger, K., Cheek, D.J. (October, 2011). Essential nursing competencies for genetics and genomics: Implications for critical care. *CriticalCareNurse OnlineNOW* 31(5), e1-e7. Retrieved from <http://ccn.aacnjournals.org/content/31/5/e1.full.pdf+html>
- Lacker, C. (2011). Decreasing 30-day readmission rates: Strategies for nurses from the trenches. *American Journal of Nursing*, 111(11), 65-69.
- McKinley, K.E., Berry, S.A., Laam, L.A., Doll, M.C., Brin, K.P., Bothe, A., Godfrey, M.M., Nelson, E.C., & Batalden, P.B. (2008). Clinical microsystems part 4. Building innovative population-specific mesosystems. *The Joint Commission Journal on Quality and Patient Safety*, 34(11), 655-663.
- Meek, J. (2012). Affordable Care Act: Predictive modeling challenges and opportunities for case management. *Professional Case Management*, 17(1), 15-21.
- Mitus, J. (2008). The birth of InterQual: Evidence-based decision support criteria that helped change healthcare. *Professional Case Management*, 13(4), 228-233.
- Nelson, E.C., Godfrey, M.M., Batalden, P.B., Berry, S.A., Bothe, A.E., McKinley, K.E., Melin, C.N., Muething, S.E., Moore, L.G., Wasson, J.H., & Nolan, T.W. (2008). Clinical microsystems, part 1. The building blocks of health systems. *The Joint Commission Journal on Quality and Patient Safety*, 34(7), 367-378.
- Radzynski, S. (March-April, 2005). Advances in graduate nursing education: Beyond the advanced practice nurse. *Journal of Professional Nursing*, 21(2), 119-125.

- Tranin, A.S. (2006). The bridge from genomic discoveries to disease prevention. *Oncology Nursing Forum*, 33(5), 891-900.
- Wright, L. (December, 2005). Understanding genetics: A primer for occupational health practice. *AAOHN Journal*, 53(12), 534-542.
- Yamamoto, L. & Lucey, C. (2005). Case management "within the walls": A glimpse into the future. *Critical Care Nursing Quarterly*, 28(2), 162-178.
- Wasson, J.H., Anders, S.G., Moore, L.G., Ho, L., Nelson, E.C., Godfrey, M.M., & Batalden, P.B. (2008). Clinical microsystems, part 2. Learning from micro practices about providing patients the care they want and need. *The Joint Commission Journal on Quality and Patient Safety*, 34(8), 445-452.
- Zander, K. (2002). Nursing case management in the 21<sup>st</sup> century: Intervening where margin meets mission. *Nursing Administration Quarterly*, 26(5), 58-67.

**COURSE SPECIFIC LITERATURE:**

- Longo, J. (2011). Acts of caring: Nurses caring for nurses. *Holistic Nursing Practice*, 25(1), 8-16.
- Pross, E., Hilton, N., Boykin, A., & Thomas, C. (2011). The "Dance of caring Persons": Transform your organization through caring values. *Nursing Management*, 25-30.
- Ray, M., & Turkel, M. (2012). A transtheoretical evolution of caring science within complex systems. *International Journal for Human Caring*, 16(2), 28-49.

**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  
 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

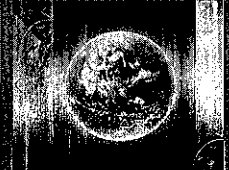

**OTHER RECOMMENDED JOURNALS AND NEWSPAPERS:**


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

**INTERNET SITES OF INTEREST:**

See Weblibliography

**COURSE SCHEDULE:**

<b>Unit/Date</b>	<b>Topical Outline</b>	<b>Assignments</b>	<b>Due Date</b>
Course Home Jan 5	Course Overview and Assignments		
Jan 5 – Jan 18	<b>Essential Components of the CNL Role and Program Competencies</b> <ul style="list-style-type: none"> <li>• Leading Organizational Innovation               <ul style="list-style-type: none"> <li>• CNL Role Transition</li> </ul> </li> <li>• The CNL as a Health Policy Advocate- Current Issues in Health Policy</li> </ul>	Discussion	
Unit 2 Jan 19-Feb 1	<b>Cultural Sensitivity</b> <ul style="list-style-type: none"> <li>• Theories of Cultural Competence</li> <li>• Impact of Gender, Cultural and Spiritual Background of Persons</li> <li>• Approaches for Creating Culturally Competent Care</li> <li>• Phases of Attaining Cultural Competence</li> </ul>	Discussion	
Unit 3 Feb 2- Feb 15 	<b>Population Management</b> <ul style="list-style-type: none"> <li>• Epidemiology- application to healthcare problems</li> <li>• Genetics and Disease Factors- Case Studies</li> <li>• Health Policy and Population Management</li> </ul>	Discussion	
Unit 4 Feb 16-Mar 1	<b>Review of Clinical Outcomes Management</b> <ul style="list-style-type: none"> <li>• Nursing Sensitive Indicators</li> <li>• Local and National Benchmarks including CMS Core Measures               <ul style="list-style-type: none"> <li>• ICAHO National Patient Safety Goals</li> <li>• Evidenced-Based Practice Guidelines                   <ul style="list-style-type: none"> <li>• Evaluation of the CNL Role</li> </ul> </li> </ul> </li> </ul>	Discussion	
Unit 5 Mar 9-Mar 22	<b>Case Management and Role of the Case Manager and Discharge Planning</b> <ul style="list-style-type: none"> <li>• Community resources for the continuum of care</li> <li>• Differentiation and synergy of the CM role and the CNL role</li> <li>• Utilization management and Payer sources</li> <li>• Regulatory requirements and the impact on the healthcare environment</li> </ul>	CNL Portfolio	Mar 22
Unit 6 Mar 23- Apr 5 	<b>CNL's Role in Quality Improvement at the Microsystem Level</b> <ul style="list-style-type: none"> <li>• Micro-meso-macro systems and their implications for overall patient quality, safety, and improved outcomes</li> <li>• Assessing your organization to identify strengths</li> </ul>		

	<ul style="list-style-type: none"> <li>and improvement opportunities</li> <li>Developing an action plan for organizational transformation</li> </ul>		
<b>Unit 7</b> Apr 6- Apr 19	<b>Risk Reduction</b> <ul style="list-style-type: none"> <li>Risk Reduction Strategies</li> <li>Role of the CNL in Risk Avoidance</li> <li>Use of Root Cause Analysis to Evaluate Clinical Problems</li> </ul>	<b>Evidenced-Based Project Proposal</b>  <b>Narrated Evidenced-Based Proposal Presentations</b>  <b>Peer Review of Presentations</b>	<b>Apr 12</b>  <b>Apr 16</b>  <b>Apr 19</b>
<b>Unit 8</b> Apr 20- May 1  	<b>Ethical Decision Making</b> <ul style="list-style-type: none"> <li>Principles of Biomedical Ethics, Human Rights, and Patient Rights and Responsibilities</li> <li>ANA Standards of Care and Code of Ethics</li> <li>Role of the CNL as Ethical Advocate – using an ethical framework             <ul style="list-style-type: none"> <li>Role of the Ethics Committee</li> </ul> </li> <li><b>Decision Making</b></li> <li>Models of professional clinical decision making</li> <li>Developing clinical judgment skills in team members</li> <li>CNL and Family Decision Making in End of Life Situations</li> </ul>	<b>Quiz</b>  <b>Discussion</b>	<b>Apr 27</b>

### **COURSE POLICIES AND GUIDELINES:**

The faculty reserves the right to make changes in course content and requirements based upon the needs of the course.

#### **CARING FOR YOURSELF**

In this course, you need to be highly organized, aware of time constraints in your own schedule, and committed to devoting adequate time required for successful completion of your coursework. Being organized is essential for achieving your best and integral to caring for you.

#### **BEING PRESENT IN THE ONLINE ENVIRONMENT**

If you want to earn the most possible points and get the highest grade possible with this online course, you cannot “pop in” once a week. You must enter the ‘classroom’ frequently in order to form a learning community. To be successful in this course, I estimate that you will need to commit at least 6 hours per week for the online modules. To benefit from the interactive nature of an online course and to form a scholarly dialogue, you need to check the course and your e-mail at least 3-4 times a week, maybe

more often during some weeks, so that you do not miss pertinent postings, messages, or announcements.

## **COLLEGIAL CARING**

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. This course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. All dialogue will be held within the context of a caring community that will be nurtured by each of us throughout the semester. Reflective dialogue is best facilitated by treating each other in a collegial manner and by supporting each other to grow from each experience. Please follow the rules of email etiquette for online writing.

<http://www.albion.com/netiquette/index.html>

## **WRITTEN ASSIGNMENTS:**

### **ACADEMIC SKILLS**

Competence with writing and grammar skills is expected of all masters' level students. If you self-identify at the beginning of the semester that you need any assistance with basic grammar, punctuation, and comprehension, please seek help immediately from the University Center for Excellence in Writing <http://www.fau.edu/UCEW/WC/>. This is a free service from the University which is available online and also in person.

### **APA**

APA (6<sup>th</sup> ed.) Manual of Style is used for formatting all written assignments unless it is specified that APA is not required.

### **SUBMITTING ASSIGNMENTS**

All assignments will be uploaded into E-College before midnight on the date that they are due. One point will be deducted for each day that an assignment is late.

### **SAFE ASSIGN**

What is SAFE ASSIGN? It is an anti-plagiarism program that will check your paper against other papers, websites, journal articles, etc. to ensure that all work is "original" (that is your own work), and or contains appropriate citations. SAFE ASSIGN will give you an originality percentage and report: in general, the lower the %, the more original your work is (citations to give credit to the intellectual property of others!). The College of Nursing reserves the right to submit all work to SAFE ASSIGN.

0-15%- Originality of work is your own- good!

16-40%- Reflects paper with a fair amount of citations and references. I will be checking that you are citing sources correctly!

40%-100%- May suggest plagiarism or using the work/words of others and claiming as your own. A paper submitted to SAFE ASSIGN that generates this range is not usually acceptable.

## **COMMUNICATION**

It is important that you use your my.fau email and not forward your email to ensure that you receive all course and program information.

## **ANNOUNCEMENTS**

You are responsible for reading all announcements posted by the instructor. Check the announcements each time you login to be sure you have read all of them since your last login session.

## **EMAIL POLICY**

Posting your questions to the Water Cooler within the course is the preferred method to contact the instructor. If the question is of a general nature, please ask it within the course Water Cooler for the benefit of everyone. If your question is related to a personal matter that you prefer not to share within the group, then the preferred method to contact the instructor is email. Please be sure to place the course number in the subject line of the email. Except for Saturdays, Sundays, and holidays, the instructor will generally respond to the email within 24-48 hours.

## **ACCESS TO STUDENT SERVICES**

The link to available student's services can be found at <http://www.fau.edu/student/index.php>.

I am also always available as your advisor to meet with you virtually, by telephone or in person by appointment. Graduate students may also have an interest in available Career Development services such as assistance with resumes or locating a mentor <http://www.fau.edu/cdc/index.php>. I also encourage you to review the information available regarding applying to Sigma Theta Tau <http://nursing.fau.edu/index.php?main=3&nav=191>.

## **MINIMAL TECHNICAL SKILLS**

Students will need to complete the eCollege Student Tutorial found at [http://faunursing.net/Shared/Portal/ECPWireFrame\\_xml.asp?elogin=1&fromFVC=true](http://faunursing.net/Shared/Portal/ECPWireFrame_xml.asp?elogin=1&fromFVC=true). Participants in this class will need to be able to copy and paste and attach files. In addition, students will be expected to open pdf files. If you do not already have the free

reader downloaded to your computer, than you will find the necessary software at this link <http://get.adobe.com/reader/>. Students will also need to review the information found at <http://www.livebinders.com/> to be able to create their digital portfolios using this free application.

## TECHNICAL SUPPORT

To contact the E-college Help Desk:

1. On the Tools menu, click Tech Support. The Contact Help Desk page opens.
2. Click Online Chat to start a chat with a Help Desk representative. The Pearson 24/7 page opens.
3. At this point, you can:
  - o Chat with an online Help Desk representative
  - o Click Find Answers to search the online Knowledge Base for articles on popular user topics
  - o Click Send Email to report an issue, provide feedback, or ask a question

It may also be helpful to Print the Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, you can do the following:

PC Users:

1. Press **PrtScn** on your keyboard, usually located above your directional arrow keys. This will copy a Print Screen to your clipboard.
2. Open **Paint**. You can use any image editing software, but this one is included in Microsoft Windows. To open **Paint**, click the **Start** button, and then click **All Programs**. Click **Accessories**, and then click **Paint**.
3. On the *Home* tab, click **Paste** in the *Clipboard* group. Your Print Screen will appear in the window.
4. Click the **Paint** button , then click **Save**.
5. Navigate to the folder in which you wish to save the Print Screen. We recommend using the Desktop for ease of access.
6. In the *Save as type* box, select the **JPEG (\*.jpg;\*.jpeg;\*.jpe;\*.jfif)** format.
7. In the *File name* box, type a filename.
8. Click **Save**.

MAC Users:

1. Click on **Applications**.
2. Go to **Utilities**.
3. Choose **Grab**.



#### 4. Select **Capture for Print Screen**.

You now have a saved Print Screen file for future use, like attaching to a HelpDesk ticket.

It is your responsibility to follow up with the appropriate person until a resolution is obtained.

#### **ACCESSING ARTICLES FROM THE LIBRARY**

Please see the College of Nursing Tutorial  
<http://www.library.fau.edu/depts/ref/nursing.htm>

#### **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](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.

April 2012