

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 7709	CURRENT COURSE TITLE: CRAFTING THE LIFE OF SCHOLARSHIP
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING, 2015	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: OLD: ADMISSION TO DOCTORAL PROGRAM OR PERMISSION OF DEPARTMENT NEW: ADMISSION TO PHD PROGRAM OR PERMISSION OF DEPARTMENT CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Joy Longo, jlongo5@fau.edu, 561-297-2457

<p>Approved by:</p> <p>Department Chair: <u>Christine Williams</u></p> <p>College Curriculum Chair: <u>J. King</u></p> <p>College Dean: <u>Kareth Edwards</u></p> <p>UGPC Chair: <u>MB</u></p> <p>Graduate College Dean: <u>Richard D. King</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>8-19-2014</u></p> <p><u>8/19/14</u></p> <p><u>8/19/14</u></p> <p><u>9/3/14</u></p> <p><u>9/4/14</u></p> <p>_____</p> <p>_____</p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
--	---	---

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

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

Spring 2015

- COURSE NUMBER:** NGR 7709
- COURSE TITLE:** Crafting the Life of Scholarship
- COURSE FORMAT:** Hybrid
- CREDIT HOURS:** 3
- COURSE SCHEDULE:** Web-Assisted. Class Meets on Sunday:
January 12, February 9, March 16, April 13
8 AM to 1 PM
- Learning activities on Blackboard are scheduled throughout the semester.
- PLACEMENT IN CURRICULUM:** Elective
- PREREQUISITES:** Matriculation in the PhD program/ Permission of department
- FACULTY:** Christine Williams, DNSc, PMHCNS-BC
Professor
Office 215C
Office phone: 561-297-0095
Email: cwill154@fau.edu
Office hours: After class, Friday, noon to 5:30 PM
and at other times by appointment
- OFFICE HOURS:** By appointment
- COURSE DESCRIPTION:** Prepares the doctoral student to integrate behaviors and attributes of “being scholarly” into a variety of career choices. Course explores the application of scholarly practices and outcomes to positions in academia, practice, organizations, government and other settings.

COURSE OBJECTIVES: The course subjectives based on Roach's work¹ serve as themes to organize the course objectives.

Upon completion of the course, the student will demonstrate evidence of

Becoming Competent

1. Delineate the attributes and behaviors of a scholar in a variety of settings.
2. Analyze the practices and outcomes of scholars in your area of expertise.
3. Develop models for leadership in academic, service and community settings.

Becoming Compassionate

4. Develop a model for an inter/intra-disciplinary community for professional/scholarly nurturance.

Becoming Confident

5. Promote a unified model that values practice, teaching and research as components of career enactment
6. Examine the concept of intellectual coherence as applied to a practice based-discipline.

Demonstrating Compartment

7. Debate the paradigm of scholarship as a mode for living with dignity and purpose as opposed to scholarship as a mode for preparing for a career.
8. Analyze a research-based approach to understanding the expectations and demands across settings of teaching with a purpose, researching with visible accomplishments and serving with effectiveness in all aspects of a scholarly career.
9. Articulate strategies to transform one's practice from a model of advanced knowing to a model of scholarly practices and outcomes.

Attending to Conscience

10. Critique the model of scholarship in practice and the measurement of scholarly outcomes and impact on social and environmental challenges.

Affirming Commitment

11. Create a plan specific to one's career goals outlining the integration of scholarly behaviors and outcomes.

¹Roach, M. S. (2002). *Caring, The human mode of being: A blueprint for the health professions* (2nd rev. ed). Ottawa, ON: CHA Press.

TEACHING/LEARNING STRATEGIES:

Seminar discussions and web-based discussion groups led by faculty and students

Philosophy: Learning occurs in an environment that is both challenging and comfortable. Both teachers and learners have responsibilities in this process. The teacher is responsible for providing the structure to the learning environment and in guiding and facilitating the process of learning. The student actively participates in her/his own learning and the learning of others in this community. Diversity provides a rich ground for the emergence of creativity; each of us is different and contributes uniquely to our community of learners/scholars. The space and time we share must be safe; only respect for each other will be tolerated. Authentic discourse is essential in any learning community. The dance of caring persons calls for each of us to lead and follow; each of us to bring our own talents and perspectives, and each of us to join together in a commitment to growing in caring.

Process: Seminar with alternating leadership is the usual format for the course. Faculty and students share responsibilities for leading the face-to-face and web-based seminars. The group will negotiate the structure of this process and the principles guiding the process on the first day of class. The co-created process will be consistent with the stated philosophy of teaching-learning.

Grading: The grade is earned based on the quality of completion of the course objectives. A grade of "C" indicates satisfactory completion of course objectives. A grade of B indicates better than average. A grade of "A" indicates excellence or special merit in achieving the course objectives. A grade of A might be achieved through creativity in conceptualization and presentation of ideas; in-depth reflection evident in weekly postings; and a paper at a stage ready for publication. All assignments should be completed by the end of the semester. Only in unusual circumstances will an incomplete grade be granted. The student must be passing to receive an incomplete.

GRADING AND EVALUATION METHODS:

Web postings:	30%
CV	10%
Scholarship Trajectory	20%
Peer Review	10
Paper	30%

GRADING SCALE: A grade below C is not considered passing in the doctoral program.

93-100	= A
90-92.9	= A-
87-89.9	= B+
83-86.9	= B

80-82.9	= B-
77-79.9	= C+
73-76.9	= C
70-72.9	= C-
60-69.9	= D
59.9 or less	= F

REQUIRED TEXT:

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th Ed.)*. Washington, D.C.: Author.
- Boyer, E. L (1990) *Scholarship reconsidered: Priorities of the Professoriate*. New York: The Carnegie Foundation. ISBN 0-7879-4069-0
- Belcher, W. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Thousand Oaks: Sage. ISBN 978-1-4129-5701-4

RECOMMENDED TEXTS

- Arrien, A. (1993). *The four-fold way*. San Francisco: Harper. ISBN 0-06-250059-7
- Gardner, H. (2001). *Good work: When excellence and ethics meet*. New York: Basic Books. ISBN 978-0-465-02608-1
- Okri, B. (2002). *A way of being free*. London: Phoenix. ISBN 978-0753801413
- Palmer, P. (2000). *Let your life speak*. San Francisco. Jossey-Bass. ISBN 0-7879-4735-0
- Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass. ISBN 13: 978-0-7879-9686-4
- Sawyer, K. (2012). *Explaining Creativity: The Science of Human Innovation*. New York: Oxford University Press. ISBN 978-0-19-973757-4
- Shepherd, L.J. (2007). *Lifting the veil: The feminine face of science*. Boston, MA: Shambhala. ISBN 13:978-0-595-45771-7
- Wheatley, M.J. (2002). *Turning to one another*. San Francisco: Berrett-Koehler. ISBN 978-1-57675-764-2

RECOMMENDED READINGS (Suggestions that we will build upon):

Scan the following journals on a regular basis. Some are monthly, others bimonthly. All are available online from our library.

Scholarship of Discovery

Advances in Nursing Science
Nursing Science Quarterly
Nursing Research
Research in Nursing and Health
Western Journal of Nursing Research

Scholarship of Teaching

International Journal of Nursing Education Scholarship
Journal of Continuing Education in Nursing
Journal of Nursing Education
Nurse Educator
Nursing Education Perspectives (Official journal of the National League for Nursing)
Research in Higher Education
Journal of Professional Nursing (Official publication of the American Association of Colleges of Nursing)
Chronicle of Higher Education

Scholarship of Application - Select those related to your practice area such as:

Perspectives in Psychiatric Care
Public Health Nursing
Advanced Practice Nursing Quarterly
Journal of Maternal Child Health
International Journal of Human Caring

TOPICAL OUTLINE:

- I. Life as a scholar...or welcome to the professoriate!
 - a. Living for dignity and purpose vs. Preparing for a career
 - b. Staying professionally alive
 - c. Accepting intellectual and social responsibility
 - d. Studying serious intellectual problems vs. studying something
 - e. Connecting the academy and social/environmental challenges of the real world.
 - f. Practical advice for managing scholarship

- II. "Being scholarly" - The meaning and outcomes of scholarship
 - a. Scholarship of teaching
 - b. Scholarship of discovery
 - c. Scholarship of application
 - d. Scholarship of integration
 - e. Reflective growth and evolution

- III. Scholarly work vs. work
 - a. Explores the frontiers of knowledge
 - b. Integrates concepts

- c. Grounded in passion
- d. Inspires others
 - i. Clear goals
 - ii. Adequate Preparation
 - iii. Appropriate method
 - iv. Significant results
 - v. Effective presentation
 - vi. Reflective critique

IV. Leaving the Woods – Taking the road less traveled

- a. Studying serious intellectual problems vs. studying something
- b. Self-defined objectives versus externally imposed imperative of prestige
- c. Developing inter and intra-disciplinary communities of scholars
- d. Following your passion versus the road well-traveled.

COURSE ASSIGNMENTS:

Web Postings 30% - Minimum one substantive discussion board posting expected for each week of the semester with citations (see course schedule). Students will post a synthesis of thoughts about the topic of the week related to assigned readings and development of our own work as we craft our life of scholarship. Respond to two peers' postings. We will take turns leading the discussion. The leader will prepare an opening statement to frame the dialogue related to one of the weekly topics and will pose some questions for reflection and discussion.

Curriculum Vitae 10% (submit under assignments tab on Blackboard)

Prepare and post your Curriculum Vitae 1) using the FAU format (see Guidelines for Promotion and Tenure) and 2) Critique using an alternative format that you can find from another university. Critique: Write a short paper (1-2 pages) by analyzing and critiquing the strengths and weaknesses of each format. Grade is determined by level of critique, not by the accomplishments in the CV.

Scholarly Trajectory 20% (submit under assignments tab on Blackboard using "Safe Assignment"). Prepare and post a 4-5 page description of your integrated plan for your future life of scholarship. Include any studies already completed, your dissertation plans, and your plans for a life of scholarship after graduation. What are your professional hopes and dreams, your preferred professional future 5 years from now? 10 years from now? What difference will your path make to your loved ones, those we serve, the discipline of nursing, and the quality of health care delivery? Please review and reference documents that indicate priorities for the future such as NIH Roadmap/Funding Priorities, Institute of Medicine publications, Pew Health Care Professions Report, etc.

Peer Review of Colleague's Paper 10% (post on discussion board). Each student will serve as the primary reviewer of a colleague's paper. As a reviewer you will submit suggested revisions to a selected student draft. Write a narrative review using the review

criteria of the appropriate journal in critiquing and suggesting revisions. Include an explanation of why you believe the writer did/did not meet the review criteria (no more than 5 pages).

Publishable Paper 30% (submit under assignments tab on Blackboard using "Safe Assignment").

Write and submit a paper to a scholarly journal for publication. There is at least one great idea that you have encountered/developed in your doctoral work so far that you have not had the opportunity to synthesize into a paper. It could be a state of the science analysis from your literature review or pilot data that you've collected and analyzed. Did you make a poster or paper presentation that was never written in publishable form? This paper can reflect your scholarship of discovery, teaching, application or integration. Complete an outline and have it approved by faculty. Use guidelines for page limits and the required format from a journal that will receive your paper. Post the journal's author guidelines or link to guidelines on the discussion board. Post at least one draft of your paper online in appropriate forum.

BIBLIOGRAPHY

Smith, M. (2004) Review of research related to Watson's theory of human caring.

Nursing Science Quarterly, 17(1), 13-25.

Tappen, R.M. (2011). *Advanced nursing research: From theory to practice*. Sudbury,

MA: Jones and Bartlett Learning.

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

New York: Springer.

Watson, J. (2012). *Human Caring Science*. Sudbury, MA: Jones and Bartlett Learning.

COURSE POLICIES & GUIDELINES

Writing assignments are due on the date specified by the faculty on the Course Schedule. Writing assignments must be in APA format. Include a title page for all assignments except web postings.

If the student is unable to submit an individual assignment on time, arrangements must be made with the course faculty in advance of the due date. No extensions are granted on or after the due date. No work will be accepted after the last day of classes in the semester (see university calendar for the last day of classes).

There will be no alternative assignments.

Assignments should be submitted using the assignment tab on the course Blackboard site. Class information will be posted on Blackboard. It is the student's responsibility to check the Blackboard course site periodically for announcements and updates. All communications will be through FAU email.

COLLEGE OF NURSING AND UNIVERSITY POLICIES

Policies below may be found in:

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

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

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

DISABILITY STATEMENT:

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

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the

approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

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

RELIGIOUS ACCOMMODATION

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

USE OF STUDENT COURSE MATERIAL

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

COURSE SCHEDULE:

Class 1: Creating our preferred future: Making a commitment to the creative process.

Circle Leader – Christine Williams

Readings:

Belcher Introduction and Chapter 1

Okri, A way of being free

Welcome and Introductions

Introduction to course and review of course syllabus

Negotiating group process principles

Introduction to “Writing your journal article in 12 weeks”

Reflect on the following questions as we plan the structure of our process for learning in this course:

- What do you hope to accomplish in this course this semester?
- What is the pilgrimage of scholarship and what is the role of the sojourners?
- How can we build a community of sojourners supporting each other on our pilgrimage?
- How can we create a community in which we feel safe enough to express our ideas and critique ideas?
- What inspires you?

Learning Exercise: Bring to class an aesthetic product (picture, photo, music piece, etc) that represents some image of scholarship, the creative process, or crafting an integrated life of scholarship

Class 2: The Nature of Scholarship

Circle Leader – C. Williams

Reading: Boyer, Scholarship Reconsidered

Belcher: see weekly schedule

Shepherd, Lifting the veil: The feminine face of science

In-Class Discussion Outline:

- What is scholarship?
 - Boyer’s model of scholarship
 - Developing a scholarly trajectory
 - Post-doctoral fellowships
 - Structuring a life that allows productivity
 - Developing depth in a focus area

- Evaluating scholarship in the academy
 - What is purpose of tenure?
 - Structure of the professoriate
 - Tenure, practice-teaching, research tracks
 - Criteria for promotion and tenure
- Applying for promotion and tenure
 - The academic portfolio
 - Letters of support
 - Evidence of the scholarship of discovery, teaching, integration and application

Questions for Reflection and Discussion:

- Should the discipline of nursing embrace the Boyer model of scholarship? Why or why not? How do we value these forms in the academy?
- How do we develop a scholarly trajectory? How do we develop coherence in an academic role?
- What are the advantages and disadvantages of tenure?
- How do different tracks facilitate the development of a unique scholarly trajectory? What are the advantages and disadvantages of having multiple tracks?
- How can young scholars prepare life in the academy?

Class 3: Part 1: The Scholarship of Teaching

Circle Leader – C. Williams

Readings:

Palmer, *The Courage to Teach*.

Belcher: see weekly schedule

In-Class Discussion Outline:

- Defining the scholarship of teaching

Preparation
Facilitation
Evaluation
Dissemination

- The life of teaching in the academy
- Stories of inspiration from teaching scholars
- Understanding the scholarship of teaching through our role models

Questions for Reflection and Discussion:

- What is the process of teaching scholarship?
- What differentiates a teacher from a teaching scholar?
- How is the scholarship of teaching evaluated, rewarded/not rewarded in the academy?
- What are your most meaningful stories about being inspired by a teaching scholar?
- What did teaching scholars share with you about that can help us better?

Learning Activities:

- Bring a research article from a nursing education journal to class. Discuss the benefits of publishing a similar paper for your career.

Part 2: Scholarship of Application

Readings:

Arrien, The Four-Fold Way

Belcher: see weekly schedule

Questions for Reflection and Discussion:

- What is practice scholarship?
- How is scholarship rewarded in practice?
- What did the practice scholar you chose teach you about crafting a life of scholarship?

Learning Activity: Identify a role model for the scholarship of application (look for someone who integrates practice and research). Interview this role model or review his/her work and website and bring your notes to class to share. What can we learn about crafting our own life of scholarship from this person?

Class 4: Scholarship of Discovery

Circle Leader – C. Williams

The Integrated Life

Readings:

Belcher: see weekly schedule

Palmer & Palmer. Let Your Life Speak

Questions for Reflection and Discussion:

- What is the creative process and can we commit to it to begin to nurture our creativity as we craft our lives of scholarship?
- How can we nurture the emergence of creativity?
- How can I reclaim time to think?

Learning Activity: Identify a role model for the scholarship of discovery. Interview this role model and bring your notes to class to share. What can we learn about crafting our own life of scholarship from this person? Describe your mentor.

Blackboard Assignments

Blackboard Assignment 1:

Faith in the future

Student Leader: _____ . Leader prepares opening discussion

Readings: see weekly schedule

Questions for discussion board (Remember, substantive answers only and cite readings)

- What can block my creativity?
- What is my unique contribution to friends and family, colleagues, nursing, society?
- How can I change the world through my scholarship?
- How can we create a community in which we feel safe enough to express our ideas and critique ideas?

Learning Activities:

• Identify a role model for the scholarship of teaching (someone who exemplifies the scholarship of teaching in a university setting). Interview this role model and share what you learned. What can we learn about crafting our own life of scholarship from this person?

Blackboard Assignment 2:

Student Leader: _____ . Leader prepares opening discussion.

Readings: see weekly schedule

Learning Activities:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Questions for discussion board:

- How can you structure a life that allows productivity?
- Reflect on the people you surround yourself with in life and how they can exert positive or negative influence over your creativity.
- What are the benefits and risks associated with personal ambition?
- Reflect on work-life balance, fame, competition, or writer's block.
- Does your work have to benefit society directly?
- What can be gained from a mentor?

Blackboard Assignment 3:

Student Leader: _____. Leader prepares opening discussion.

Readings: see weekly schedule

Questions for Discussion:

- What is my scholarly trajectory?
- How would a beginning scholar prepare for a tenure-earning, practice-teaching or research role in academic settings?

Learning Activities:

Investigate and describe one example of a post-doctoral fellowship that interests you. Provide web address.

Blackboard Assignment 4:

Student Leader: _____. Leader prepares opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities:

Discuss how your cultural heritage influences your creativity and choice of research topic.

Blackboard Assignment 5:

Student Leader: _____. Leader prepares questions for reflection and opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities: Discuss how creativity is essential to scientific writing.

Blackboard Assignment 6:

Student Leader: _____. Leader prepares questions for reflection and opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities: What can you do to be more creative?

Blackboard Assignment 7:

Student Leader: _____. Leader prepares questions for reflection and opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities:

The way of the warrior: This is a time for important decisions. What will you study? Who will you look to for mentorship? Which opportunities will you say “yes” or “no” to? Discuss the potential consequences of these decisions. How can you “show up” “be present” and make these choices with intention?

Blackboard Assignment 8:

Student Leader: _____. Leader prepares questions for reflection and opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities

How can we make meaningful career commitments and avoid an unbalanced life? Is the academic life compatible with balance and health?

Blackboard Assignment 9:

Student Leader: _____. Leader prepares questions for reflection and opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities:

The Way of the teacher: How can you be open to outcome but not attached to outcome? Reflect on important teachers/mentors in your life. What do you want/need from your mentor? What can you contribute to the relationship?

Blackboard Assignment 10:

Student Leader: _____. Leader prepares questions for reflection and opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities: The way of the visionary: Can you discuss the visionary in you? How can that aspect of self help you to make constructive career decisions?

Blackboard Assignment 11:

Student Leader: _____ . Leader prepares questions for reflection and opening discussion.

Readings: see weekly schedule

Questions for Discussion:

Leader prepares opening discussion and questions for reflection and discussion. Peers contribute with substantive dialogue including citations from reading.

Learning Activities: Discuss the concept of vocation and how disappointments and “failures” can be used to find success. How has your personal narrative led you to pursue the PhD degree in nursing? How can your fellow sojourners help you to achieve that goal?

Weekly Schedule and Assignment Due Dates:

CV Assignment: January 26
 Scholarly Trajectory: February 16
 Paper Draft: March 16
 Paper Critique: April 6
 Final draft of paper: April 27

Date	Topic	Reading	Leader
January 12 Class 1	Introduction	Belcher Introduction and Chapter 1 Okri, A way of being free	C. Williams
January 19 <i>BB 1</i>	On BB	Sawyer, Explaining Creativity: The Science of Human Innovation. Part 1 Wheatley, Turning to one another. Belcher: Week 2	
January 26 <i>BB 2</i>	On BB	Sawyer, Explaining Creativity: The Science of Human Innovation. Part 2 Belcher: Week 3	
February 2 <i>BB 3</i>	On BB	Gardner, Good Work Belcher: Week 4	
February 9 Class 2	The Nature of Scholarship	Boyer, <i>Scholarship Reconsidered</i> Belcher: Week 5	C. Williams
February 16 <i>BB 4</i>	On BB	Sawyer, Part 3 Belcher: Week 6	
February 23 <i>BB 5</i>	On BB	Sawyer, Part 4 Belcher: Week 7	
March 2 <i>BB 6</i>	On BB	Sawyer, Part 5 Belcher: Week 8	

March 16 Class 3	Scholarship of Teaching and Application	Palmer, <i>The Courage to Teach</i> . Belcher: Week 9 Select role models to discuss in class	C. Williams
March 23 <i>BB 7</i>	BB	Arien, The four fold way- The way of the warrior Belcher: Week 10	
March 30 <i>BB 8</i>	BB	Arien, The four fold way- The way of the healer Belcher: Week 11	
April 6 <i>BB 9</i>	BB	Arien, The four fold way- The way of the teacher Belcher: Week 12	
April 13 Class 4	The Integrated Life	Arien, The four fold way- The way of the visionary Belcher: Week X Bring an article related to topic	C. Williams
April 21 <i>BB 10</i>	On BB	Palmer, Let your life speak: Parts 1-3	
April 27 <i>BB 11</i>	On BB	Palmer, Let your life speak: Parts 4-6	

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring.

Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and

lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

revised April 2012