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| **FLORIDA ATLANTIC UNIVERSITY CHRISTINE E. LYNN COLLEGE OF NURSING COURSE SYLLABUS SEMESTER: 2015 Spring** | |
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| **COURSE NUMBER:** | NUR4861C |
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| **COURSE TITLE:** | Professional Development in Nursing IV: Member of a Caring Profession |
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| **COURSE FORMAT:** | Fully online |
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| **CREDIT HOURS:** | 1 |
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| **COURSE SCHEDULE:** | Flexible online format (Blackboard) with required participation |
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| **PREREQUISITES:** | NUR 4860C |
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| **COREQUISITES:** | NUR 4860C |
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| **FACULTY:** | Deborah Elkins, DNP, MBA, ARNP, FNP-BC  [delkins@fau.edu](mailto:delkins@fau.edu) |
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| **OFFICE HOURS:** | By appointment |
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| **COURSE DESCRIPTION:** | Discusses contemporary issues confronting the nursing profession. Investigates methods to advocate for patients and the profession. Explores the professionâ€™s impact on the dynamic evolution of healthcare. Emphasizes professional skills, such as portfolio development, interviewing, peer evaluation and the advancement of nursingâ€™s role. Also considers professional issues related to self-care of the nurse, such as work-life balance, healthy work environments and resource assistance in building a nursing career. |
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| **COURSE OBJECTIVES:** | Upon completion of NUR4861C , the student will be able to: |
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|  | |  |  |  |  | | --- | --- | --- | --- | | **Becoming competent**   |  |  |  | | --- | --- | --- | |  | 1. | Apply critical thinking strategies in the analysis of issues that influence contemporary nursing and health care. (Program Outcome 1-12; Essential IX). | | | **Becoming compassionate**   |  |  |  | | --- | --- | --- | |  | 2. | Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. (Program Outcome 1-12; Essentials 1, II). | | | **Demonstrating comportment**   |  |  |  | | --- | --- | --- | |  | 3. | Apply principles of evaluation to assess peers in practice as well as to identify personal strengths with the goal of nurturing professional development in nursing. (Program Outcome 1-12; Essentials 1, II). | |  | 4. | Develop a holistic plan of caring for self for first year of practice. (Program Outcome 1-12; Essentials VII1, IX). | | | **Becoming confident**   |  |  |  | | --- | --- | --- | |  | 5. | Identify role models in the practice environment who nurture the wholeness of others through caring. (Program Outcome 1-12; Essentials II, VI). | | | **Attending to conscience**   |  |  |  | | --- | --- | --- | |  | 6. | Identify contemporary global calls for nursing for health promotion, disease, and injury prevention across the life course for individuals and populations. (Program Outcome 1-12; Essential VII, IX). | |  | 7. | Provide constructive review of peer resumes and job interview role-play as assigned. (Program Outcome 1-12; Essential II). | | | **Affirming commitment**   |  |  |  | | --- | --- | --- | |  | 8. | Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development. (Program Outcome 1-12; Essential III, IV, VI). | |  | 9. | Discuss the impact of advanced education and professional certification in nursing on health outcomes, nursing practice, and development of nursing knowledge. (Program Outcome 1-12; Essential VIII, IX). | |  | 10. | Articulate issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas through a nursing perspective. (Program Outcome 1-12; Essential VIII, IX). | | |
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| **TEACHING LEARNING STRATEGIES:** | |
| Engaged and active participation in discussion boards (DB), online tutorials, PowerPoint presentations, assigned readings, group assignments and presentations, individual scholarly papers and projects | |
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| **GRADING AND EVALUATION METHODS:** | |
| |  | | --- | | Professional Portfolio & Resume         25%  Holistic Plan: Caring for Self               25%  Blackboard Discussion Forums            50%          Role Models          Professional Organizations and Certifications          Peer Evaluation          Interviewing          Global Calls | | |
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| **GRADING SCALE:** |  |
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| **REQUIRED TEXTS:** | |
| The books and references from NUR 4824C, 4833C, and 4860C | |
| **RECOMMENDED TEXTS:** | |
| Richardson, C. (2009). The art of extreme self-care: Transform your life one month at a time. Carlsbad, CA: Hay House. ISBN-13: 978-1401918286 | |
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| **TOPICAL OUTLINE:** | |
| Characteristic Behaviors of the Bachelor’s Prepared Nurse   * Professional Nursing Practice * Standards of Excellence * Nursing Practice Act * Lifelong learning * Stress management   Career Management   * Resume * Professional image of nursing * Interviewing * Organization (workplace) evaluation   Politics and Policy Making   * Professional organizations and regulatory entities * Role of professional nurse in politics: Political Activism * Health Care Reform * Policy development   Nursing Impact In and On Society • Social contract with society  • Caring and Compassion    Standards of care  • Bioethical issues  • Global health care issues and trends    Vulnerability and Safety  Technology Competence  • Integrating Informatics into practice  • Telehealth  • Licensure compacts  Shaping Professional Development    Self Reflection    Continuous professional engagement    Lifelong learning:  Continuing education and graduate studies    Self care  Nursing in the Future | |
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| **BIBLIOGRAPHY:** |  |
| American Association of Colleges of Nursing. (2008). The essentials of Baccalaureate education for professional nursing. Washington, DC: Author.  <http://www.aacn.nche.edu/Education/essentials.htm>  American Psychological Association.  (2010).  Publication manual of the American Psychological Association.  (6th ed.).  Washington, DC: Author.  American Nurses Association.  (2001). Code of ethics for nurses with interpretive statements.  Silver Springs, MD: Author.  American Nurses Association.  (2004). Nursing scope & standards of practice. Silver Springs, MD:  Author.  Benner, P. (2001). From novice to expert: Excellence and power in clinical nursing practice, (commemorative ed.). Upper Saddle River NJ: Prentice Hall  Smith, M.C., Turkel, M.C. & Wolf, Z.R. (2013). Caring in Nursing Classics: An Essential Resource. New York: Springer Publishing Company. | |
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| **COURSE SPECIFIC LITERATURE:** | |
| **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: 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, N.J.: 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, Indiana, USA: Sigma Theta Tau International Honor        Society of Nursing.  Mayeroff, M. (1971). On caring. New York: HarperCollins.  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 professions.*        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 edition. Boulder: University Press of Colorado. | |

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| **COURSE POLICIES & GUIDELINES** | |
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| Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignment, verbal communications and other course activities.  All policies in the college and university catalogues apply to this course.   1. Students are expected to follow the College of Nursing Philosophy (<http://nursing.fau.edu/index.php?main=1&nav=635>) and the College of Nursing Professional Statement (<http://nursing.fau.edu/index.php?main=3&nav=830>) [also found at the end of this document]. 2. All course requirements and objectives must be met in order to obtain a passing grade. 3. As the course is taught online via Blackboard, the student is expected to become familiar with Blackboard and have the necessary and appropriate computer technology before the course begins. 4. **Attendance:** The student is expected to participate in each unit within the time schedule for each unit. Participation in the course is evaluated via active group participation in threaded discussions and assignments, participation in collaborate and time spent in the course. Each group depends upon its members to co-create the teaching/learning environment. Once a discussion board thread is closed, d**iscussions cannot be made up.** 5. Students agree that by taking this course all required papers may be subject to submission for textual similarity review for detection of plagiarism. All submitted papers may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers. 6. **Assignments:** All assignments are to be submitted via the assignment function on Blackboard and are due by 11:59 p.m. (east coast time) on the date specified on the course schedule or assignment rubric. For every day late, the grade is reduced by 5 points. After 7 days, the work will not be accepted and a grade of ‘0’ will be recorded.  Reminder: You must earn at least a 73% C in order to receive an S and pass the course. **All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.** 7. Regularly scheduled collaborate sessions: The faculty will lead a discussion and answer questions on a regularly scheduled date via collaborate in Blackboard. Although this is not mandatory, students are encouraged to participate. All collaborate sessions are recorded. 8. **Online Office**: Students are to post their questions re: the course in general or specific assignments in the online office instead of sending individual e-mails to the faculty. If there is a private issue that the student needs to share with the faculty, then e-mail or call. 9. Email will be answered within 24 hours with the exception of the following:    1. Between Friday 4:00 p.m. and Monday 9:00 a.m.    2. During holidays and/or when the university is not in session. 10. **Web and e-mail etiquette:** Communication via the internet and e-mail is more difficult than face-to-face or verbal communication. Please follow these guidelines:     1. Always provide a greeting and an appropriate sign-off with your signature (or typed name). For example, a greeting might be ‘Good morning, John (fellow classmate)’ or ‘Hello, Dr. Elkins’. An appropriate sign-off might be ‘take care, Sharon’ or ‘thank you, Bill’.     2. Do not put message in all capital letters.     3. Do not provide a knee-jerk response. In other words, read and re-read your e-mail whether you’ve initiated the e-mail or you’re responding to a e-mail before pushing that send button.     4. It’s a good idea to compose your initial e-mail or response to an e-mail in a word document first – then you can check for grammar, spelling, tone, etc.     5. If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you. Under ‘options’ you will see ‘delayed delivery’. This is a very handy function in that while you compose your e-mail at midnight you can set it to be delivered at 8:00 a.m. 11. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address. You are responsible for checking your FAU email at least three times/week throughout the semester. If you forward emails from your FAU address to another account, you may miss important information.  You may obtain an FAU email account at: <http://accounts.fau.edu/> or by going to a computer lab on campus. The faculty will not respond to email from a non-FAU email address. 12. **Use of Electronic and Personal Communication Devices in the classroom.** In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day. 13. In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student’s responsibility to regularly check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.   All course requirements and objectives must be met in order to earn a passing grade. | |

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| COLLEGE OF NURSING POLICIES |
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| 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 Undergraduate Handbook located at: <http://nursing.fau.edu/undergraduatehandbook>   c). Florida Atlantic Universityâ€™s Academic Policies and Regulations <http://www.fau.edu/academic/registrar/FAUcatalog/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 - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures. http://osd.fau.edu/   **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 â€œFâ€ 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 â€œIâ€ (incomplete). This must be changed to a grade other than â€œIâ€ 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 studentâ€™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 studentâ€™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 Universityâ€™s established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use studentsâ€™ 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. |

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| **COURSE SCHEDULE** | |
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| |  |  |  |  | | --- | --- | --- | --- | | Dates | Unit | Assignments | Critical Dates | | Jan. 5- Jan. 11 | Unit I: Course Introduction; Role Modeling | Mayeroff, M. (1971). On caring. New York: HarperCollins.    Parker, M. & Smith, M. (Eds.). (2010). Nursing theories and nursing practice (3rd ed.). Philadelphia: F.A. Davis, Co.    Felstead, I. (2013). Role modelling and students’ professional development. British Journal of Nursing, 22(4), p. 223-227.    Perry, B. (2009). Role modeling excellence in clinical nursing practice. Nurse Education in Practice, 9, p. 36-44. DOI: 10.1016/j.nepr.2008.05.001    Riley, J. B. (2003). Holistic self care: Strategies for initiating a personal assessment. AAOHN Journal: Official Journal of the American Association of Occupational Health Nurses, 51(10), 439-445.    \*Begin caring for self: personal assessment (from Riley article Tables 1 and 2).  Remember, although you should be working on the “Caring for Self” assignment throughout the course, you will **not** turn your care plan in until Dec. 5th. | DB initial substantive thread due 1/10/15; response to group mate by 1/13/15; | | Jan. 12-Jan. 18 | Unit II Professional Organizations and Certifications | <http://www.nursingworld.org/>  [http://www.nursingworld.org/FunctionalMenuCategories/ AboutANA/ANAsStatementofPurpose.html](http://www.nursingworld.org/FunctionalMenuCategories/%0bAboutANA/ANAsStatementofPurpose.html)  [http://www.youtube.com/watch?v= Vhi8-bVQr-U&feature=youtu.be](http://www.youtube.com/watch?v=%0bVhi8-bVQr-U&feature=youtu.be)  [http://www.nursingworld.org/MainMenuCategories/ CertificationandAccreditation](http://www.nursingworld.org/MainMenuCategories/%0bCertificationandAccreditation)  American Holistic Nurses Credentialing Corporation – letter to new graduates; <http://ahncc.org/>  <http://www.ahna.org/>  \*Caring for self: goals (organize based upon the sample holistic self care plan in Riley but give specifics that are measurable – i.e. ‘for your body’ – what is your plan to move your body, when, where, how often, expected outcome | DB initial substantive thread due 1/17/15; response to group mate by 1/20/15 | | Jan. 19-Jan. 25 | Unit III  Peer Performance Evaluation | Picker‐Rotem, O., Schneider, A., Wasserzug, S., & Zelker, R. (2008). Nursing leaders of tomorrow: A peer selection process. Journal of Nursing Management, 16(8), 915-920.    Shaffer, C., Ganger, M., & Glover, C. (2011). Staff nurses transform peer review. The Journal of Nursing Administration, 41(5), 201-203.    Nursing Situation: Peer Performance Evaluation  \*Caring for self: setting the intention, paying attention to self-talk, simplifying life – guidelines/form provided | **Portfolio & Resume Assignments due 1/22/15 by midnight via assignment function.**  DB initial substantive thread due 1/24/15; response to group mate by 1/27/15 | | Jan. 26-Feb. 1 | Unit IV Interviewing | Smith, L.S. (2010). Are you ready for your job interview? Nursing2010, 40(4), 52-54.  Puetz, B. E. (2005). The winning job interview. The American Journal of Nursing, 105(1), 30-32.  Go to: <http://nursingworld.org/MainMenuCategories/Career-Center> and click on ANA Career Feature Articles  Caring for self: developing comic vision, building support systems – guidelines and form provided | DB initial substantive thread due 1/31/15;  response to group mate by  2/3/15 | | Feb. 2-Feb. 8 | Unit V Global Calls: Politics, Policy Making; Nursing’s Impact in and on Society | Boykin, A., & Schoenhofer, S. O. (2001). Nursing as caring: A model for transforming practice.  New York: National League for Nursing Press.    Curriculum model <http://nursing.fau.edu/index.php?main=1&nav=877>  CON Philosophy <http://nursing.fau.edu/index.php?main=1&nav=635>  Parker, M. & Smith, M. (Eds.). (2010). Nursing theories and nursing practice (3rd ed.). Philadelphia: F.A. Davis, Co.  \*Caring for self: exploring holistic modalities; applying self-care at work | DB initial substantive thread due 2/7/15; response to group mate by 2/10/15 | | Feb. 9 - Feb. 20 | Caring for Self | Wrapping up: Use this time for finalizing your plan for caring for self. | **Caring for Self Assignment due Feb. 20th, 2015 by midnight via assignment function.** |   Note: \*Caring for Self is stranded throughout the course assignments so that you are thinking about and working on the plan as we progress through the class.  You will **not** be formally turning in these stranded portions, but instead, combine and refine the final self-care plan for submission on or before Feb. 20th, 2015 by midnight via the assignment function. | |

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| CHRISTINE E. LYNN COLLEGE OF NURSING |
| **STATEMENT OF PHILOSOPHY** |
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| 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.   'revised April, 2012.' |

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