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|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Graduate Programs | | UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____ |
| | Department Nursing College Christine E. Lynn College of Nursing | | |
| Current Course Prefix and Number NGR 7116 | | Current Course Title Caring Science I: An Essential Domain of Nursing | |
| Syllabus must be attached for ANY changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation. | | | |
| Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/> | | Change description to: Change prerequisites/minimum grades to: Delete NGR 6110 as a PREREQUISITE Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade. | |
| Effective Term/Year for Changes: FALL 2025 | | Terminate course? Effective Term/Year for Termination: | |
| Faculty Contact/Email/Phone Howard K. Butcher, RN; PhD; FAAN /hbutcher@health.fau.edu/561-297-0095 | | | |
| Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____ | | Date 9-28-24 2/10/25 2/11/25 | |

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

Jan 28, 2018 → 2020

NGR 7116

Catalog version original

Caring Science 1: An Essential Domain of Nursing Knowledge (NGR 7116) 3 credits

Prerequisite: Admission to Ph.D. program

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

Catalog version Edited

Caring Science 1: An Essential Domain of Nursing Knowledge (NGR 7116) 3 credits

*Prerequisite: **Admission to PhD Program***

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



FLORIDA ATLANTIC UNIVERSITY

NGR 7116-001 11208

Caring Sci 1: Ess Domain Nrsg

Date: Saturday 2:00 PM - 7:00 PM

Building: C E Lynn Coll of Nursing Boca **Room:** 209

3 Credit(s)

Fall 2024 - 1 Full Term

Instructor Information

Howard Butcher

Email: hbutcher@health.fau.edu

Office: 121 A

Office Hours: Tue 10-12 AM and by Appointment

Course Description

Caring Science 1: An Essential Domain of Nursing Knowledge

Prerequisite: Admission to Ph.D. program

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

Dates for In-Person Class

Saturday 8/17; 9/14; 10/12; 11/16

Room: 205

Instructional Method

Mixed Online and Classroom

50%-79% of the course is delivered online. (Hybrid)

Required Texts/Materials

Publication manual of the American Psychological Association (7thed.).

ISBN: ISBN 978-1-4338 3216-1

Authors: American Psychological Association

Publisher: American Psychological Association.

Publication Date: 2020

Edition: 7th

Nursing as Caring: A Model for Transforming Practice.

Authors: Boykin, A. & Schoenhofer, S

Publisher: Jones & Bartlett.

Publication Date: 2001

<https://www.gutenberg.org/ebooks/42988>

Recommended Readings and Materials

Peace and power: New directions for building community

ISBN: ISBN 978-1-7935-8134-1

Authors: Chinn, P. L.

Publisher: Cognella

Publication Date: 2023

Edition: 9th ed.

On caring

Authors: Mayeroff, M.

Publisher: HarperCollins.

Publication Date: 1971

Caring, The human mode of being: A Blueprint for the health professions

Authors: Roach, S.

Publisher: CHA Press

Publication Date: 2002

This is free online. On CANVAS

A handbook for caring science: Expanding the paradigm.

Authors: Rosa, W., Horton-Deutsch, S., & Watson, J.

Publisher: Springer

Publication Date: 2019

Nursing theories and nursing practice

Authors: Smith, M

Publisher: F. A. Davis Co

Publication Date: 2020

Edition: 5th ed

Caring in nursing classics - An essential resource

Authors: Smith, M., Turkel, M., & Wolf, Z. R

Publisher: Springer

Publication Date: 2013

Metaphysics of Watson unitary caring science: Cosmology of love

Authors: Watson, J.

Publisher: Springer

Publication Date: 2025

Essential Literature On Caring Science (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

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

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

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

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

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

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

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

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.

University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018;
Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly
10/22/18

Course Objectives/Student Learning Outcomes

Becoming Competent

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

Demonstrating Comportment

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

Becoming Confident

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

Becoming Compassionate

1. Explore the meaning of aesthetics in advancing caring science.
2. Critique caring theory related to the concepts of wholeness, community, culture, connectedness, and environment.

Attending to Conscience

1. Understand the convergence of ethical theories and caring theories as applied to a phenomenon of interest.

Affirming Commitment

1. Synthesize knowledge contextualize a phenomenon of interest within caring theory/theories.

*The 6 subjectives based on Roach's (2002) work organize the course objectives.

Course Assignments

TEACHING LEARNING STRATEGIES:

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

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

- Each face-to-face seminar begins with a check-in. During the check-in the participant briefly announces presence, intentions, synopsis of reflections and anything the group should know or anything the group needs to address.
- Online seminars will have a rotating convener. These online seminars are weekly (see the schedule in the syllabus) and are conducted on the CANVAS Discussion Board. The convener will offer a SOPHIA to introduce the topic to the group. Sophia is a Greek word for wisdom; Sophia represented wisdom in ancient mythologies. In the context of our course, SOPHIA means: Speak Out, Play Havoc, Imagine Alternatives (please refer to Chinn's (2023) *Peace and Power: Creative Leadership in Building Communities*, pp. 61-79).

1. Discussion Board: Convening a SOPHIA: (10%)

The SOPHIA is a 1-2 page overview of the topic area prepared by the convener and posted on Sunday by Midnight at the beginning of each Module (See Class Schedule). Each student will post at least one, perhaps two depending how many students are in the class. There are a total of 10 SOPHIAS. SOPHIA (10%). The format of a SOPHIA is in *Chinn's Peace and Power: New Directions for Building Community* in **Chapter 7**. The SOPHIA is based on the readings that a particular Module **for that week**. Each SOPHIA will have a

convener, and in the first class we will determine who will be the convener for each assigned SOPHIA (see class schedule). The SOPHIA calls for the convener to take a position on the topic, to share personal perspectives, to challenge current thinking to evoke dialogue and to break through boundaries of conventions and imagine possibilities and new ways of looking at the topic. **The convener will set the agenda for discussion** by posing some **critical questions for discussion at the conclusion of the SOPHIA**. At the conclusion of the discussion the convener should summarize and synthesize the main themes of the dialogue. **Each SOPHIA will end with a *closing* posted online. The *closing* post includes three parts: 1) an appreciation for something or someone; 2) a critique of the group process; 3) an affirmation, a positive statement couched in the present that can inspire you and the group.**

2. Class Presentation on a Caring Theory. (10%)

This assignment consists of a short 15-minute presentation to the class on a selected caring theory. Each student will be assigned or will select one of the caring theories in Smith (2020) *Nursing Theories and Nursing Practice* textbook. Each student will present a different theory. The choice of theories to be presented include the following (Leininger; Watson; Boykin & Schoenhofer; Liehr & Smith; Locsin; Ray (Theory of Bureaucratic Caring); M. Smith's Theory of Unitary Caring; Swanson, Falk-Rafael; Katie Eriksson. The presentations will be scheduled for presentation on **10/12; and 11/16**

The short presentation should include a Powerpoint presentation and may include handouts. The presentation outline is as follows: theorist's background; the assumptions of the theory; major concepts and their definitions; diagram of the model showing the relationships among the concepts (most have a diagram, if not you can create one); brief examples of how the theory has been used in research.

3. Discussion Board: Participating in SOPHIA "Informed Idea Conversations" (20%)

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

In this course, the SOPHIA discussions are best guided by a format I refer to as an "*informed idea conversation*." The assigned readings in the syllabus for this week's SOPHIA will help prepare you for engaging in the conversations in an "informed" way. Informed means that you are knowledgeable about the topic of conversation. I prefer the term "*conversation*" rather than "discussion" because the root meaning of *discuss* is to "talk over" and "take apart." I prefer to view your mutual dialogues as "conversations" that rather than taking apart a topic, an informed conversation is aimed at synthesis and building knowledge. When I lived in Iowa, I was struck by the Amish who engaged in "barn raising" and this barn raising process serves as a metaphor for how I see informed idea conversations unfolding. **The Barn Raising:** Ideas or observations

are offered as hypotheses or starting points. Others in the group work to strengthen, alter, or reframe the idea, and may begin to replace some ideas with others, as the conversation emerges. Participants are not restricted to “ownership” of an idea, and ask questions and propose new ideas without being forced to “defend” one idea as better than all others. However, the group’s goal is to develop strong, detailed, and rich ideas, ones that differ in major or minor ways from the initial ideas that the participants proposed.

Kahn suggests that the **Barn Raising conversation may be the most productive of all** but may also be the least practiced and most difficult kind of conversation to develop. My hope is that we will use the “Barn Raising” approach in all class conversations. Here are some of his observations about conducting Barn Raising conversations.

- a.) Try to emerge from the conversation with different ideas from those that you held at the beginning.
- b.) Try to learn something new in the conversation.
- c.) Try to collaborate on building ideas as a group, in a way that provides more richness of thought than any one person could offer.
- d.) Try to emerge from the conversation with a sense of appreciation and respect for others in the group, while developing and maintaining a sense of self-appreciation.

Rubric for Grading Participation in Seminar Discussions

The following 5 criteria are used in assessing your participation in each of the seminar discussions:

- Contributions to discussion are supported by readings from the course literature.
- Responses are organized, clearly stated, and parsimonious.
- At least one substantive discussion item appears in each online forum.
- Presence in classroom and online seminars.
- Contributions are respectful of others.

Performance on each criterion will be graded using the following point values:

- 4 points = Always evident
- 3 points = Frequently evident
- 2 points = Sometimes evident
- 1 point= Rarely evident

4. Scholarly paper (Scaffolded Submissions) – 3 papers (15, 15, and 30%) each submission – Total 60%

The purpose of the Scholarly Paper assignment is to contextualize the student’s phenomenon of interest within a Caring Science-based theoretical framework. The paper will be scaffolded with three parts that

build on the previous part/s to create the final paper submission. Doctoral level quality of thinking and expression is expected in integrating the philosophical and theoretical foundation of Caring Science with a phenomenon of interest and presenting a synthesis reflecting innovative thinking.

Part One: Phenomenon of interest, its significance and relationship to Caring Science – 5-6 pages

Part Two: Caring theory or theories relevant to the phenomenon of interest– 10-12 pages (Includes Part one revised)

Part Three: Synthesis of a Caring Science-based theoretical framework for the phenomenon of interest – 15-18 pages (Includes Parts one and two revised).

Each submission will build from the previous submission so that the student will incorporate the feedback from the previous paper.

Guidelines to Paper 1 [Paper Due September 22, 2024; 11:59]

Phenomenon of Interest, Significance, and Relationship to Caring Science

All research emerges from a perceived problem or some unsatisfactory situation in the world that we want to better understand or solve. Secondly, all research flows from some theoretical perspective. In this college and course, caring science is the theoretical foundation for advancing nursing knowledge.

The purpose of this assignment is to help you begin to identify the research question you wish to address for your final paper in this course. The research question is a clear statement about what you wish to know about the “unsatisfactory situation” that is cast in precise, answerable form. You may already know the topic you plan to address in your dissertation research, and it would be helpful that you tie this assignment closely to your proposed dissertation idea or research question. In addition, it is important that you develop a clear understanding of what is motivating your work to help you avoid losing your way or spending time and effort doing things that don’t advance you in addressing your research question. It will be most helpful for you to identify the personal, practical, and intellectual motivations that may lie behind your dissertation choice and to tie these motivations to advancing caring science.

For this assignment you will 1) State briefly the problem you plan to address for your research topic 2) Explain the significance of the research problem using research literature; Describe who you are in relation to what and who you are studying and how you think your personal background and

experience may affect your research;) State and examine your goals and assumptions as they relate to your study; and 4) Connect the research topic to caring science.

The best way to approach this assignment is to follow the guidelines below. First, write a brief introduction, one paragraph or about half a page. Use a subheading: Introduction. The introduction best begins with a statement about the significance of caring science as a foundation for advancing nursing science. In a sentence or two, identify the phenomenon of interest you will address in your paper. End the introduction with a purpose statement: "The purpose of this paper is to (name the phenomenon of interest) and relate this topic to caring science." The introduction should be less than one page.

In the second part of the paper (Use the subheading; Phenomenon of Interest and Significance) restate the research problem. One of the most important parts of a dissertation proposal is having a clear statement of the problem that the study will address. The phenomenon of interest or concern is usually a problem statement set within a discussion of the background or context to the problem and a statement of its significance. It is common to see Background, Problem, and Significance as separate subheads in a proposal. In the second part of the paper address: What is the background of the problem? Why is this problem important or significant to address. Some demographics and statistics describing the scope, extent of the problem is important to include. What are the consequences or the problems to human health if this problem is not addressed? How will your study contribute new or additional knowledge in understanding or addressing this problem? A statement of the problem need not be simple, but it must be clear and it must be explicit. These questions should be seen to be logically linked to the overall problem and should be as precise and clear as possible, within the bounds of the overall approach to the inquiry. This section of the paper should be 2 to 3 pages in length.

The third section of the paper (Use the Subheading "Personal Perspective") addresses who you are in relation to what and who you are studying. It is influenced by your personal history, your previous experiences (especially those pertinent to your study topic), and your cultural worldview. The emphasis is on you in relation to your research topic/participants. For example, what prior experiences have you had that are relevant to your topic or setting? What assumptions about your topic or setting have resulted from these experiences? What goals have emerged from these, or have otherwise become important for your research? How have these experiences, assumptions, and goals shaped your decision to choose this topic, and the way you are approaching this project? What potential advantages do you think the goals, beliefs, and experiences that you described have for your study? What potential disadvantages do you think these may create for you, and how might you deal with these?" This section can be addressed in no more than one page.

In the final major section of the paper (Phenomenon of Interest and Caring Science), relate your phenomenon of interest (research problem) to caring science. In this section, use the sources you have been reading (Ex. Boykin & Schoenhofer; Watson, Smith, Roach, Leininger, Ray, Butcher and others) to make the point that caring science is an essential domain in nursing. Define and explain what caring science is. Reference your sources. How is your phenomenon of concern related to caring science? Conclude your paper by stating how does addressing the research problem contribute to or advance caring nursing science. This section can be 1 to 1.5 pages.

This paper is to be scholarly and will need to be concise. You will expand on the ideas in this paper in papers 2 and 3. This will be only a 5-6 pages excluding title page and references (double spaced with one-inch margins). Use APA style throughout. Papers are to have a title page, running header, page numbers, and a references page/s using APA style. Attach the rubric below to the end of your paper. Paper is Due Sunday September 22. Upload the paper to the Canvas course site.

Attach the Grading Rubric on the next page to the end of Paper 1 in Word Format

| Criterion | Inadequate 0 points (0) | Minimal 5 points | Adequate 10 points | Good 13 points | Excellent 15 points | Score |
|----------------------------|--|---|---|---|--|-------|
| Introduction Background | No statement of Purpose or background provided | Weak/minimal purpose statement with little background | Has a purpose statement, but lacks clarity. Does not include key references from readings | Background presented and described, includes references for support, but lack some depth. | Clear purpose statement, background provides a clear foundation to the paper, and is supported by references from reading. | 15 |
| Criterion | Inadequate 0 points (0) | Minimal 5 points | Adequate 10 points | Good 15 points | Excellent 20 points | Score |
| Phenomenon of Interest | Phenomenon of interest and | Phenomenon of interest and significance is | Names the phenomenon of interest and but | Names a theory, provides an | Names the phenomenon of interest and | 20 |

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| and Significance | significance is not presented in the author's own words | minimally presented, some critical concepts omitted | the significance of the problem is not clearly defined and ad there are few references/stats describing or substantiating the importance, nature, and scope of the problem | adequate description of the phenomenon of interest and its significance but there is a lack some depth or is not complete | significance, a well written description of the problem with current references and stats describing the nature and scope of the problem | |
| Personal Perspective | Does not provide a personal perspective on the phenomenon of interest. | Provides little description about why personal experiences or background related to the population, research problem, or the goals, beliefs about the problem. | Provides an adequate description about how personal experiences or background related to the population, research problem, or the goals, beliefs about the problem, but the descriptions lack depth. | Provides a good description about why personal experiences and their background is related to the population, research problem. Goals, beliefs, and assumptions about the problem are included but there is some lack of depth. | Provides an excellent description about why personal experiences and background is related to the population, research problem. Goals, beliefs, and assumptions about the problem are included and with depth of explanation | 20 |
| Phenomenon of Interest and Caring Science | Does not name or describe foundational literature that provide a theoretical foundation of caring as an | Provides a weak description of caring as an essential domain in nursing, lacks references and definitions | Provides an incomplete description of caring as an essential domain and the connection between the phenomenon of | Provides a good description of caring as an essential domain and a nicely developed connection | Provides an excellent description of caring as an essential domain and a clear and a well developed connection | 20 |

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| | essential domain in nursing. | of caring, and there is a weak connection between the phenomenon of interest and caring science. | interest and caring needs to be more fully developed. | between the phenomenon of interest and caring, however more depth in making the connection is needed | between the phenomenon of interest and caring | |
| Development | Premises and argument cannot be identified | Premises can be identified but are not linked into an argument | Paragraphs are not clearly related to one another and/or to the argument | One paragraph is not internally consistent | Paragraphs are linked logically and stylistically | 10 |
| Clarity | Argument and evidence and cannot be identified as such | Theoretical language misapplied; other inappropriate word choices | Multiple problems with writing style – informality, jargon, stilted language, exaggeration or overstatement | No more than one instance of a writing style problem | Writing is clear, concise, accurate, and easy to follow. | 10 |
| Criterion | 0 points | 0 points | 2 point | 3 point | 5 points | |
| Mechanics (APA) | More than 3 errors | Persistent or mechanical APA errors (errors that have been identified in previous papers). Rubric Attached. | 3 errors | 2 error | No errors | 5 |

Caring Theory and Theories Relevant to the Phenomenon of Interest

All research flows from a theoretical perspective, whether the implicit or explicitly identified by the researcher. In this college and course, caring science is the theoretical foundation for advancing nursing knowledge. The purpose of this assignment is to help you further develop and expand the connection between your phenomenon of interest and extant caring nursing science theories. Extant nursing theories are those caring theories that are developed by nurse theorists for the purpose of guiding nursing research, education, and practice. This paper builds on your first paper, however, you can refine your research topic and question, or even change your topic. Hopefully, this course and these papers will form the foundation for your dissertation research. For this assignment you will 1) State briefly the problem you plan to address for your research topic; 2) Explain the significance of the research problem using research literature; 3) Conceptualize the phenomenon of interest within a specific caring theory.

The best way to approach this assignment is to follow the guidelines below. First, write a brief introduction, one paragraph or about half a page. Use a subheading: Introduction. The introduction best begins with a statement about the significance of caring science as a foundation for advancing nursing science. Refine what you stated in Paper 1. In a sentence or two, identify the phenomenon of interest you will address in your paper. End the introduction with a purpose statement: "The purpose of this paper is to (name the phenomenon of interest) and to conceptualize this phenomenon within a specific caring theory (name the theory in the purpose statement)." The introduction should be less than one page.

In the second part of the paper (Use the subheading; Phenomenon of Interest and Significance) restate the research problem. Refine and develop further what you wrote in your first paper. The phenomenon of interest or concern is usually a problem statement set within a discussion of the background or context to the problem and a statement of its significance. It is common to see Background, Problem, and Significance as separate subheads in a proposal. In the second part of the paper address: What is the background of the problem? Why is this problem important or significant to address. Some demographics and statistics describing the scope, extent of the problem is important to include. What are the consequences or the problems to human health if this problem is not addressed? How will your study contribute new or additional knowledge in understanding or addressing this problem? A statement of the problem need not be simple, but it must be clear and it must be explicit. Include references of other studies that focus on your phenomenon of concern and identify gaps in the literature that point to the need to conduct your study, pointing out how your study will advance understanding of the phenomenon, help address the issue, how your research will contribute to knowledge that advances nursing science/caring theory. This section of the paper should be about 3-4 pages in length.

In the third section of the paper, which is the major portion of this of this paper, use the subheading (Caring Conceptual Framework). In this section, you will conceptualize the phenomenon of interest within a specific caring theory. First, briefly explain why it is important to ground your research within a nursing perspective, and why you have selected caring science as your paradigmatic perspective. In the second paragraph, name the specific theory you have selected, and provide a rationale as to why you have chosen the specific caring model. In the third paragraph, describe the model. You will need to identify the theories major assumptions and concepts and define and describe each major concept. You could use an Appendix attached to the end of your paper listing the concepts and their definitions and/or include a diagram of the model showing relationships among the major concepts in the specific caring model. However, you still need to explain the model in the text of the paper. You also create a table listing the concepts and definitions placed in the body of the text. In the next paragraph, start by naming your phenomenon of interest again and offer a definition of the phenomenon within the context of the caring within the caring theory. This is accomplished by using concepts within the theory to define your phenomenon of interest. To help you, you might want to see if there are any published papers on your phenomenon of interest which focused on your phenomenon and see how those authors conceptualized the phenomenon. Also, see what other theories nursing or non-nursing theories are used in research studies in the literature, you can cite these and describe them in you paper, but then try reconceptualize the theories within the context of your caring model by connecting the concepts to the concepts in the caring theory. Reading the conceptual framework section in research papers that use a caring theory will most help. This is essentially a creative process, and may be a challenge at first, but as you become more familiar and immerse in caring theories, the clearer conceptualizing your phenomenon of interest within caring science becomes. This section can be 6 pages in length.

This paper is to be scholarly and will need to be concise. You will expand on the ideas in this paper in the final paper. This will be 10-12 pages excluding title page, references and Appendix, if you use one (double spaced with one-inch margins). Use APA style throughout. Papers are to have a title page, running header, page numbers, and a references page/s using APA style. Paper is Due Sunday October 20. Upload the paper to the Canvas course site.

Attach the rubric one the next page to the end of your paper.

| Inadequate | Minimal | Adequate | Good | Excellent | Score |
|--|--|---|---|---|-------|
| 0 points (0) | 5 points | 10 points | 13 points | 15 points | |
| No statement of Purpose or background provided | Weak/minimal purpose statement with little background | Has a purpose statement, but lacks clarity. Does not include key references from readings | Background presented and described, includes references for support, but lack some depth. | Clear purpose statement, background provides a clear foundation to the paper, and is supported by references from reading. | 15 |
| Inadequate | Minimal | Adequate | Good | Excellent | Score |
| 0 points (0) | 5 points | 10 points | 15 points | 20 points | |
| Phenomenon of interest and significance is not presented in the author's own words | Phenomenon of interest and significance is minimally presented, some critical concepts omitted | Names the phenomenon of interest and but the significance of the problem is not clearly defined and ad there are few references/stats describing or substantiating the importance, nature, and scope of the problem | Names a theory, provides an adequate description of the phenomenon of interest and its significance but there is a lack some depth or is not complete | Names the phenomenon of interest and significance, a well written description of the problem with current references and stats describing the nature and scope of the problem | 20 |
| Does not name or describe foundational literature that provide a theoretical foundation of caring as an essential domain in nursing. | Provides a weak description and incomplete description of the caring theory . | Provides a good description of the caring model, but some concepts are missing and or not well defined or described. | Provides a complete description of selected caring theory, however the description of the theory needs more explanation and depth. | Provides an excellent description, complete and comprehensive description of the caring theory. | 20 |
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| Does not provide a definition of the phenomenon within a specific caring framework, does not connect the concepts of interest to a caring theory. | Provides a weak definition and description of the phenomenon within a caring perspective, and there are few links between the phenomenon and the caring theory with little explanation. | Provides a definition of the phenomenon within a caring model, makes only a few links to the caring theory, and the links are only partially explained. | Provides a well developed conceptualization of the phenomenon within a caring model, and makes good links and nearly complete conceptualization phenomenon of interest within the caring theory, however the links are not fully explained. | Provides a clear fully developed conceptualization of the phenomenon within a caring model, and makes clear explanatory links and a comprehensive conceptualization phenomenon of interest within the caring theory. | 20 |
| Premises and argument cannot be identified | Premises can be identified but are not linked into an argument | Paragraphs are not clearly related to one another and/or to the argument | One paragraph is not internally consistent | Paragraphs are linked logically and stylistically | 10 |
| Argument and evidence and cannot be identified as such | Theoretical language misapplied; other inappropriate word choices | Multiple problems with writing style – informality, jargon, stilted language, exaggeration or overstatement | No more than one instance of a writing style problem | Writing is clear, concise, accurate, and easy to follow. | 10 |
| 0 points | 0 points | 2 point | 3 point | 5 points | |
| More than 3 errors | Persistent or mechanical APA errors (errors that have been identified in previous papers). Rubric Attached. | 3 errors | 2 error | No errors | 5 |

Synthesis of a Caring Science-Based Theoretical Framework for The Phenomenon of Interest

All research flows from a theoretical perspective, whether the implicit or explicitly identified by the researcher. In this college and course, caring science is the theoretical foundation for advancing nursing knowledge.

This is the third and final paper in a sequence of papers, each building on the previous paper. The purpose of these assignments is to help you develop and expand the connection between your phenomenon of interest and extant caring nursing science theories. Extant nursing theories are those caring theories that are developed by nurse theorists for the purpose of guiding nursing research, education, and practice. This paper builds on your second paper, however, you can refine your research topic and question, or even change your topic. Hopefully, this course and these papers will form the foundation for your dissertation research. You should make revisions to all sections of your second paper by adding the specific aims, expanding the background/significance with additional references and supporting research, more fully describe the caring theory, and conceptualize the key concepts of your phenomenon of interest within the perspective of your chosen caring theory.

The best way to approach this assignment is to follow the guidelines below. First, write a brief introduction. Use a subheading: Introduction. The introduction best begins by stating what the phenomenon of interest. Then, introduce caring science and include why caring science is important to the discipline and to your proposed. Refine and expand what you stated in Paper 2. Include classic and key statements and references that support the notion that caring theories/science is central to nursing. You should consider including quotes/statements from the ANA standards of practice, and from Leininger, Watson, Boykin & Schoenhofer, Ray, Barry, Smith, and Butcher to support the selection of a caring theory to guide your research. End the introduction with a purpose statement: "The purpose of this paper is to (name the phenomenon of interest) and to conceptualize this phenomenon within a specific caring theory (name the theory in the purpose statement." The introduction should about a page.

In the second part of the paper use the subheading: "Specific Aims." This is a new section that was not included in papers 1 or 2. In this section, your goal should be to introduce your research subject to the reviewers and quickly capture their attention. This paragraph should describe the significant gap in knowledge that directly relates to the critical need to address this phenomenon of interest.

The Specific Aims section has two paragraphs. Start the first paragraph with a First Sentence/Hook: In this sentence, briefly describe what your dissertation proposal will be about. Ideally, this sentence should convey a sense of importance or urgency to your research. Explain quickly WHAT your research topic is and WHY it is critical that you conduct the research (i.e. saving lives, preventing cancer, etc.)

What is Known: State what is currently known in the specific field. This part should not be very long (3-5 sentences) but it should ground the reader in the subject of your research. Provide the reader with only the necessary details to understand why you are proposing the work. Remember to be concise and focused on only the key points.

Gap in Knowledge: The gap in knowledge is the piece of information that is not known. Clearly state the gap in knowledge that needs to be addressed. Convey that your research will fill this gap using the funding that you are requesting. In the example Specific Aims page we use here (See Figure 1), the most critical piece of the gap in knowledge has been italicized. This technique can be useful to emphasize the most important words or phrases in your Specific Aims page. If you choose to use italics or underline to emphasize key points, remember to do so moderately. Overuse of italics or underlining can be distracting.

The Critical Need: The critical need is the knowledge (hypothesis-driven), technique, new compound, or treatment that you propose to develop. This need is important to increase medically relevant knowledge or improve health care. The critical need is the reason your proposal should be funded. Emphasize the significance of the problem you are trying to address. Additionally, it should be clear in this paragraph that your research proposes the next logical step to advance the field.

The Second Paragraph of the Specific Aims focuses on your goals. In this paragraph, your goal should be to introduce the solution that fills the gap in knowledge. It is critical to convince your reviewers that you (and your colleagues) have the solution to address the current knowledge gap and the expertise to accomplish this solution. Keep your wording simple, relevant, and to the point. You will want to address the following points:

- What do you want to do?
- Why are you doing it?
- How do you want to do it?

Remember, that conceptualizing your research within the specific caring theory is to advance caring nursing science is one of the aims of your research, and you will want to state this. There is some flexibility in this paragraph, depending upon how your proposal is structured and what your goals are. For example, your research may be strictly hypothesis-driven and seek to test several elements of one general hypothesis. In other cases, you may be seeking to develop a critical tool or technique in the proposal. Or, the study may be a qualitative proposal seeking to better understand the nature of

an experience. Based on these variations, this paragraph will shape up differently. However, it should include the following components:

Long-Term Goal: This is your overarching research goal. Remember, one aspect of your research is to advance caring nursing science, so you want to make sure this is included in your specific aims as well.

Hypothesis and Proposal Objectives: Your proposal should contain both of these components, depending on the long-term goal. State your central hypothesis clearly, specifically, and with simple language. You want to demonstrate that you have a hypothesis-driven proposal that is testable. Describe how your project addresses the critical need, and clearly state the proposed solution. In general, avoid vague hypotheses because it will be unclear to readers what you expect to determine with the proposed research.

Rationale: Explain how you arrived at your central hypothesis (for example, using past studies and published literature). Briefly, state what your project's completion would make possible (e.g., new therapeutics). Be sure to include how this study will advance nursing science, specifically caring science. The Specific Aims should be 2 pages in length, double spaced. This may seem short, but it needs to be very concise and succinct. You will expand on all these ideas later in the paper.

This section is often the most difficult to write, so take time in editing and revising this section. After you finish the paper, revisit this section, and edit it again to make sure it is clearly written, succinct, and flows with the rest of the paper.

The third section of the paper is the Background/Significance. You have written a draft of the background/significance in Paper 2. In this paper you will want to expand on this section of adding more literature that supports the Specific Aims. Describe in detail the nature of the problem, include recent stats describing scope, cost, and the negative consequences of the problem. You will want to not just reference a few research studies, but several related studies to your topic. You are building a case as to why your study is needed, what is known, and what needs to be known, and why it is important. You will want to not just reference the research literature, but describe each of the 4-5 related studies (the sample, design, major findings/conclusions). This section may be 4-5 pages in length.

The fourth section is the description of your selected caring framework. Title this section by naming the specific theory (eg. Watson's Caring Theory). Like in Paper 2, describe the model, but based on the feedback you were given, you may need to expand and deepen your presentation of the specific theory. Make sure you identify the theory's major assumptions, all major concepts, and define/describe each the major concepts in the theory. You could use an Appendix attached to the end of your paper listing the concepts and their definitions and/or include a diagram of the model showing relationships among the major concepts in the specific caring model. However, you still need to explain the model in the text of the paper. It is important to reference other studies that have used this theory in research, especially studies that focus on your phenomenon of interest. You can also create

a table listing the concepts and definitions placed in the body of the text. The section may be up to 4 pages or so in length.

The fifth and last section of the paper is where you conceptualize your phenomenon of interest within the specific caring conceptual you presented in the section above. Build on what you wrote in Paper 2, defining the phenomenon of interest within the caring theory using the concepts and language within the theory. Select the key concepts in your proposed study, there often is more than one. Conceptualize each within the perspective of the theory. If your phenomenon focuses on a particular disease/illness, condition or process, how is this understood within the context of the caring theory. If you are proposing an intervention to affect some change, how would be conceptualize the intervention within the theory, and what outcomes would be relevant to examine, and how would you conceptualize these outcomes within the theory. You should see if there are any other studies focusing on your phenomenon that used your theory, this can help you in identifying how other researchers used the theory as a conceptual framework. You should reference these in this section to provide support for using the theory to study your phenomenon, so you are building on the work of others. This is essentially a creative process, and may be a challenge at first, but as you become more familiar and immerse in caring theories, the clearer conceptualizing your phenomenon of interest within caring science becomes. This section can be 3-4 pages in length.

This paper is to be scholarly and will need to be concise and counts as 30% of your final grade. The paper can 15-18 pages excluding title page, references, and Appendix, if you use one, and the paper is to be double spaced with one-inch margins). Use APA style throughout. Papers are to have a title page, running header, page numbers, and a references page/s using APA style. Attach the rubric below to the end of your paper. Paper is Due Sunday November 24. Upload the paper to the Canvas course site.

Attach Grading Rubric on the next page to the end of Paper 3 in Word Format

| Criterion | Inadequate | Minimal | Adequate | Good | Excellent |
|--------------|--|---|--|---|--|
| | 0 points (0) | 5 points | 8 points | 10 points | 15 points |
| Introduction | No statement of Purpose or background provided | Weak/minimal purpose statement with little background | Has a purpose statement, but lacks clarity. Does not include key | Background presented and described, includes references for support, but lack some depth. | Clear purpose statement background clear foundation paper, and supported |

| | | | | | |
|--|--|---|---|--|--|
| | | | references from readings | | references reading. |
| Specific Aims | There are no specific aims identified. | The specific aims are not clearly written, vague, and some components of the statement are missing. | The specific aims are clearly written, but some several of the components of this section are not clearly stated. | Well written goals/objectives/hypotheses. What is known/gaps/ and why this research is necessary are addressed, but some of these components need more development or clarity. | Very clear succinctly goals/objectives. What is known and why this is necessary clearly addressed. |
| Phenomenon of Interest and Significance | Phenomenon of interest and significance is not presented in the author's own words | Phenomenon of interest and significance is minimally presented, some critical concepts omitted | Names the phenomenon of interest and but the significance of the problem is not clearly defined and addressed there are few references/statistics describing or substantiating the importance, nature, and scope of the problem | Names a theory, provides an adequate description of the phenomenon of interest and its significance but there is a lack some depth or is not complete | Names the phenomenon of interest and its significance is written describing the problem current research states description nature and the problem |
| Description of Caring Conceptual Framework | Does not name or describe foundational literature that provide a theoretical foundation of caring as an essential domain in nursing. | Provides a weak description and incomplete description of the caring theory . | Provides a good description of the caring model, but some concepts are missing and or not well defined or described. | Provides a complete description of selected caring theory, however the description of the theory needs more explanation and depth. | Provides a description and complete description of caring theory |
| Conceptualization | Does not | Provides a | Provides a | Provides a well developed | Provides a |

| | | | | | |
|---|--|--|--|---|---|
| of Phenomenon within a specific caring theory | provide a definition of the phenomenon within a specific caring framework, does not connect the concepts of interest to a caring theory. | weak definition and description of the phenomenon within a caring perspective, and there are few links between the phenomenon and the caring theory with little explanation. | definition of the phenomenon within a caring model, makes only a few links to the caring theory, and the links are only partially explained. | conceptualization of the phenomenon within a caring model, and makes good links and nearly complete conceptualization phenomenon of interest within the caring theory, however the links are not fully explained. | developed conceptual the pheno within a ca and make: explanator a compreh conceptua phenomer interest wi caring the |
| Development | Premises and argument cannot be identified | Premises can be identified but are not linked into an argument | Paragraphs are not clearly related to one another and/or to the argument | One paragraph is not internally consistent | Paragraph logically and stylistically |
| Clarity | Argument and evidence and cannot be identified as such | Theoretical language misapplied; other inappropriate word choices | Multiple problems with writing style – informality, jargon, stilted language, exaggeration or overstatement | No more than one instance of a writing style problem | Writing is concise, a easy to fol |
| Criterion | 0 points | 0 points | 2 point | 3 point | 5 points |
| Mechanics (APA) | More than 3 errors | Persistent or mechanical APA errors (errors that have been identified in previous papers). Rubric Attached | 3 errors | 2 error | No errors |

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

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

1. Discussion Board: Convening one SOPHIA 10%

1. Discussion Board: Weekly participation online Discussion Board 20%

1. Class presentation on a caring theory (in Class 2 and 3) 10%
2. Scholarly papers
 - PAPER 1 Due Sept 22 15%
 - PAPER 2 Due Oct 20 15%
 - PAPER 3 Due November 24 30%

COURSE ASSIGNMENTS:

1. Discussion Board: Convening a SOPHIA: (10%)

The SOPHIA is a 1-2 page overview of the topic area prepared by the convener and posted on Sunday by Midnight at the beginning of each Module (See Class Schedule). Each student will post at least one, perhaps two depending how many students are in the class. There are a total of 10 SOPHIAS. SOPHIA (10%). The format of a SOPHIA is in *Chinn's Peace and Power: New Directions for Building Community* in **Chapter 7**. The SOPHIA is based on the readings that a particular Module **for that week**. Each SOPHIA will have a convener, and in the first class we will determine who will be the convener for each assigned SOPHIA (see class schedule). The SOPHIA calls for the convener to take a position on the topic, to share personal perspectives, to challenge current thinking to evoke dialogue and to break through boundaries of conventions and imagine possibilities and new ways of looking at the topic. **The convener will set the agenda for discussion** by posing some **critical questions for discussion at the conclusion of the SOPHIA**. At the conclusion of the discussion the convener should summarize and synthesize the main themes of the dialogue. **Each SOPHIA will end with a closing posted online. The closing post includes three parts: 1) an appreciation for something or someone; 2) a critique of the group process; 3) an affirmation, a positive statement couched in the present that can inspire you and the group.**

2. Class Presentation on a Caring Theory. (10%)

This assignment consists of a short 15-minute presentation to the class on a selected caring theory. Each student will be assigned or will select one of the caring theories in Smith (2020) *Nursing Theories and Nursing Practice* textbook. Each student will present a different theory. The choice of theories to be presented include the following (Leininger; Watson; Boykin & Schoenhofer; Liehr & Smith; Locsin; Ray (Theory of Bureaucratic Caring); M. Smith's Theory of Unitary Caring; Swanson, Falk-Rafael; Katie Eriksson. The presentations will be scheduled for presentation on **10/12; and 11/16**

The short presentation should include a Powerpoint presentation and may include handouts. The presentation outline is as follows: theorist's background; the assumptions of the theory; major concepts and their

definitions; diagram of the model showing the relationships among the concepts (most have a diagram, if not you can create one); brief examples of how the theory has been used in research.

3. **Discussion Board: Participating in SOPHIA "Informed Idea Conversations" (20%)**

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

In this course, the SOPHIA discussions are best guided by a format I refer to as an "*informed idea conversation*." The assigned readings in the syllabus for this week's SOPHIA will help prepare you for engaging in the conversations in an "informed" way. Informed means that you are knowledgeable about the topic of conversation. I prefer the term "*conversation*" rather than "discussion" because the root meaning of *discuss* is to "talk over" and "take apart." I prefer to view your mutual dialogues as "conversations" that rather than taking apart a topic, an informed conversation is aimed at synthesis and building knowledge. When I lived in Iowa, I was struck by the Amish who engaged in "barn raising" and this barn raising process serves as a metaphor for how I see informed idea conversations unfolding. **The Barn Raising:** Ideas or observations are offered as hypotheses or starting points. Others in the group work to strengthen, alter, or reframe the idea, and may begin to replace some ideas with others, as the conversation emerges. Participants are not restricted to "ownership" of an idea, and ask questions and propose new ideas without being forced to "defend" one idea as better than all others. However, the group's goal is to develop strong, detailed, and rich ideas, ones that differ in major or minor ways from the initial ideas that the participants proposed.

Kahn suggests that the **Barn Raising conversation may be the most productive of all** but may also be the least practiced and most difficult kind of conversation to develop. My hope is that we will use the "Barn Raising" approach in all class conversations. Here are some of his observations about conducting Barn Raising conversations.

- a.) Try to emerge from the conversation with different ideas from those that you held at the beginning.
- b.) Try to learn something new in the conversation.
- c.) Try to collaborate on building ideas as a group, in a way that provides more richness of thought than any one person could offer.
- d.) Try to emerge from the conversation with a sense of appreciation and respect for others in the group, while developing and maintaining a sense of self-appreciation.

Rubric for Grading Participation in Seminar Discussions

The following 5 criteria are used in assessing your participation in each of the seminar discussions:

- Contributions to discussion are supported by readings from the course literature.
- Responses are organized, clearly stated, and parsimonious.

- At least one substantive discussion item appears in each online forum.
- Presence in classroom and online seminars.
- Contributions are respectful of others.

Performance on each criterion will be graded using the following point values:

- 4 points = Always evident
- 3 points = Frequently evident
- 2 points = Sometimes evident
- 1 point= Rarely evident

4. Scholarly paper (Scaffolded Submissions) – 3 papers (15, 15, and 30%) each submission – Total 60%

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

Part One: Phenomenon of interest, its significance and relationship to Caring Science – 5-6 pages

Part Two: Caring theory or theories relevant to the phenomenon of interest– 10-12 pages (Includes Part one revised)

Part Three: Synthesis of a Caring Science-based theoretical framework for the phenomenon of interest – 15-18 pages (Includes Parts one and two revised).

Each submission will build from the previous submission so that the student will incorporate the feedback from the previous paper.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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 [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all 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 non-attendance. 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 absences 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 Policy Statement

In accordance with the 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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

| Letter Grade | Letter Grade |
|--------------|--------------|
| A | 94 - 100% |
| A- | 90 - 93% |

| Letter Grade | Letter Grade |
|--------------|--------------|
| B+ | 87 - 89% |
| B | 84 - 86% |
| B- | 80 - 83% |
| C+ | 77 - 79% |
| C | 74 - 76% |
| C- | 70 - 73% |
| D+ | 67 - 69% |
| D | 64 - 66% |
| D- | 61 - 63% |
| F | 0 - 60% |

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the

student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

Policy on Make-up Tests, Late work, and Incompletes

There is no make-up work or extra credit.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to

help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

College of Nursing Policies

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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 University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at

<http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to

<http://www.fau.edu/counseling/>

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.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and

incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

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 non-attendance. 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 absences 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. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

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.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

1. Caring and the discipline of Nursing
1. What is Caring Science?

1. Ontology of Caring: Theoretical Foundations of Caring Science

1. Philosophical foundations

1. Grand theories and conceptual models

1. Middle range theories

1. Practice and situation-specific theories

1. Epistemology of Caring Science: Integrating Patterns of Knowing in understanding the whole

1. Anthropological knowledge of care and caring

1. Ethical knowledge of caring: Caring ethics and the moral imperative to care

1. Caring praxis

1. Transforming healthcare through caring

1. Caring and pedagogy

1. Caring and technology

1. Caring-based leadership

Course schedule

| Date | Topic | Assigned Reading | Assignment Due: |
|-----------------------------|----------------------------|---|---|
| Week 1 August 17-25 | Course Introduction | Fawcett, J. (2019). Developing the knowledge of human caring. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 103-116). Springer. Textbook. | Week 1 August 17-25 |
| Class: | What is Nursing Science | | Complete online introductions in the discussion forum by August 25. |
| August 17 (2:00-7:00 PM) | Overview of Caring Science | <p>Butcher, H. K. (2004). Nursing's distinctive knowledge base. In L. Haynes, H. K. Butcher, & T. Boese (Eds). Nursing in contemporary society: Issues, trends and transition into practice (pp. 71-103). Boston: Prentice Hall. Readings on Canvas</p> <p>Butcher, H.K. (2024). Originating research ideas. Nursing Science Quarterly, 37(1), 9-17. https://doi.org/10.1177/08943184231207</p> <p>Reading on Canvas</p> <p>Butcher, H.K. (2023). Cultivating awe: A means to inspire sciencing. Nursing Science Quarterly. 36, 325-332. DOI:10.1177/089431187852</p> <p>Reading on Canvas</p> | |

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| | | <p>Butcher, H. K. (2004). Making caring visible. In L. Haynes, H. K. Butcher, & T. Boese (Eds). Nursing in contemporary society: Issues, trends and transition into practice. (pp. 127-145). Boston: Prentice Hall.</p> <p>Reading on Canvas</p> <p>Turkel, M.C., Watson, J., Giovannoni, J. (2018). Caring science or Science of Caring. Nursing Science Quarterly, 31,66-71. Reading on Canvas.</p> <p>Smith, M.C. (2019). Advancing caring science through missions of teaching, research/scholarship, practice, and science. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 295-301). Springer. Textbook.</p> <p>Horton-Deutsch, S., Oman, K., & Sousa, K. (2019). Nurturing doctorally prepared caring scientists. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 277-284). Springer. Textbook.</p> | |
| <p>Week 2</p> <p>Aug 26-Sept 1</p> | <p>Peace and Power Processes</p> <p>Caring and the discipline of Nursing</p> | <p>Read (Chapter 7). Chinn (2023). Peace and Power: New Directions for Building Community. Required Text.</p> <p>Mayeroff, M. (1971). On caring. New York: HarperCollins.</p> | <p>SOPHIA: 1</p> <p>Discussion Forum on CANVAS:</p> |

Convener:
Howard

What is Caring Science?

Required text

Gaut, D.A. Development of a theoretically adequate description of caring. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 17. In Required Text

Morse, Solberg, Neander, Bottorff, & Johnson. (1990). Concepts of caring and caring as a concept. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 1. In Required Text.

Swanson, K. What is known about caring in nursing science. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 4. In Required Text.

Boykin, A. & Schoenhofer, A. Caring in nursing: Analysis of extant theory. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 2. In Required Text.

Leininger, M. Caring—An essential human need. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 6. In Required Text.

Watson (1985). Nursing: The philosophy and Science of Caring. In Smith, Turkel,

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| | | & Wolf (2013). Caring in Nursing Classics: Chapter 7. Required Text. | |
| Week 3 Sept 2-Sept 8 Convener: | Ontology of Caring: Theoretical Foundations of Caring Science Philosophical Foundations | <p>Watson, J., Smith, M.C., & Cowling, W.R. (2019). Unitary caring science: Disciplinary evolution of nursing. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 21-51). Springer. Textbook.</p> <p>Patterson & Zderad. Foundations of Humanistic Nursing. In Smith, Turkel, & Wolf (2013). Chapter 8 Caring in Nursing Classics. In Required Text</p> <p>Roach, S.M.S. Caring: The Human Mode of Being in Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 9. In Required Text</p> <p>Eriksson, K. Caring science in a new key. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 11. In Required Text</p> <p>Roach, S. (1992). The Human Act of Caring: A Blueprint for the Health Professions-PDF on Canvas</p> <p>Roach MS. (1998). Caring ontology: ethics and the call of suffering.</p> | SOPHIA: 2 Discussion Forum on CANVAS: |

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| | | <p>International Journal for Human Caring, 2(2), 30–34. Reading on Canvas</p> <p>Watson, J. Nursing: The Philosophy and science of caring. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 7. In Required Text</p> <p>Watson, J. The theory of human caring: Retrospective and prospective. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 15. In Required Text.</p> <p>Watson, J. Nursing: The philosophy and science of caring (revised edition). Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 16. In Required Text</p> | |
| <p>Week 4</p> <p>Sept 9-15</p> <p>Class:</p> <p>Sept. 15 (2PM-7 PM)</p> <p>Convener:</p> | <p>Epistemology of Caring Science:</p> <p>Integrating Patterns of Knowing in understanding the whole</p> | <p>Silva, M.C., Sorrell, J.M., & Sorrel, C.D. (1995). From Carper's patterns of knowing to ways of being: An ontological philosophical shift in nursing. ANS, 18(1), 1-13.</p> <p>Reading on Canvas</p> <p>Watson, J., & Horton-Deutsch, S. (2019). Ways of being/knowning/becoming. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 295-301). Springer. Textbook.</p> | <p>SOPHIA: 3</p> <p>Discussion Forum on CANVAS:</p> |

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| | | <p>Thorne, S. (2020). Rethinking Carper's personal knowing for the 21th century. Nursing Philosophy, https://doi.org/10.1111/nup.12307. Reading on Canvas</p> <p>Corwin, E., Redeker, N.S., Richmond, T.S., Docherty, S.L., & Pickler, R. H. (2019). Ways of knowing in precision health. Nursing Outlook, 67, 293-301. Reading on Canvas</p> <p>Constantinides, S. M. (2019). Compassionate knowing: Building a concept grounded in Watson's theory of caring science. Nursing Science Quarterly, 32, 219-225. Reading on Canvas</p> <p>Salviano, M. E., Nascimento, P. D., Paula, M. A., Vieira, C. S., Frison, S. S., Maia, M. A., Souza, K. V., & Borges, E. L. (2016). Epistemology of nursing care: A reflection on its foundations. Revista brasileira de enfermagem, 69(6), 1240–1245. Reading on Canvas</p> | |
| <p>Week 5</p> <p>Sept 16-22</p> <p>Convener:</p> | <p>Grand Caring Nursing Theory: Nursing as Caring</p> | <p>Boykin, A. & Schoenhofer, S. (2001). Nursing as Caring Required text.</p> <p>Boykin, A., & Schoenhofer, S.O. (2020). Theory of nursing as Caring. In M. C. Smith (Ed). Nursing theories and nursing</p> | <p>SOPHIA: 4</p> <p>Discussion Forum on CANVAS:</p> |

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| | | <p>practice (Fifth Edition). (pp. 333-347). Philadelphia: F.A. Davis. In Required Text.</p> <p>Finch, L.P., Thomas, J.D., & Schoenhofer, S. O. (2006). Research-as-praxis: A mode of inquiry into caring in nursing. International Journal for Human Caring, 10, 28-31.</p> <p>Reading on Canvas.</p> | |
| <p>Week 6</p> <p>Sept 23-Sept 29</p> <p>Convener:</p> | <p>Grand Caring Nursing Theory: Watson's Theory of Caring</p> | <p>Watson, J. (2018). Unitary Caring Science. University of Colorado Press Required Text</p> <p>Watson, J. (2020). Jean Watson's theory of unitary caring science and theory of human caring. In M. C. Smith (Ed). Nursing theories and nursing practice(Fifth Edition). (pp. 311-331). Philadelphia: F.A. Davis. In Required Text.</p> <p>Smith (1999). Caring and the science of unitary human beings. In Smith, Turkel, & Wolf (2013). Chapter 3 Caring in Nursing Classics. In Required Text.</p> <p>Smith, M.C. (2020). Marlane Smith's Theory of Unitary Caring. In M. C. Smith (Ed). Nursing theories and nursing practice (Fifth Edition). (pp. 493-502). Philadelphia: F.A. Davis. In Required Text.</p> | <p>SOPHIA: 5</p> <p>Discussion on Canvas</p> |

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| <p>Week 7</p> <p>Sept 30-Oct 6</p> | <p>Middle range theories: Swanson</p> | <p>Swanson, K. (1991). Empirical development of a middle range theory of caring. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 13. In Required Text.</p> <p>Swanson, K. (2020). Kristen Swanson's Theory of Caring. In M. C. Smith (Ed). Nursing theories and nursing practice (Fifth Edition). (pp. 503-508). Philadelphia: F.A. Davis. In Required Text.</p> <p>Hanson, M.D. (2004). Using data from critical care nurses to validate Swanson's phenomenological derived middle range caring theory. The Journal of Nursing Theory Construction and Testing, 8, 21-25. Reading on Canvas</p> | <p>Paper 1: Phenomenon of interest, its significance and relationship to caring science.</p> <p>Due: Sept 22</p> |
| <p>Week 8</p> <p>Oct 7-Oct 13</p> <p>Convener:</p> <p>Seminar</p> <p>Oct 13 (2PM-7 PM)</p> | <p>Middle range theories: Ray's Bureaucratic Caring. and Nordic Caring Theories</p> | <p>Arman, M., Ranheim, A., Rydenlund, K., Rytterstrom, P., & Rehnsfeldt, A. (2015). The Nordic tradition of caring science: The works of three theorists. Nursing Science Quarterly, 28, 288-296. Reading on Canvas.</p> <p>Delmar, C. (2019). Scandinavian caring sciences. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 461-474). Springer. Textbook.</p> | <p>SOPHIA: 6 Discussion Forum on CANVAS:</p> |

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| | | <p>Ray, M.A. (2011). Complex caring dynamic: A unifying model of nursing inquiry. In A. Davidson, M. A. Ray, & M.C. Turkel (Eds). Nursing, caring, and complexity science for human-environmental well-being. New York: Springer. Reading on Canvas.</p> <p>Ray, M.A., & Turkel, M.C. (2020), Marilyn Anne Ray's Theory of Bureaucratic Caring. In M. C. Smith (Ed). Nursing theories and nursing practice Fifth Edition. (pp. 449-467). Philadelphia: F.A. Davis. In Required Text.</p> | |
| <p>Week 9</p> <p>Oct 14-Oct 20</p> <p>Convener:</p> | <p>Caring and Ethics: Creating Social Justice and the moral imperative to care</p> | <p>Chinn, P.L. (2019). The evolution of nursing's ethics of caring. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 37-52). Springer. Textbook.</p> <p>Ray, M.A., & Turkel, M.C. Caring as emancipatory nursing praxis: The theory of relational-caring complexity. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 53-72). Springer. Textbook.</p> <p>Falk-Rafael, A. (2020). Adeline-Rafael's Critical Caring Theory. In M. C. Smith (Ed). Nursing theories and nursing practice. (Fifth Edition). (pp. 509-521). Philadelphia: F.A. Davis. In Required Text.</p> | <p>SOPHIA: 7</p> <p>Discussion Forum on CANVAS:</p> <p>Paper 2: Caring theory or theories relevant to the phenomenon of interest.</p> <p>Due: Oct 20</p> |

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| | | <p>Falk-Rafael, A. (2005). Advancing nursing theory through theory-guided practice: The emergence of a critical caring perspective. <i>ANS</i>, 28(1), 38-40. Reading on Canvas</p> <p>Boykin A, & Dunphy L. (2002). Reflective essay: justice-making: nursing's call. <i>Policy, Politics & Nursing Practice</i>, 3(1), 14–19. Reading on Canvas</p> <p>Butcher, H.K. (2022). Community-based participatory research guided by critical caring theory. <i>Nursing Science Quarterly</i>, 35(4). Reading on Canvas</p> | |
| <p>Week 10</p> <p>Oct 21—Oct 27</p> <p>Convener:</p> | <p>Caring Praxis: Teaching</p> <ul style="list-style-type: none"> Transforming health care through caring Caring and pedagogy | <p>Touhy, T., Boykin, A. (2008). Caring as a central domain in nursing education. <i>International Journal for Human Caring</i>, 12(2), 8-15. Reading on Canvas</p> <p>Hills, M., & Care, C. (2019). Curriculum development processes and pedagogical practices for advancing caring science literacy. In W. Rosa, S. Horton-Deutsch (Ed). <i>A handbook for caring science: Expanding the paradigm</i>(pp. 197-210). Springer. Textbook.</p> <p>Hills, M., Watson, J., & Cara, C. (2021). <i>Emancipatory pedagogy: The</i></p> | <p>SOPHIA: 8</p> <p>Discussion Forum on CANVAS:</p> |

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| | | <p>transformation of consciousness through relational inquiry. In M. Hills, J. Watson, and C. Cara, Creating a caring science curriculum: A relational emancipatory pedagogy for nursing (Second Edition), (pp. 69-86). Springer. Reading on Canvas</p> <p>Leners, D.W., & Sitzman, K. (2006). Graduate student's perceptions: Feeling the passion of caring online. Nursing Education Perspectives, 27(6), 315-319. Reading on Canvas</p> <p>Barry, C. D., & Purnell, M. (2008). Uncovering meaning through the aesthetic turn: A pedagogy of caring. International Journal for Human Caring. 12(2), 19-23. Reading on Canvas</p> <p>Watson, J. (2000). Leading via caring-healing: The four-fold way toward transformative leadership. Nursing Administration Quarterly, 25(1), 1-6, 25th Anniversary Edition. Reading on Canvas</p> <p>Brown, L.P. (2011). Revisiting our roots: Caring in nursing curriculum. Nursing Education in Practice, 11, 360-364. Reading on Canvas</p> | |
| <p>Week 11</p> <p>Oct 28-Nov 3</p> <p>Convener:</p> | Caring Praxis: | <p>Boykin, A., & Schoenhofer, S.O. (1991). Story as link between nursing practice, ontology, epistemology. Image: The Journal of Nursing Scholarship, 23, 245-248. Reading on Canvas</p> <p>Liehr, P & Smith, M.J. (2020).</p> | <p>SOPHIA: 9</p> <p>Discussion Forum on CANVAS:</p> |

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| | Story Theory | <p>Patricia Liehr and Mary Jane Smith's Story Theory. In M. C. Smith (Ed). Nursing theories and nursing practice. (Fifth Edition). (pp. 409-420). Philadelphia: F.A. Davis. In Required Text.</p> <p>Wagner, A. L. (2019). Narrative healing. In W. Rosa, S. Horton-Deutsch (Ed). A handbook for caring science: Expanding the paradigm (pp. 587-597). Springer. Textbook.</p> | |
| Week 12 | Caring Praxis | Amendolair, D. (2011). Caring model: Putting research into practice. International Journal for Human Caring, 15(3), 49-56. Reading on Canvas | SOPHIA: 10 |
| Nov 4-10 | Caring theory-based research | <p>Finch LP, Thomas JD, Schoenhofer SO, & Green A. (2006). Research-as-praxis: a mode of inquiry into caring in nursing. International Journal for Human Caring, 10(1), 28–31. Reading on Canvas</p> <p>Holly Wei, Fazzzone, P. A., Sitzman, K., & Hardin, S. R. (2019). The Current Intervention Studies Based on Watson's Theory of Human Caring: A Systematic Review. International Journal for Human Caring, 23(1), 4–22. Reading on Canvas</p> <p>Smith M. (2004). Review of research related to Watson's theory of caring. Nursing Science Quarterly, 17(1), 13–25. Reading on Canvas</p> | Discussion Forum on CANVAS |
| Convener: | | | |

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| | | <p>Butcher, H.K. (2022). Unitary-caring science: A hermeneutic-phenomenological research method. <i>Nursing Science Quarterly</i>, 35, 148-159. Reading on Canvas</p> | |
| <p>Week 13</p> <p>Nov 11-Nov 17</p> <p>Convener:</p> <p>Class</p> <p>Nov 16 (2PM-7PM)</p> | Caring and technology | <p>Bulfin, S., Grobbel, C., & Fuller, W. (2019). Anne Boykin Institute for the Advancement of Caring in Nursing use of robots to complement caring relationships in nursing: Position paper. <i>International Journal for Human Caring</i>, 23(4), 334–337.</p> <p>Locsin, R.C. (1998). Technological competence as caring in critical care settings. <i>Holistic Nursing Practice</i>, 12(4), 50-56. Reading on Canvas</p> <p>Locsin, R.C. (2008). Rapture and suffering with technology in nursing. <i>International Journal of Human Caring</i>. 11(1), 38-43. Reading on Canvas</p> <p>Locsin, R.C. (2020). Rozzano Locsin's technological competency as caring in nursing: Knowing as process and technological knowing as practice. In M. C. Smith (Ed). <i>Nursing theories and nursing practice (Fifth Edition)</i>. (pp. 437-447). Philadelphia: F.A. Davis. In Required Text.</p> | <p>SOPHIA: 11</p> <p>Discussion Forum on CANVAS:</p> |

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| | | <p>Ray, M. A., Turkel, M. C., & Cohn, J. (2011). Relational caring complexity: The study of caring and complexity in health care hospital organizations. Reading on Canvas</p> <p>Jones, M., Hendricks J.M. & Cope, V. (2012) Toward an understanding of caring in the context of telenursing. International Journal of Human Caring. 16(1), 7-13. Reading on Canvas</p> <p>O'Connor, M. (2008). The dimensions of leadership: A foundation for caring competency. Nursing Administration Quarterly. 32(1), 21-26. Reading on Canvas</p> | |
| | Caring-based leadership | <p>Watson (2000). Leading via caring-healing: The fourfold way toward transformative leadership. In Smith, Turkel, & Wolf (2013). Caring in Nursing Classics: Chapter 36. Required Text</p> <p>Watson, J., Porter-O, G. T., Horton-Deutsch, S., & Malloch, K. (2018). Quantum Caring Leadership: Integrating Quantum Leadership with Caring Science. Nursing Science Quarterly, 31(3), 253–258. Reading on Canvas</p> | |
| Week 14 | Integration of knowledge related to caring science | Final synthesis: Discuss plans for final paper and plans for continuing | Paper 3. Synthesis of Caring |

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| Nov 18-Nov 24 | and selected phenomenon of interest | development of caring as a essential component of nursing. | Science-based theoretical framework for phenomenon of interest. Due: Nov 24 |
| CLASS ENDS NOV 26 | Thanksgiving Week | | |

Professional Statement

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

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.



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.

'revised April, 2012.'

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.