

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7111	CURRENT COURSE TITLE: EVOLUTION OF NURSING AS A DISCIPLINE AND PRACTICE
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING, 2015	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	OLD: ADMISSION TO PH.D. PROGRAM NEW: ADMISSION TO PH.D. PROGRAM OR PERMISSION FROM DEPARTMENT
CHANGE COURSE NO. FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE CREDITS ² FROM: TO:	CHANGE REGISTRATION CONTROLS TO:
CHANGE GRADING FROM: TO:	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
CHANGE DESCRIPTION TO:	
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:
 Joy Longo, jlongo5@fau.edu, 561-297-2457

Approved by: Department Chair: <u>Chauhan Williams</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>Kenneth Edebarde</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>8-19-2014</u> <u>8/19/14</u> <u>8/19/14</u> <u>9/3/14</u> <u>9/4/14</u>	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)
--	--	--

Email this form and syllabus to 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
Summer 2014**

COURSE NUMBER: NGR 7111

COURSE TITLE: Evolution of Nursing as a Discipline and Practice

COURSE FORMAT: Hybrid

CREDIT HOURS: 3 Credit Hours

COURSE SCHEDULE: On Campus:

June 7:	2 PM-7 PM
June 8:	8 AM – 1 PM
July 12:	2 PM-7 PM
July 13:	8 AM – 1 PM

Google Hangout: 1 hour weekly, dates and times TBA

PLACEMENT IN CURRICULUM: Summer Semester, year 1

PREREQUISITE: Admission to the PhD Program or Permission from Department

FACULTY: Peggy L Chinn, RN, PhD
Visiting Professor of Nursing
E-mail: peggy.chinn@uconn.edu

OFFICE HOURS: By appointment - video chat (Skype, FaceTime or Google Plus).
Available any time on email.

COURSE DESCRIPTION: Analyzes the historical development of nursing as a discipline of knowledge and a professional practice. Privileges and responsibilities of the nurse as scholar, practitioner, healer and educator are examined.

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

COURSE OBJECTIVES: The subjectives based on Roach's (2002) work organize the course objectives.¹

Becoming Competent

1. Examine nursing practice in historical contexts that include technological, cultural, ethical, environmental and policy perspectives;
2. Analyze how various historical contexts shape nursing practice;
3. Review and analyze healing practices from early times until the present.
4. Analyze & critique historical research on nursing evolution and development;
5. Develop an understanding of historical methods;
6. Evaluate primary source data in nursing.

Becoming Compassionate

7. Articulate knowledge of nurse leaders/heroes/heroines/healers while evolving own leadership styles, including models of scholarly practice;
8. Synthesize current perspectives on nurse as practitioner, scholar, leader, researcher and educator with full understanding of from whence we have come.

Attending to Conscience

9. Analyze the changing models of nursing education, with particular emphasis on the emergence of doctoral education in nursing and nursing science;
10. Compare and contrast the disciplines of education and medicine, including relationships between disciplines and the university;
11. Integrate economic, class and gender perspectives in the analysis of nursing's evolution
12. Identify strengths and hindrances to nursing's development as a discipline and profession, such as ideological rationalizations of dominance;

Affirming Commitment

13. Examine and discuss nursing-based knowledge as historically-situated;
14. Synthesize past perspectives with future trends, creating meaningful and new models for the future.

¹Roach, M.S. (2002). *Caring, the human mode of being: A blueprint for the health professions*. Ottawa, ONT: CHA Press.

TEACHING LEARNING STRATEGIES: Seminar and discussion, assignments on Blackboard discussion board, Google hangouts.

GRADING AND EVALUATION METHODS:

Grades in this course are an expression of the quality of your scholarly achievements in

relation to the course objectives, as well as your own personal objectives for the course. Grades are earned, not given, and are derived through a process of mutual reflection. The learning activities that are suggested provide guidance in developing your scholarship, but you are the primary architect of your learning experience, and shape your achievements according to your personal goals and interests. Early in the course, reflect on the course objectives and the planned learning activities. Reflect on what you want to learn and accomplish in this class, and draft a plan to guide your experiences. Keep this plan and revise it frequently, and use it as a basis for your self-evaluation at the end of the course.

As the instructor, I do not assign grades. Rather, I join with each participant to facilitate and guide your process in the context of the course objectives, provide resources and constructive feedback intended to support your growth as a nurse scholar, and bear witness to your achievements.

The process for deriving your grade begins with your development of your scholarly portfolio. The portfolio includes, but is not limited to your:

- Personal learning goals for this class.
- Written self-evaluation of your achievements.
- Statement of the grade you earned through these achievements.

Your self-evaluation can be based on your own ideas about what you personally hoped to accomplish in this class, as well as reflections on your personal growth and learning. Also reflect on the quality of your achievements in terms of the following questions:

General:

- Has my work been consistent with the course objectives?
- Did I also accomplish my personal goals for the course?

Participation in our community:

- Did I participate each week by sharing my progress, and by providing my colleagues responses and critical (insightful) feedback?
- Did I read all the shared readings and bring my insights about them to our group discussions?
- Did I share resources with others and provide ideas that contributed to their development?
- Did I raise points of view that were not in the “mainstream” as alternatives for all to consider?
- Did I express respect and did I bring a sincere intention to understand points of view that I do not share?
- Did I contribute to building bridges of understanding among all participants in the class?

Scholarly writing:

- Is my written work composed using standards of English language suitable for publication, and have I formatted my style for citations and references consistent with a selected standard format?
- Are my conceptualizations clearly situated in the disciplinary framework of nursing?
- Have I developed my own original ideas?
- Have I considered more than one point of view?
- Have I composed my ideas in a way that reaches readers who may have a different point of view, providing adequate rationale for my point of view in

- a way that is not offensive, but that reaches toward mutual understanding?
- Have I adequately justified my planned ideas as an important contribution to the field?
- Have I accurately credited other authors where I have drawn on their work?

GRADING SCALE:

Please Note: A 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

Generally, if you can answer “yes” to each of these questions, you have met the essential expectations of the course and certainly have earned a grade of “B.” If you are not confident in answering some of these questions “yes” then you have probably earned a “B minus” or “C” grade. (Note that a grade of “C” is a passing grade.)

If your answers to several of these questions are not only “yes” but an enthusiastic “YES” and you also were able to exercise creativity and accomplishments beyond your expectations, be confident and proud that you have earned an “A” grade.

These questions will also be considered by faculty in verifying your statement of the grade earned through your achievements. If the faculty has reservations about your self-evaluation, we will discuss these reservations, based on the reflection questions above, to reach a mutual understanding of the grade that you have earned.

Incomplete grades will not be used, except in the case of extenuating circumstances that emerge after the last date for withdrawal.

REQUIRED TEXT:

Andrist, Linda C., Patricia K Nicholas and Karen Wolf, eds. *A History of Nursing Ideas*. (Sudbury, MA: Jones & Bartlett, 2006).

Shared readings are from the following texts:

Andrist, Linda C., Patricia K Nicholas and Karen Wolf, eds. *A History of Nursing Ideas*. (Sudbury, MA: Jones & Bartlett, 2006).

Chinn, Peggy L. and Maeona Kramer. *Integrated Knowledge Development in Nursing*. 8th ed. (St Louis: Mosby, 2011). See Chapter 2 summarizing the history of nursing

- theory development.
- Ehrenreich, B. & English, D. *Witches, Midwives, and Nurses* (NY: The Feminist Press at CUNY, 1973). (0-912670-13-4)
- Group, Thetis M., & Roberts, Joan I. *Nursing, physician control and the medical monopoly*. (Westport, CT: Praeger, 2001).
- Lewenson, S. & Herrmann, E. *Capturing Nursing History*. (New York: Springer, 2007). (ISBN 13:9780826115669)
- Meleis, Afaf Ibrahim. *Theoretical Nursing: Development & Progress*. 5th ed. (Philadelphia: J.B. Lippincott, 2011).
- Nightingale, F. *Notes on Nursing* (Phila, PA: Lippincott, 1992/1860). (397-55007-3)
- Nightingale, F. *Cassandra* (NY: Feminist Press at CUNY, 1979). (912670-55-X)

Group process resource:

- Chinn, Peggy L. *Peace and Power: New Directions for Building Community*. (Sudbury, MA, Jones & Bartlett, 2012).

TOPICAL OUTLINE:

- History of nursing ideas
- Origins of nurses as healers
- Methods for historical research
- Evolution of nursing's foundational ideas
- Evolution of nursing's legal and social standing in the United States
- Race and race relations in the development of nursing
- Evolution of nursing research methodologies
- Tensions in the evolution of mixed methods research

COURSE ASSIGNMENTS:

This course is highly individualized to meet the specific needs of each person in relation to their academic goals. However, any worthwhile scholarly endeavor requires a strong network of colleagues who are all mutually devoted to advancing the discipline, supporting one another in developing work that is worthy, and promoting the highest standards of scholarship in the discipline. Therefore, this course also has a strong community component that each person will participate in developing.

The specific activities will be:

1. **Active participation** each week, online, on Google hangouts, and/or on campus. The topical outline indicates suggested details for our interactions each week. Our campus meetings involve concentrated time for discussion and interaction. The weekly hangouts and Blackboard discussion will not be as time-intensive as the campus meetings, but will provide important avenues to connect with one another and an opportunity for each person to maintain the steady engagement that is essential for scholarly work. The online-only weekly topics and shared readings are intended as preparation for our on-campus meetings. Everyone will participate in co-creating what actually unfolds as we move through the process. Planned activities for participation include:

- Blackboard check-in posts each week. Post your check-in early in the week, and include your critical reflections on what has transpired during the week before. This will be a combination of check-in and closing, as described on the Peace and Power Blog.
 - Blackboard discussion threads during the weeks we are not meeting on campus. These threads can be started by anyone, and will be focused on discussion of and questions about ideas in the readings.
 - Hangouts – we will schedule at least one, perhaps two hangouts every week to assure that everyone will have a chance to participate in a hangout. There are 2 main purposes of the hangouts: 1) to provide a direct (although virtual) face-to-face interaction to assure and encourage everyone’s sustained engagement with the processes and purposes of the course, and 2) to discuss ideas and issues that are not easily addressed in writing.
 - Campus meetings – the agenda for these meetings will be mutually developed ahead of the meeting (using our Blackboard discussions) and refined at the beginning of each meeting. Being present for these meetings is not required in a traditional sense of “attendance.” Instead, being present represents each person’s commitment to our community of scholars. If you are not able to be present, communicate with the group as a whole (on Blackboard or email) to set up a plan for sustaining your involvement with the group.
2. **History project and seminar.** Identify a current nursing theory (at any level of abstraction) that pertains to your area of scholarly interest, or, identify a nurse scholar whose work is leading toward the development of a mid-range theory. If possible, interview the nurse or nurses whose work you are exploring to obtain the personal and professional background of the work. Trace major developments of the ideas in the literature to identify how the ideas have evolved, with particular attention to research and practice aspects of development. If possible, interview one of the nurse scholars whose work you are exploring. Develop a story of the development of the ideas, and present your story to the group. Your story will be presented to the group at the time of our July campus meetings; the week before, provide shared readings for everyone in the group to read in preparation for the discussion. Date of presentation: July 13 – 14.
 3. **Sojourner partnership** for mutual critique and support as you develop your scholarly ideas. Find at least 1, perhaps 2 classmates who will join with you in exchange of ideas as you develop your history project and your personal position paper. You can form any kind of agreement that works best for you; this can include a weekly meeting (in person, by phone or video chat, or email) to “report” in with each other concerning your progress, and to engage in specific discussion and feedback related to your work. Share drafts of your written work with one another at least once before the final due date; you can also share these drafts with the instructor at the same time. Your drafts can be evaluated using the self-evaluation questions in the “Grades – Scholarly Writing” section above. The feedback that you provide one another should include specific constructive feedback related to how the work can be further developed.
 4. **Scholarly position paper** that includes your critical review of a book or journal article collection selected from the list of recommended resources below. Your paper

- Caldwell, G. *A Strong West Wind*. (New York: Random House, 2006.) 978-0-8129-7256-6
- Chinn, Peggy L. and Maeona Kramer. *Integrated Knowledge Development in Nursing*. 8th ed. (St Louis: Mosby, 2011). See Chapter 2 summarizing the history of nursing theory development.
- D'Antonio, P., Baer, E. D., Rinker, S., Lynaugh, J. (Eds.) *Nurses' Work: Issues across Time and Place* (New York: Springer, 2007). (0-8261-0211-5)
- *D'Antonio, P. *American Nursing: A History of Knowledge, Authority, and the Meaning of Work* (Baltimore: Johns Hopkins Press, 2010). (10:0-8-18-9565-0)
- D'Antonio, P. & Lewenson, S. *Nursing Interventions through Time*. (New York: Springer, 2010). 978-082610577-6
- *Ehrenreich, B. & English, D. *Witches, Midwives, and Nurses* (NY: The Feminist Press at CUNY, 1973). (0-912670-13-4)
- Fairman, J. & Lynaugh, J. *Critical Care Nursing: A History* (Phila, PA: Univ. of Penn Press, 1998). (0-8122-3258-5)
- Gilligan, C. *In a Different Voice: Psychological Theory and Women's Development* (Cambridge, MA: Harvard Univ. Press, 1993). (0-674-44544-9)
- *Group, Thetis M., & Roberts, Joan I. *Nursing, physician control and the medical monopoly*. (Westport, CT: Praeger, 2001).
- ^Hamilton, D. B., "The Idea of History and the History of Ideas," *Image: Journal of Nursing Scholarship* 25:1 (1993), 45-48.
- *Hine, D. C. *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950* (Bloomington, IN: Indiana Univ. Press, 1989). (0-253-20529-8)
- *Kinlein, Lucille. *Independent Nursing Practice with Clients*. Philadelphia: Lippincott, 1977.
- Lewenson, S. & Herrmann, E. *Capturing Nursing History*. (New York: Springer, 2007). (ISBN 13:9780826115669)
- Long, D. & J. Golden. *The American General Hospital: Communities and Social Contexts* (Ithaca: Cornell University Press, 1989). (0-8014-9604-7)
- Meleis, Afaf Ibrahim. *Theoretical Nursing: Development & Progress*. 5th ed.

(Philadelphia: J.B. Lippincott, 2011).

*Melosh, B. *The Physician's Hand: Work Culture and Conflict in American Nursing* (Phila, PA: Temple Univ, 1982). (0-87722-290-8)

**Nightingale, F. *Notes on Nursing* (Phila, PA: Lippincott, 1992/1860). (397-55007-3)

**Nightingale, F. *Cassandra* (NY: Feminist Press at CUNY, 1979). (912670-55-X)

Norman, E. *We Band of Angels: The Untold Story of American Nurses trapped on Bataan by the Japanese* (NY: Random House, 1999). (0-375-50245-9)

*Parker, M. E. (Ed.) *Nursing Theories and Nursing Practice* (2nd ed.). (Philadelphia: F. A. Davis Co., 2006). (0-8036-1196-X)

*Reverby, S. *Ordered to Care: The Dilemma of American Nursing, 1850 – 1945* (Cambridge, MA: Cambridge University Press, 1987). (0-521-33565-5)

Sandelowski, M. *Devices and Desires: Gender, Technology, and American Nursing* (Chapel Hill, NC: Univ of No Carolina Press, 2000). (807-825-794)

Schorr, T. & Zimmerman, A. *Making Choices, Taking Chances: Nurse Leaders Tell their Stories* (St. Louis, MO: C. V. Mosby, 1988. (0-8016-4611)

Starr, Paul. *The Social Transformation of American Medicine* (NY: Basic Books, 1982). (046-507-9342)

Ulrich, L.T. *The Midwife's Tale: The Life of Martha Ballard, Based on her Diary, 1785-1812* (NY: Random House, 1990). (0-679-73376-0)

**Woodham-Smith, Cecil. *Florence Nightingale: 1820-1910*. (New York: Atheneum, 1983).

Journals:

Bulletin of the History of Medicine. The American Association for the History of Medicine & Johns Hopkins Inst of the History of Medicine. Quarterly.

Nursing History Review. Official Journal of the American Association for the History of Nursing. NY: Springer Publishing Co. Annually.

World Wide Web:

American Association for the History of Nursing:
<http://www.AAHN@aahn.org>

Barbara Bates Center for the Study of the History of Nursing, Univ of Penn
<http://www.upenn.edu/nursing/history/overview.html>

Online Images, History of Medicine, National Library of Medicine:
<http://www.nlm.nih.gov/hmd.dir/oli.dir/index.html>

The Truth About Nursing: Changing how the world thinks about nursing:
<http://www.truthaboutnursing.org>

COURSE POLICIES:

The activities and interactions in this course are planned to enact the philosophic basis of nursing as a human caring art and science. Specifically, this course provides the opportunity for praxis (thoughtful reflection and action) that emphasizes caring, creativity, the unique individuality of each participant, and the value of community. This experience will call forth our human capacities to know what we do, and do what we know. This process follows that described in the book "*Peace and Power*," and is also described on the [Peace and Power Blog web site](#). The specific values around which the course methods have been designed are 1) empowerment for all, 2) de-mystification of processes and content, and 3) creating community/unity.

These values are brought into action by:

- Assuring that every voice is heard and respectfully considered;
- Being present for all campus meetings, and for as many weekly google hangouts as possible;
- Actively participating in discussion boards on Blackboard, including responding to other people's posts.
- Actively sharing resources in a spirit of creating a cooperative community of scholars;
- Sharing ideas and participating in mutual discussion of ideas to promote their development;
- Addressing any issues that arise in the group process as soon as they reach awareness;
- Participating in clarification of all issues and processes;
- Bringing one's own rich background of experience and talent as a foundation for scholarly discourse and accomplishment; and
- Co-creating the learning experience with all other participants in the class.

The processes for our class interactions are derived from and reflect critical feminist ideas and values. Likewise, many of the readings are grounded in critical feminist perspectives. These perspectives bring a legitimate and valuable point of view related to the history of nursing. It is not an expectation of the course that everyone in this course shares these perspectives. However, critical and feminist perspectives have come to the forefront and widely accepted in nursing literature in recent years, and it is incumbent on all nurse scholars to understand these perspectives as part of our collective scholarly exploration and dialogue. It is also incumbent on all of us to question and challenge these ideas, not to simply tear them down, but in a spirit of reasoned dialogue that leads to ever-deepening insights that inform our present and future development. Deepening of critical insight is at the heart of the intentions that form the substance of this course.

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 (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.

COURSE SCHEDULE

Week 1 - May 12- 18: Introduction to the course

Hangout: Discussion of syllabus and the process of “Peace and Power”

Blackboard: Post a brief personal/professional “bio” – a paragraph that summarizes your educational background, your area of nursing practice and a synopsis of your experiences, and something about your personal interests or hobbies that bring joy and relaxation to your life.

Week 2 – May 19 – 25: History of Nursing Ideas

Shared Reading:

- Andrist, Linda C., Patricia K Nicholas and Karen Wolf, eds. *A History of Nursing Ideas*. (Sudbury, MA: Jones & Bartlett, 2006). Chapter 1, pages 5-22
- Chinn, Peggy L. and Maeona Kramer. *Integrated Knowledge Development in Nursing*. 8th ed. (St Louis: Mosby, 2011). Chapter 2, pages 24-62
- Meleis, Afaf Ibrahim. *Theoretical Nursing: Development & Progress*. 5th ed. (Philadelphia: J.B. Lippincott, 2011). Parts 1 and 2, pages 1-81

Hangout: Discussion of everyone’s idea for your history project

Blackboard:

- Post your check-in; include which of the shared readings you have selected.
- Post your personal goals for this course, including a description of your area of scholarly interest and specific goals that you hope to meet in this class in relation to your progress in the PhD program. This description will become part of your course portfolio that you submit at the end of the semester.

Week 3 – May 26 – June 1: Origins of nurses as healers

Shared Reading: Select at least one of the following in preparation for our June campus meeting:

- Boyd, J. "Florence Nightingale and Elizabeth Blackwell." *Lancet* 373, no. 9674 (2009): 1516-1517.
- Ehrenreich, B. & English, D. *Witches, Midwives, and Nurses* (NY: The Feminist Press at CUNY, 1973). (0-912670-13-4)
- Group, Thetis M., & Roberts, Joan I. *Nursing, physician control and the medical monopoly*. (Westport, CT: Praeger, 2001) (0-253-33926) – Introduction, pages xiii-xxxi, and Part 1, pages 3-74.
- Nightingale, F. *Notes on Nursing* (Philadelphia, PA: Lippincott, 1992/1860). (397-55007-3)
- Nightingale, F. *Cassandra* (NY: Feminist Press at CUNY, 1979). (912670-55-X)

Hangout: Discussion of what you “knew” about Nightingale and other early nurse leaders before this course

Blackboard:

- Post your check-in; include which of the shared readings you have selected.

Week 4 – June 2 - 8 **On-Campus meetings on June 7 and 8**

Shared Reading: Review all readings to date

Hangout: No hangout this week – on-campus meeting instead!

Blackboard:

- Post your check-in early in the week; include topics that you hope we will discuss during our meeting on campus.

Week 5 –June 9 - 15 : Methods for historical research

Shared Reading:

- Lewenson, S. & Herrmann, E. *Capturing Nursing History*. (New York: Springer, 2007). (ISBN 13:9780826115669). Chapters 1, 2, 3, pages 1-44, and Chapter 12, pages 167-172

Hangout: Discussion of ethical guidelines for historical research

Blackboard:

- Post your check-in
- Post reflections on how historical research might be pertinent to your scholarly work

Week 6 – June 16 - 22 : Evolution of nursing's foundational ideas

Reading: Select at least two of the following:

- Cowling, W. Richard, Marlaine C. Smith and Jean Watson. "The Power of Wholeness, Consciousness & Caring: A Dialogue on Nursing Science, Art and Healing." *ANS. Advances In Nursing Science* 31, no. 1 (2008): E41-E51.
- Kagan, Paula N. "Jo Ann Ashley 30 Years Later: Legacy for Practice." *Nursing Science Quarterly* 19, no. 4 (2006): 317-327.
- Kagan, P. N., M. C. Smith, W. R. Cowling and P. L. Chinn. "A Nursing Manifesto: An Emancipatory Call for Knowledge Development, Conscience, and Praxis." *Nursing Philosophy* 11, no. 1 (2010): 67-84.
- Newman, Margaret A., A. Marilyn Sime and Sheila A. Corcoran-Perry. "The Focus of the Discipline of Nursing." *ANS. Advances In Nursing Science* 14, no. 1 (1991): 1-6.
- Newman, Margaret A., Marlaine C. Smith, Margaret Dexheimer-Pharris and Dorothy A. Jones. "The Focus of the Discipline Revisited." *ANS. Advances In Nursing Science* 31, no. 1 (2008): E16-27.
- Smith, Marlaine C. "Caring and the Science of Unitary Human Beings." *ANS. Advances In Nursing Science* 21, no. 4 (1999): 14-28.

Hangout: Discussion of ideas you believe to be foundational to nursing

Blackboard:

- Post your check-in
- Post your selections of readings, and a brief summary of your responses to these readings

Week 7 – June 23 - 29: Evolution of nursing's legal and social standing in the United States

Reading:

- Group, Thetis M., & Roberts, Joan I. *Nursing, physician control and the medical monopoly*. (Westport, CT: Praeger, 2001). Chapters 8 and 9, pages 273-395

Hangout: Discussion of the legal and political issues that affect nursing practice in Florida today

Blackboard:

- Post your check-in
- Post a reflection related to insights you gained from the shared readings

Week 8 – June 30 - July 6: Race and race relations in the development of nursing

Shared Reading:

- Andrist, Linda C., Patricia K Nicholas and Karen Wolf, eds. *A History of Nursing Ideas*. (Sudbury, MA: Jones & Bartlett, 2006). Chapter 5, pages 57-66
- Funkhouser, Sheana Whelan and Debra K. Moser. "Is Health Care Racist?" *ANS. Advances In Nursing Science* 12, no. 2 (1990): 47-55.
- Schroeder, C. and R. DiAngelo. "Addressing Whiteness in Nursing Education the Sociopolitical Climate Project at the University of Washington School of Nursing." *Advances in Nursing Science* 33, no. 3 (2010): 244-255.
- Tashiro, Cathy J. "Health Disparities in the Context of Mixed Race: Challenging the Ideology of Race." *ANS. Advances In Nursing Science* 28, no. 3 (2005): 203-211.

Hangout: Share your experiences with your own racial/cultural context in nursing

Blackboard:

- Post your check-in; include agenda items for our on-campus meetings next week
- Post a reflection related to the readings, and in relation to hangout discussions

Week 9 – July 7 - 13: **On Campus meetings on July 12 and 13**

Shared Reading:

- Review readings from past 4 weeks

Hangout: No hangout this week – meeting on-campus instead

On-campus meeting agenda will include everyone's "history" report.

Blackboard:

- Post your check-in early in the week with suggestions for agenda

Week 10 – July 14 - 20: Nursing and the media

Shared Reading:

- Hughes, Linda. "The Public Image of the Nurse." *ANS. Advances In Nursing Science* 2, no. 3 (1980): 55-72.
- Hughes, Linda. "Professionalizing Domesticity: A Synthesis of Selected Nursing Historiography." *ANS. Advances In Nursing Science* 12, no. 4 (1990): 25-31
- Kagan, Paula N. "Historical Voices of Resistance: Crossing Boundaries to Praxis through Documentary Filmmaking for the Public." *ANS. Advances In Nursing Science* 32, no. 1 (2009): 19-32.
- Stevens, Susan Y. "Sale of the Century: Images of Nursing in the Movietonews During World War II." *ANS. Advances In Nursing Science* 12, no. 4 (1990): 44-52.
- Watch at least one episode of "Nurse Jackie," then review the [nursing media-watch web site](#) "Truth About Nursing" April 14, 2013 review of this series by Sandy Summers

Hangout: discussion of your ideas about nursing and the media

Blackboard:

- Post your check-in
- Post reflections about the readings and our hangout discussion

Week 11 – July 21 - 27: Evolution of nursing research methodologies

Shared Reading:

- Chinn, Peggy L. "Debunking Myths in Nursing Theory and Research." *Image - The Journal of Nursing Scholarship* 17, no. 2 (Spring 1985): 45-49.
- Gortner, Susan R. "The History and Philosophy of Nursing Science and Research." *ANS. Advances In Nursing Science* 5, no. 2 (1983): 1-8.
- Reed, Pamela G. "A Treatise on Nursing Knowledge Development for the 21st Century: Beyond Postmodernism." *ANS. Advances In Nursing Science* 17, no. 3 (1995): 70-84.
- Watson, Jean. "Postmodernism and Knowledge Development in Nursing." *Nursing Science Quarterly* 8, no. 2 (1995): 60-64.

Hangout: Discussion of your responses to the shared readings

Blackboard:

- Post your check-in
- Post how the readings this week related to your planned research (or not)

Week 12 –July 28 – August 3: Tensions in the evolution of mixed methods research

Shared Reading:

- Dzurec, Laura Cox. "The Necessity for and Evolution of Multiple Paradigms for Nursing Research: A Poststructuralist Perspective." *ANS. Advances In Nursing Science* 11, no. 4 (1989): 69-77.
- Moccia, Patricia. "A Critique of Compromise: Beyond the Methods Debate." *ANS. Advances In Nursing Science* 10, no. 4 (1988): 1-9.

Hangout: Discussion of your responses to the shared readings

Blackboard:

- Post your check-in
- Post your closing for the term – a more complete reflection on the experience of the course.



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.