

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL

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

DEPARTMENT: NURSING

COLLEGE: CHRISTINE E LYNN COLLEGE OF NURSING

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX NGR COURSE NUMBER: 7481 LAB CODE (L or C):

(TO OBTAIN A COURSE NUMBER, CONTACT [RPOLANSK@FAU.EDU](mailto:RPOLANSK@FAU.EDU))

COMPLETE COURSE TITLE: Essential Statistical Methods for Nursing Science

CREDITS: 3

**TEXTBOOK INFORMATION:**

Newman, I., Newman, C., Brown, R. & McNeeley, S. (2006). *Conceptual statistics for beginners (3rd Ed.)*. Lanham, MD: University Press of America, Inc. ISBN: 9780761833451

Techniques of Research. Newman. Video tape study guide

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:** This interdisciplinary course focuses on advanced statistical concepts and research strategies for knowledge development in the discipline of nursing and health sciences. Advanced biostatistical analyses such as hierarchical linear modeling, logistic regression, survival analysis, repeated measures ANOVA, MANOVA, MANCOVA and structural equation modeling will be included

PREREQUISITES\*: 6000 Level  
Statistics class

COREQUISITES\*: NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:  
DEPARTMENTAL APPROVAL

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: EARNED DOCTORATE

Faculty contact, email and complete phone number:  
 Beth King, PhD, RN  
 561-297-3249 [bking@fau.edu](mailto:bking@fau.edu)  
 David Newman, PhD  
 Email: [dnewma14@fau.edu](mailto:dnewma14@fau.edu)  
 Phone: 561-297-2670

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.  
 See attached emails of support:  
 College of Education  
 College of Business  
 College of Science (Math)

**Approved by:**

Department Chair: *Patricia Lish*  
 College Curriculum Chair: *Beth King RN PhD*  
 College Dean: *Karen A. Edwards*  
 UGPC Chair: \_\_\_\_\_  
 Graduate College Dean: \_\_\_\_\_

**Date:**

4-11-12  
4-11-12  
4/11/12  
 \_\_\_\_\_  
 \_\_\_\_\_

**ATTACHMENT CHECKLIST**

\*Syllabus (see guidelines for requirements:  
<http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php>)  
 \*Written consent from all departments affected by new course

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Business

**Kristine Killip**

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**From:** David Newman  
**Sent:** Thursday, April 05, 2012 9:13 AM  
**To:** Kristine Killip  
**Subject:** Fw: Nursing Statistics Syllabus Approval

*Sent from my Verizon Wireless 4G LTE DROID*

-----Original message-----

**From:** Patricia Liehr <pliehr@fau.edu>  
**To:** Paul Hart <hart@fau.edu>  
**Cc:** David Newman <dnewma14@fau.edu>  
**Sent:** Mon, Mar 26, 2012 17:34:54 EDT  
**Subject:** RE: Nursing Statistics Syllabus Approval

Thanks so much Paul...we appreciate the support of business and the way you address the uniqueness of the student needs in each specific discipline is helpful tool  
Pat

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**From:** Paul Hart  
**Sent:** Monday, March 26, 2012 12:39 PM  
**To:** David Newman  
**Cc:** Beth King; Patricia Liehr; Jeff Madura  
**Subject:** RE: Nursing Statistics Syllabus Approval

David,

The Director of the Ph.D. Program for the College of Business, Jeff Madura, and I have reviewed your proposed syllabus for the Advanced Statistics course. While there is a certain degree of content overlap with Research Methods I (see attached), it is clear that the course objectives specified in your syllabus are quite different than those we would have for our students. We do not believe that students in the College of Nursing would benefit as much by taking QMB 7565 as they would from taking your proposed NGR 7481 course. We appreciate the need to ensure efficiency and not create redundancies in the courses offered by the university. However, in our College it has been a challenge to develop and maintain an efficient and comprehensive sequence of research methods courses that satisfies our respective disciplines (i.e., Accounting, Finance, Management, Management Information Systems, and Marketing). The content in QMB 7565 reflects topics of reasonably similar discipline interests in our College. We think that this content is reasonably different than the content of NGR 7481 and the discipline interests reflected in our proposed syllabus.

We do not object to the proposed syllabus you have asked us to review.

Paul Hart  
Associate Dean  
College of Business  
Florida Atlantic University  
954-236-1278 (Davie Campus)

Education

**Beth King**

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**From:** Kathleen Dubois  
**Sent:** Thursday, March 22, 2012 10:06 AM  
**To:** Beth King  
**Cc:** Robert Shockley  
**Subject:** Statistics Course

Dear Dr. King,

Dr. Shockley asked me to inform you that our faculty met yesterday and discussed the Statistics course for Nursing. It was agreed that there would be no problem with your proposal to offer the course.

Hope this helps ☺

Kathy

*Kathy DuBois  
Senior Secretary  
Department of Educational Leadership and Research Methodology  
Suite 260  
777 Glades Road  
Boca Raton, Florida 33431  
Office: (561) 297-3550  
Fax (561) 297-3618*

Math

**Beth King**

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**From:** Lee Klingler  
**Sent:** Monday, April 09, 2012 6:29 PM  
**To:** Patricia Liehr  
**Cc:** David Newman; Beth King; Lianfen Qian; Heinrich Niederhausen; Charles Roberts  
**Subject:** RE: Nursing Stats Syllabus

Dear Dr. Liehr,

Thank you and Dr. Newman for meeting with Lianfen Qian, Heinrich Niederhausen, and me last Thursday to discuss your proposed graduate course "Advanced Statistics for Nursing Science" (NGR 7481). As you know, we were concerned about the significant overlap between your proposed new course and our mathematics course "Biostatistics" (STA 5195).

I must confess, we came away from the meeting even more confused than before it started: It appeared to us that your position consists of two rather contradictory arguments. On the one hand, you first insisted that your course is an advanced PhD-level course, at the 7000-level, while our Biostatistics course is only a beginning graduate course, at the 5000-level, and hence our course could not possibly be used as part of your doctoral program. On the other hand, you later admitted that the intended audience for your course consists mostly of students who are terrified of mathematics and need someone to hold their hands to get through a course that involves numbers, which our course cannot provide. Indeed, you claimed that your proposed course would only teach the basics of statistics, and then the students would concentrate on just those items which they would need for their dissertation research.

Assuming that your latter argument is correct, we believe that the title "Advanced Statistics for Nursing Science" is not appropriate. Perhaps it would be better to entitle it "Survey of Statistics for Nursing Science", or, better yet, "Research Methods for Nursing Science". We also ask that you adjust the course description to emphasize the fact that your course concentrates less on advanced statistical concepts and more on the caring science aspect of nursing, as you explained to us.

Sincerely,  
Lee Klingler  
Professor and Chair  
Department of Mathematical Sciences

**From:** Patricia Liehr  
**Sent:** Thursday, April 05, 2012 11:34 AM  
**To:** Lee Klingler  
**Cc:** David Newman; Beth King; Lianfen Qian; Heinrich Niederhausen  
**Subject:** RE: Nursing Stats Syllabus

Drs. Klinger, Niederhausen and Qian, Thank you for taking time to meet with Dr. Newman and me this morning. There were many good points made...it was helpful for me to hear about the complexity of concerns that arise when new courses are introduced merging essential knowledge (statistics) with discipline-specific knowledge (nursing). We hope you will be able to support the forward movement of our doctoral statistics in nursing course. Again, thank you.  
Pat

Patricia Liehr PhD RN  
Associate Dean for Nursing Research & Scholarship  
Christine E. Lynn College of Nursing  
Florida Atlantic University

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS FOR ADVANCED STATISTICS  
Fall 2012**

**COURSE NUMBER :** NGR 7481

**COURSE TITLE:** Essential Statistical Methods for Nursing Science

**COURSE FORMAT:** Hybrid Live and Blackboard

**CREDIT HOURS:** 3 credits

**COURSE SCHEDULE:** Thursday from 6:00pm to 8:50pm  
NU 209

**PLACEMENT IN CURRICULUM:** Required course in the PhD Program fall semester first year

**PREREQUISITE/S:** 6000 Level Statistics class

**CO-REQUISITE/S:** None

**FACULTY:** David Newman Ph.D.  
Assistant Professor, Statistician  
Christine E Lynn College of Nursing Room 215 E  
Office (561) 297-2670 Cell (330) 607-3799  
dnewma14@fau.edu

**OFFICE HOURS:** Tuesday & Thursday from 1-4PM and by appointment

**COURSE DESCRIPTION:**

This interdisciplinary course focuses on essential statistical methods and research strategies for developing caring knowledge in the discipline of nursing. Statistical analysis methods such as hierarchical linear modeling, logistic regression, survival analysis, repeated measures ANOVA, MANOVA, MANCOVA and structural equation modeling will be included.

**COURSE OBJECTIVES:** Upon completion of NGR 6930 007, the student will be able to:

1. Compare and contrast advanced statistical concepts, their assumptions and related methods for nursing and healthcare research using quantitative analyses.
2. Apply statistical modeling enabling consistency between research questions and selected advanced biostatistical analyses for nursing and healthcare research.
3. Critique and select appropriate advanced biostatistical analyses for a defined nursing healthcare issue.
4. Use procedures for conducting advanced biostatistical analysis, such as multidimensional chi squares, logistic regression, principal components analysis, survival analysis, repeated measures ANOVA, MANOVA, MANCOVA, linear mixed models (HLM) and structural equation modeling.

**TEACHING LEARNING STRATEGIES:**

Lecture/discussion  
Application of class materials  
Problem solving situations  
Examples of critiques  
Example research proposals  
Example Tests  
Videotaped material  
Internet Assignments  
Specific behavioral objectives given to students and tied directly to course goals and test items  
Blackboard

**GRADING AND EVALUATION METHODS:**

***3 SPSS Assignments= 15% of course grade***

There will be three SPSS assignments covering the areas of writing advanced regression models, PCA, MANOVA, HLM, Logistic Regression, and Survival Analysis (Cox Regression)

***2- Tests = 30% of course grade***

The two tests will focus on practical application of the material covered during the class.

***Collaborative Group Project = 30% of course grade***

The collaborative group project is a simulated research project where students select a group based on similar interests. They then write a small purpose, problem and methods section, create a simulated data set, run the analysis, and write-up the results and conclusions. The goal is to align the purpose problem, research questions, and research design with the correct statistical models. Check the project rubric for the section to include in the project. There is no review of the literature except of justification of statistical techniques.

***Presentation of Project = 15% of course grade***

All groups will give a presentation of their collaborative projects in a 15 minute conference format (probably PowerPoint). Question sessions from students and the professor will follow directly after the presentation.

***Critique of Quantitative Study= 5% of course grade***

A critique of a quantitative research study will be completed. Each student has to find an appropriate peer reviewed journal article and report on the purpose, methods, statistical technique, design, and whether or not all aspects were aligned. Students will complete the Journal Critique Sheet in its entirety, score it, and report on the article's potential for acceptance as if the student were a reviewer.

***Instructor & Group participation score= 5% of course grade***

Learning is a collaborative and interactive activity. Therefore, come to class prepared to participate. You are a vital aspect of the learning environment and students learn for other student's questions, comments and experiences. **BE PREPARED TO SHARE**

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**TOTAL = 100% of course grade**

**GRADING SCALE:** The following grading scale has been approved 1-2007. Note: **A grade below B is not passing in the Nursing PhD Program.**

93-100 = A  
90-92 = A-  
87-89 = B+  
83-86 = B  
80-82 = B-  
77-79 = C+  
73-76 = C  
70-72 = C-  
67-69 = D+  
63-66 = D  
60-62 = D-  
0-59 = F

**REQUIRED TEXTS:**

Fields, A. (2009). *Discovering statistics using SPSS (3<sup>rd</sup> ed.)*. Thousands Oak, California Sage Publications ISBN: 9781412990769

Munro, B. H. (2004). *Statistical methods for health care research (5<sup>th</sup> ed.)*. Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 9780781748407

**RECOMMENDED TEXTS**

Newman, I., Newman, C., Brown, R. & McNeeley, S. (2006). *Conceptual statistics for beginners (3<sup>rd</sup> Ed.)*. Lanham, MD: University Press of America, Inc. ISBN: 9780761833451

Techniques of Research. Newman. Video tape study guide (Will be up on Black Board)

**TOPICAL OUTLINE**

- Key principles of advanced statistics
- ANOVA and ANCOVA review
- Repeated Measures ANOVA and Regression review
- Advanced Regression and the General linear model

- Exploratory factor analysis: Principle Components Analysis (PCA)
- Logistic regression and Discriminant function analysis
- MANOVA
- Confirmatory factor analysis
- Path analysis and Structural equation modeling
- Introduction to Hierarchical linear modeling (HLM)
- HLM- Repeated measures and Growth Models
- HLM and Special Topics
- Nonparametric statistics

**COURSE ASSIGNMENTS:** List description of assignments with specific evaluation criteria.  
**Introduction- Explain projects, Internet, Critique, Project, Grading)**

**Session #1**

- Pretest and questionnaire
- Introduction to Stats
- Review Statistics
- Develop questionnaire
- SPSS
- Selection of Research topic and start developing Chapter 1
  - Intro
  - Purpose
  - Problem
  - Research Questions
  - Delimitations
  - Operational Definitions
  - Summary

**Session #2**

- Chapters 3-4 (Munro)
- Chapters 15 (Field)
- SPSS
- Work on Chapter 1

**Session #3**

- Chapters 6-8 (Munro)
- Chapters 10-11 (Field)
- SPSS
- Work on Chapter 1
- SPSS Assignment 1

**Session #4**

- Chapters 9, 11-12 (Munro)
- Chapters 13 & 7 (Field)
- SPSS
- Research Critique 1
- Start work on Chapter 3
  - Intro
  - Research Design



- Derivations of General Research Hypotheses and Specifics
  - Research Hypotheses
  - General Research hypotheses
  - Specific Research hypotheses
- Participants
- Sampling Procedures
- Instruments
- Variable Lists
- Data Collection
- Statistical Treatment
- Summary

Session #5

- Chapters 11-12 (Munro) + McNeil, Newman and Kelly 2006
- Chapters 7 (Field)
- SPSS
- SPSS Assignment 2
- Work on Chapter 3

Session #6

- Chapters 14 (Munro)
- Chapters 17 (Field)
- SPSS
- Work on Chapter 3

Session #7

- Chapters 13 (Munro) and Discriminant Function Analysis
- Chapters 8 (Field)
- SPSS
- Work on Chapter 4
  - Demographics
  - Descriptive Results
  - Results
    - Tables
  - Summary

Session #8

- Chapters 16 (Field)
- SPSS
- Work on Chapter 4

Session #9

- Chapters 15-17 (Munro) Introduction to Confirmatory Factor Analysis
- SPSS
- Work on Chapter 4

Session #10

- Chapters 15-17 (Munro) CFA, Path Analysis and SEM continued
- SPSS
- Work on Chapter 4
- Research Critique 2

Session #11

- Intro to HLM (Raundenbush)
- SPSS and HLM 7.0
- Work on Chapter 5
  - Summary of the Study
  - Conclusions
  - Limitations
  - Implications
  - Suggestions for Future Research
  - Summary

Session #12

- HLM Repeated Measures/ Growth Models (Raundenbush)
- SPSS and HLM 7.0
- In-class HLM Project (SPSS Assignment 3)
- Work on Chapter 5

Session #13

- HLM/ Other Special Topics (Raundenbush)
- SPSS and HLM 7.0
- Review Project and Work on Chapter presentation

## BIBLIOGRAPHY

See required and optional text requirements

also:

- Ary, D., Jacobs, L.C. & Razavieh, A. (2002). *Introduction to research in education*, 6th ed. Belmont, CA: Wadsworth/Thompson Learning. ISBN: 9780205510009
- Campbell, D.T. & Stanley, J. (1966). *Experimental and quasi experimental designs for research*. Boston, MA: Houghton Mifflin. ISBN: 0395307872
- Kerlinger, F.N. (1986). *Foundations of behavioral research*. 3rd ed, New York, NY: Holt, Rinehart and Winston. ISBN: 030854628
- McNeil, K., Newman, I., & Kelly, F.J. (1996). *Testing the research hypothesis Using The general linear model*: Carbondale, IL: Southern Illinois University Press. ISBN: 9780809320196
- Miller, D.K. (2001). *Measurement by the physical educator: Why and how* (4<sup>th</sup> Edition). Boston, MA: WCB/ McGraw-Hill. ISBN: 9780072489217
- Newman, I. & Benz, C.R. (1998). *Qualitative-quantitative research methods: Exploring the interactive continuum*: Carbondale, IL: Southern Illinois University Press. ISBN: 9780809321506

Newman, I., Benz, C., Weis, D., & McNeil, K. (1997) *Theses and Dissertation: A Guide to Writing in the Social and Physical Sciences*. Lanham, MD: University Press of America.  
ISBN: 9780761808152

Newman, I., & Newman, C., Brown, R., McNeely, S. (2005). *Conceptual statistics for beginners*. (3<sup>rd</sup> Edition). Lanham, MD: University Press of America. ISBN: 9780761833451

Pedhazur, E.J and Schmelkin, L.P. (1991) *Measurement design and analysis: An Integrated approach*. Hillsdale, NJ: Lawrence Erlbaum Associates Inc. Publishers.  
ISBN: 9780805810639

Raudenbush, S. W. & Bryk, A.S., (2002) *Hierarchical Linear Models: Application and data analysis methods (2<sup>nd</sup> ed.)*. Newbury Park, CA: Sage. ISBN: 9780761919049

Wiersma, W., Jurs, S. (2009). *Research methods in education: An introduction*. 9th ed. Needham Heights, MA: Pearson. ISBN: 9780205581924

### **COURSE POLICIES AND GUIDELINES**

**1. Attendance:**

Absence from class: Although things occasionally cause one to miss class greater than 4 absences will result in the lowering of one letter grade unless already cleared with the professor.

Habitual lateness will not be tolerated since it is distracting to other students and will also result in the lowering of a letter grade unless cleared with the professor.

Responsibility for missed content rest with the student

**2. Exams, Quizzes**

Presence for Scheduled Examinations is required unless cleared with the professor.

Makeup exams are possible if there are prior arrangements with the professor.

**3. Assignments:**

All assignments are to be submitted on-line on the due date.

**4. Use of Electronic and Personal Communication Devices in the classroom can be disruptive. Therefore, please turn them to silent. Thank You**

All course requirements and objectives must be met in order to earn a passing grade.

### **COLLEGE OF NURSING AND UNIVERSITY POLICIES:**

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Graduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=457>
- c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>  
and <http://www.fau.edu/regulations>

#### **CODE OF ACADEMIC INTEGRITY**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:  
[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

#### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

#### **ATTENDANCE POLICY:**

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

#### **RELIGIOUS ACCOMMODATION**

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

#### **USE OF STUDENT COURSE MATERIAL**

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



CHRISTINE E. LYNN COLLEGE OF NURSING

**STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the 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 human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

April, 2002.

### **COURSE POLICIES AND GUIDELINES**

The following are suggestions for content that may be included in your course syllabus:

1. Attendance: Absence from class Habitual lateness Responsibility for missed content
2. Exams, Quizzes Presence for Scheduled Examinations Makeup policy
3. Assignments: Where to submit When to submit Late papers – extensions, penalties.
4. Use of Electronic and Personal Communication Devices in the classroom.
5. Information specific to the mode or timing of course delivery, such as: E-college, Video-Conference, Practicums, Intensives, Weekends All course requirements and objectives must be met in order to earn a passing grade.

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- b). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>  
and <http://www.fau.edu/regulations>

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[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

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1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

4 Graduate Course Template Approved 1/99, Revised 4/03; 1/07 Approved by Faculty 1/29/07  
Approved F/A 11/22/2010

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

#### **RELIGIOUS ACCOMMODATION**

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

#### **USE OF STUDENT COURSE MATERIAL**

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

5 Graduate Course Template Approved 1/99, Revised 4/03; 1/07 Approved by Faculty 1/29/07  
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CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the 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 human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

April, 2002.