# COURSE CHANGE REQUEST
## Graduate Programs

**FLORIDA ATLANTIC UNIVERSITY**

**Department** Nursing

**College** Christine E. Lynn College of Nursing

| | |
|---|---|
| ***Current* Course Prefix and Number**  NGR:7118 | ***Current* Course Title** <br> Developing Phenomena of Interest within Research Focus Areas |

*Syllabus must be attached for **ANY** changes to current course details. See Template. 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 ☐             Remove ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

**Change description to:**

**Change prerequisites/minimum grades to:**

> Delete "Graduate / Undergraduate (Minimum Grade of C)"
> Add NGR 7815
> Add NGR 7818

**Ch**

**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** | | **Date** |
|---|---|---|
| Department Chair | *Howard K. Butcher* | 9-28-2024 |
| College Curriculum Chair | *Mary Ann Leavitt* | 01/13/2025 |
| College Dean | *[signature]* | 1/14/25 |
| UGPC Chair | *[signature]* | 02/05/2025 |
| UGC Chair | *[signature]* | 02/05/2025 |
| Graduate College Dean | *Robert W Stackman* | 02/05/2025 |
| UFS President | | |
| Provost | | |

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

**FLORIDA ATLANTIC UNIVERSITY**

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# NGR 7118-001 16055

### Caring Sci 2: Dev Interst Res

**Date:** Sunday 8:00 AM - 1:00 PM

**Building:** C E Lynn Coll of Nursing Boca **Room:** 108

### 3 Credit(s)

### Fall 2024 - 1 Full Term

## Instructor Information

Rita de Cassia Gengo e Silva Butcher

**Email:** rgengoesilva2021@health.fau.edu

**Office:** 334

**Office Hours:** Tuesdays and Fridays from 10am to 1pm or by appointment (in-person or via Zoom)

**Phone:** (561) 297-2998

## Prerequisites/Corequisites

**Prerequisite(s): The following course:**

- NGR 7116 Graduate / Undergraduate (Minimum Grade of C)

## Course Description

Caring Science 2: Developing Phenomena of Interest within Research Focus Areas

Prerequisites: NGR 7116, for Ph.D. students

Course focuses on knowledge gaps in caring science related to phenomena of interest within the context of the four research areas: healthy aging across the lifespan, holistic health, health equity and transforming healthcare environments.

## Course Objectives/Student Learning Outcomes

Upon completion of NGR7118, the student will be able to create caring nursing responses in: *

 Becoming competent

1. Analyzes philosophic, theoretic, empiric, ethical and aesthetic literature in caring science related to the research focus areas of: healthy aging the lifespan, holistic health, health equity and transforming healthcare environments.
2. Initiates dialogue with scholars who are advancing caring science in one of the research focus areas.
3. Develops a depth of knowledge in a phenomenon within one of the research focus areas from a caring science perspective.
4. Identifies opportunities for knowledge development to address gaps in caring science in a phenomenon within one of the research focus areas.
5. Generates research questions for the advancement of caring science.

Becoming compassionate

1. Critiques caring science literature from the appreciative lens of empathy, curiosity, honesty and responsibility.
2. Advances understanding of existing literature, with attention to biases and social injustice.

Demonstrating comportment

1. Contributes to an environment that co-creates a community of caring science scholars.
2. Contributes to responsible stewardship of the discipline.

Becoming confident

1.  Participants in scholarly forums related to one of the research focus areas.
2.  Advance contextual understanding about a phenomenon grounded in caring science within one of the research focus areas.

Attending to conscience

1.  Advocates for the advancement of caring science in a particular research focus area.
2.  Identify opportunities to advance caring science within the discipline's current political climate.
3.  Develops accountability for evolving self as an ethical nurse researcher.

Affirming commitment

1. Evaluates approaches to caring science research based on values of human dignity, health equity, and social justice.
2. Generates ideas for caring science-based inquiry that improve the well-being of the individual, family and community.

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

## Course Evaluation Method

| Evaluation | Total Percentage of the Grade |
|---|---|
| Paper 1 | 15% |
| Paper 2 | 15% |
| Paper 3 | 30% |
| Literature review PPT presentation | 10% |
| Convening one/two SOPHIAs | 15% |
| Engaging in SOPHIA dialogues | 15% |

The student must meet the course objectives, course requirements, and achieve a C or greater for successful completion of this course.

## Course Grading Scale

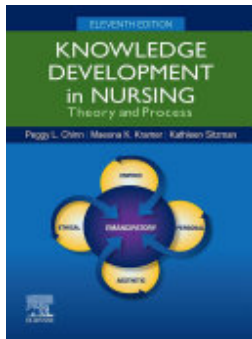| Letter Grade | Letter Grade |
|---|---|
| A | 94 - 100% |
| A- | 90 - 93% |
| B+ | 87 - 89% |
| B | 84 - 86% |
| B- | 80 - 83% |
| C+ | 77 - 79% |
| C | 74 - 76% |
| C- | 70 - 73% |
| D+ | 67 - 69% |
| D | 64 - 66% |
| D- | 61- 63% |
| F | 0 - 60% |

# Instructional Method

**Mixed Online and Classroom**

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

# Required Texts/Materials

**Knowledge Development in Nursing E-Book**
**ISBN:** 9780323793018
**Authors:** Peggy L. Chinn, Maeona K. Kramer, Kathleen Sitzman
**Publisher:** Elsevier Health Sciences
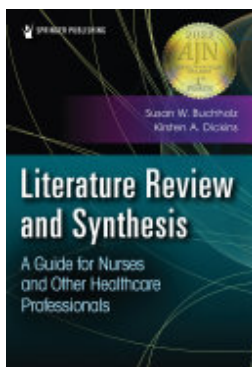**Publication Date:** 2021-09-09

**Peace and Power**
**ISBN:** 9781793581341
**Authors:** Peggy L. Chinn
**Publisher:** Cognella Academic Publishing
**Publication Date:** 2022-11-14

**Literature Review and Synthesis**
**ISBN:** 9780826152145
**Authors:** Susan Weber Buchholz, PhD, RN, ANP-BC, FAANP, FAAN, Kirsten Dickins, PhD, FNP, RN
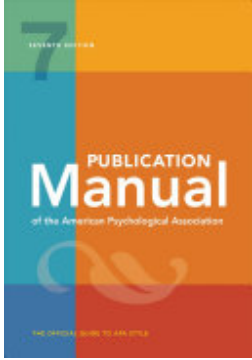**Publisher:** Springer Publishing Company
**Publication Date:** 2022-02-15

**Publication Manual of the American Psychological Association**
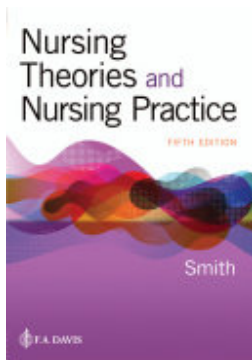**ISBN:** 9781433832161
**Authors:** American Psychological Association

**Publisher:** American Psychological Association (APA)
**Publication Date:** 2019-10-01

**Nursing Theories and Nursing Practice**
**ISBN:** 9780803699854
**Authors:** Marlaine C Smith
**Publisher:** F.A. Davis
**Publication Date:** 2019-10-02

**JBI Manual for Evidence Synthesis**
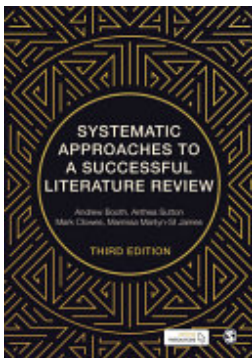**Authors:** Aromataris E., Lockwood C., Porritt K., Pilla B., & Jordan Z.
**Publisher:** JBI
**Publication Date:** 2024
Download from: https://synthesismanual.jbi.global

## Recommended Readings and Materials

**Systematic Approaches to a Successful Literature Review**
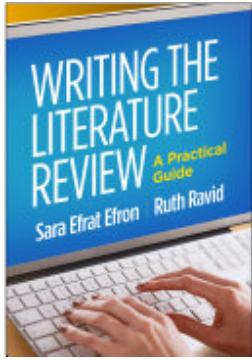**ISBN:** 9781529711851
**Authors:** Andrew Booth, Anthea Sutton, Mark Clowes, Marrissa Martyn-St James
**Publisher:** Sage Publications Limited
**Publication Date:** 2022-01-17

**Writing the Literature Review**
**ISBN:** 9781462536894

**Authors:** Sara Efrat Efron, Ruth Ravid
**Publisher:** Guilford Publications
**Publication Date:** 2018-11-23

**Health Sciences Literature Review Made Easy**
**ISBN:** 9781284211177
**Authors:** Judith Garrard
**Publisher:** Jones & Bartlett Learning
**Publication Date:** 2020-12-09

**Cochrane handbook for systematic reviews of interventions version 6.4**
**Authors:** Higgins J.P.T., Thomas J., Chandler J., Cumpston M., Li T., Page M.J., & Welch V.A.
**Publisher:** Cochrane
**Publication Date:** updated August 2023
Download from: www.training.cochrane.org/handbook
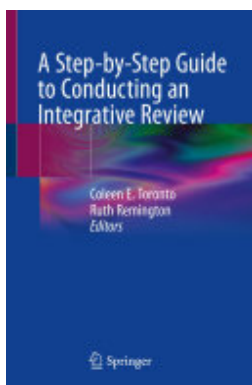
**A Step-by-Step Guide to Conducting an Integrative Review**
**ISBN:** 9783030375041
**Authors:** Coleen E. Toronto, Ruth Remington
**Publisher:** Springer Nature
**Publication Date:** 2020-02-17

## 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 Topical Outline

1. Caring Theory-Guided Literature Review

2. Methods for the Development of Literature Reviews

3. Literature Reviews in the Context of the Following Research Focus Areas

a. Health Aging

b. Transforming Health Care/Practice Environments

c. Health Equity

d. Holistic Health

## Course Assignments

<u>**SOPHIA Dialogues**</u>

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, and Imagine Alternatives (please refer to Chinn's (2023) Peace and Power: New Directions for Building Community (pp. 65-67).

There will be 8 SOPHIA dialogues. Each dialogue will have a convener who has two responsibilities. One responsibility is posting a synthesis/summary of the week's **required readings** by *Monday at 8 am*. The second responsibility is writing a closing post at the end of the discussion by the following *Sunday at 11:59pm.* Conveners will be assigned on the first day of class, and the schedule will be posted on Canvas. The number of SOPHIA dialogues each student will convene depends on the number of students enrolled in the class.

***Convener (15% of the grade)***

The convener will prepare a 1–2-page overview of the week's **required readings**. The convener may feel free to add content from the recommended readings or other resources available on Canvas, such as websites, videos, etc. The overview is a synthesis/summary of the readings, but more than that. It calls for the convener to take a position on the topic, share personal perspectives, challenge current thinking, evoke dialogue, 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 2 to 3 critical questions at the end of the overview. On the closing post, the convener should summarize and synthesize the main themes of the dialogues and should include an appreciation for someone or something that has happened during the dialogue, a critical reflection that brings to the group constructive insights about the processes of the group, and an affirmation that expresses your commitment to move forward with the group's purpose and growth.

**Rubric**

| Criteria | Possible points |
|---|---|
| Presents topic Introduction /Position on the topic/ Set the agenda | 30 |
| Evokes dialogue | 30 |
| Summarizes and synthesizes the main themes of the dialogue | 40 |

*This assignment has multiple due dates. Please refer to the course schedule.*

***Participation in SOPHIA Dialogues (15% of the grade)***

In SOPHIAs, dialogues take place rather than a Q&A session. This means that all participants need to be authentically present in the virtual environment and participate in the conversation multiple times. There is no set minimum or maximum number of times participants should join in the dialogue. The convener's questions are used as a starting point and a guide for the conversation. Responses should be meaningful, substantial, and helpful. As the dialogue progresses, participants' previous

contributions are taken into account, allowing the group to collectively build knowledge and come away from the dialogue with new or expanded ideas. It's important to be mindful of Netiquette in online dialogues.

**Rubric**

| Criteria | Possible Points |
|---|---|
| Demonstrates authentic presence as a participant | 30 points |
| Engages in class conversations as a scholar of caring science | 35 points |
| Presents doctoral level quality of thought and ideas | 35 points |

*This assignment has multiple due dates. Please refer to the course schedule.*

## Literature Review Papers (Scaffolded submissions – Total 60% of the grade)

Throughout this course, you will gain the skills and knowledge to conduct literature reviews effectively. By the end of the semester, you will have the ability to read, critique, and write literature reviews. The literature review will be divided into three parts that will build on each other to create the final scoping review paper. We will follow the JBI Manual to guide the development of the literature review. It is recommended that you download and save the JBI Manual on your personal computer.

***Paper 1: Introduction, Review Question/s, and Theoretical Framework (15% of the grade)***

Use the JBI Protocol Template for Scoping Reviews available on Canvas or by clicking on the following link: https://jbi.global/scoping-review-network/resources. For this assignment, **you will complete the introduction and review question/s**. Abstract and keywords are not required (you may delete them from your paper).

**Formatting instructions.** Please use Microsoft Word and submit the paper as a .doc or .docx file (do not use PDF, Pages, or other word processor). Provide a reference list at the end of your paper. Do not forget to include in-text citations as appropriate. Follow APA formatting and style. The paper should not exceed **5 pages**, excluding the title page and reference list.

**Title of the scoping review.** The title should not be longer than 25 words and must reflect the main PCC elements. The title should indicate that the paper is a scoping review and the use of a caring theory. For example: "Caring-healing practices to ease anxiety in individuals waiting for cardiac procedures: A scoping review guided by Watson's theory."

*You may use AI to improve the scoping review title. I recommend that you use Copilot. The following is a suggestion for a prompt: You are an expert in systematic reviews guided by the JBI methodology. Please critique my scoping review title and give me suggestions on how to improve it. The title is:*

The body of the paper should be organized according to the headings below.

**1. Introduction**. The introduction should be comprehensive, present the nursing situation that sparked your interest in your phenomenon of interest, and summarize the existing knowledge regarding the topic to demonstrate what is already known and what is not known. Start the introduction by briefly describing the nursing situation and identifying your phenomenon of interest. Then, summarize the existing knowledge by using at least 5 peer-reviewed (primary research or systematic reviews) articles published in the last five years (2019 and onwards). Additional articles may be used; they may include relevant articles published more than 5 years ago and those considered "classics." Clearly state the reason for conducting a scoping review and address what the scoping review is intended to address. Before stating the aim of the scoping review, articulate the rationale for conducting the review. Provide any relevant definitions of terms related to the topic/phenomenon of interest. Provide information that will support your choices of inclusion and exclusion criteria in relation to each PCC element. The information should be enough so the reader will understand your choices of such criteria. For example, if you will only consider articles that included individuals from a geographical region, you have to explain why. Write a paragraph about your preliminary search for existing scoping and systematic reviews on the topic. Provide the date of the search and the databases and journals used. Indicate whether there are other reviews on the topic. If there are, indicate how the proposed review differs from the review that has already been published and why the proposed review should be conducted. Lastly, in the final paragraph of the introduction, you will state the objective of the scoping review. The objective must align with the PCC elements. For detailed instructions on how to write the introduction, please read sections 10.2.3 and 10.3.4 in the JBI Manual.

**Required Subheading**: In addition to any other subheadings you may use, you must have a **Theoretical Framework** subheading. Clearly state and briefly describe the caring theory that will guide the scoping review. ***You may choose from the following theorists, Boykin & Schoenhofer; Watson; Leininger; Ray; Locsin; Parker, Barry & King; Duffy; or Smith***. Explain why this theory is a good fit for your topic. Conceptualize any pertinent PCC element within the theory. What theory concepts are relevant to the review/PCC elements? What are the definitions of the relevant theory concepts? How are theory concepts related to PCC elements?

**2. Review question/s.** State the primary scoping review question. The question should reflect the PCC elements. If necessary, you may develop sub-questions. For detailed instructions on how to write the review question/s, please read sections 10.2.2 and 10.3.5 in the JBI Manual.

*question is: [type the question here].* You can also ask Copilot to suggest secondary questions for your review. However, ensure that the questions are relevant to your review and follow JBI methodology for scoping reviews. The following is a suggestion for a prompt: *Consider that my scoping review question is [type your question here]. Can you suggest secondary review questions for my scoping review?* Remember that you are responsible for the quality and accuracy of the information. Appropriately acknowledge the use of AI (https://www.fau.edu/ai/citation/).

Several readings in Week 4 demonstrate how a theoretical framework is integrated into a literature review.

On Canvas, there are two articles that you may use as "models" to write your paper and a student's sample paper (not perfect!), including the introduction (except for the nursing situation), theoretical framework, and review question.

 Please do not exceed 5 pages. This graded assignment will be revised based on instructor feedback and incorporated into the final paper.

*Paper 1 draft for peer review is due by September 15 at 8am (this is an in-class activity; please refer to instructions on the Canvas site)*

*Paper 1 is due by September 22 at 11:59pm.*

**Rubric**

| Criteria | Possible Points |
|---|---|
| Title clearly reflects the main PCC elements and explicitly states that the paper is a scoping review guided by a caring theory. | 10 |
| Introduction briefly describes nursing situation and states phenomenon of interest. Provides a comprehensive summary of at least 5 current peer-reviewed articles, clearly articulates the reason for the scoping review, presents a strong rationale for inclusion and exclusion criteria, reports a preliminary search, and states a clear review objective. | 25 |
| Review question clearly reflects the main PCC elements and is directly aligned with the scoping review's objective. | 20 |
| Theoretical framework demonstrates a deep understanding of the chosen caring theory and its application to the research topic. Clearly articulates the relationship between the theory and PCC elements. | 25 |
| Writing is clear, concise, and engaging; headings and academic style & tone are used appropriately. | 10 |
| References adhere to the APA citation style consistently and correctly; formatting follows APA guidelines (font, spacing, margins). | 10 |

***Paper 2: Scoping Review Methods (15% of the grade)***

Use the JBI Protocol Template for Scoping Reviews available on Canvas or by clicking on the following link: https://jbi.global/scoping-review-network/resources. For this assignment, ***you will revise the sections written previously and will develop the inclusion criteria and methods section***. Keep in mind that the theoretical framework you chose in Paper 1 should guide the development of each step of your literature review, including the methods. The theory may be used to inform inclusion/exclusion criteria and the selection of data to be extracted.

**Formatting instructions.** Please use Microsoft Word and submit the paper as a .doc or .docx file (do not use PDF, Pages, or other word processor). Provide a reference list at the end of your paper. Do not forget to include in-text citations as appropriate. Follow APA formatting and style. The paper should not exceed **10 pages**, excluding the title page and reference list.

The body of the paper should be organized according to the headings below.

**1. Introduction.** Revise the introduction and theoretical framework as your review evolves and following instructor feedback. **Theoretical framework** is a required subheading for this section. For additional information on how to write this section, refer to the JBI Manual sections 10.2.3 and 10.3.4.

**2. Review question/s**. Revise the review question/s as your review evolves and following instructor feedback. For additional information on how to write this section, refer to the JBI Manual sections 10.2.2 and 10.3.5.

**3. Inclusion criteria**. These criteria describe all the sources (articles) that will be considered for inclusion/exclusion in the scoping review. The eligibility criteria must be stated separately for each PCC element in addition to the type of sources of evidence. Use the subheadings: Type of Participants, Concept, Context, and Type of Sources of Evidence. A brief explanation for exclusions should be provided and must be relevant. For example, in a scoping review of the tools used to evaluate social isolation due to COVID-19, the authors stated that only articles published from 2019 onwards were included. They explain that this limit was used because the disease was discovered in 2019. For a detailed description of how to write this section, refer to the JBI Manual sections 10.2.4 and 10.3.6. At this point, you should use future tense to describe the inclusion criteria.

*You may use AI to improve/double-check the scoping review inclusion criteria. I recommend that you use Copilot. The following is a suggestion for a prompt: You are an expert in systematic reviews guided by the JBI methodology. My scoping review question is: [type your review question here]. Critique and organize my inclusion and exclusion criteria following the PCC strategy. The criteria are: [type your criteria here]. Remember that you are responsible for the quality and accuracy of the information. Appropriately acknowledge the use of AI (https://www.fau.edu/ai/citation/).*

**4. Methods.** Describe the review type and state that the JBI methodology is being followed. State that the PRISMA-ScR guidelines will be used to guide the preparation of the scoping review report. Then,

include the following subheadings:

**Search strategy.** Describe the 3-step approach, any limits, sources of information, and databases you will search (you must use at least PubMed/MEDLINE and CINAHL). To describe the search strategy, refer to the JBI Manual. In a table, describe the search strategy that will be used in each database.

Tip 1: use the PICO grid and adapt it to the scoping review (PCC) to document the key terms and controlled vocabulary you will use in your search strategy (a PICO grid template is available on Canvas).

Tip 2: it is wise to consult with a Librarian to verify the correctness and accuracy of the search strategy (CoN's librarian liaison contact information is available on Canvas).

Tip 3: when you run the search, keep a log (a template is available on Canvas) to document the databases used, date of the search, and number of citations retrieved in each database (you will need this information for the PRISMA flowchart).

For a detailed description of how to write this section, refer to the JBI Manual sections 10.2.5 and 10.3.7.1.

*You may use AI to improve/double-check the scoping review search strategy (this does not replace a consultation with the Librarian). I recommend that you use Copilot. The following is a suggestion for a prompt: *You are an expert in JBI-guided systematic reviews. Consider my review question: [type your question here]. What search terms would you recommend I include in my search strategy?* Remember that you are responsible for the quality and accuracy of the information. Appropriately acknowledge the use of AI (https://www.fau.edu/ai/citation/).

**Sources of evidence selection.** Describe the process you will use to screen and select the sources of evidence. What software will you use to manage the identified citations (e.g., EndNote, Rayyan, etc. – insert the citation and add it to the reference list)? What approach will you use to screen titles and abstracts and perform full-text evaluation (e.g., how many reviewers, whether the reviewers worked independently, how disagreements were resolved). Will you do a pilot test for screening and selection? If yes, describe it. For a detailed description of how to write this section, refer to the JBI Manual sections 10.2.6 and 10.3.7.2.

**Data extraction.** Describe the data of interest, the tool you will use (this is a preliminary version; you can modify it later), and who developed it (include the tool as an appendix to your paper). Describe the process of data extraction: how many reviewers will extract the data? Will they work independently? How disagreements will be resolved? Will there be a pilot test for data extraction? If yes, describe it. Will you contact the authors of included articles to request missing or additional data? For a detailed description of how to write this section, refer to the JBI Manual sections 10.2.7 and 10.3.7.3.

**Data analysis and presentation.** Clearly state the methods you will use to present the results. For the purposes of this class, data analysis should be guided by the chosen theory. In other words, you will use the theory to organize the descriptive summary of your findings. You may add a diagrammatic or tabular form to represent the data you extracted. For a detailed description of how to write this section, refer to the JBI Manual sections 10.2.8, 10.2.9, and 10.3.7.4.

At this point, you should use future tense to describe the methods.

Please do not exceed 10 pages. This graded assignment will be revised based on instructor feedback and incorporated into the final paper.

*Paper 2 draft for peer review is due by October 13 at 8am (this is an in-class activity; please refer to instructions on the Canvas site).*

*Final Paper 2 is due by October 20 at 11:59pm.*

**Rubric**

| Criteria | Possible Points |
|---|---|
| Paper 1 sections are carefully revised | 10 |
| Inclusion criteria are stated according to each PCC element in addition to the type of sources of evidence; rationale for exclusion and limits are provided | 30 |
| Methods are clearly described and follow JBI Manual instructions | 40 |
| Writing is clear, concise, and engaging; headings and academic style & tone are used appropriately. | 10 |
| References adhere to the APA citation style consistently and correctly; formatting follows APA guidelines (font, spacing, margins). | 10 |


*Paper 3: Scoping Review Paper (30% of the grade)*

For this assignment, **you will revise the sections written previously and will develop the results and final considerations sections**. Keep in mind that the theoretical framework you chose in Paper 1 should guide the development of each step of your literature review, including the results and final considerations. The theory may be used to inform data extraction, analysis, and synthesis.

**Formatting instructions.** Please use Microsoft Word and submit the paper as a .doc or .docx file (do not use PDF, Pages, or other word processor). Provide a reference list at the end of your paper. Do not forget to include in-text citations as appropriate. Follow APA formatting and style. The paper should not exceed 15 pages, excluding the title page and reference list.

**Ensuring quality and transparency of the scoping review.** As in any scoping review, you should ensure the quality and transparency of your report by following the recommendations of the PRISMA for Scoping Reviews (PRISMA-ScR). The checklist can be found in Word format by clicking on the following link: https://www.prisma-statement.org/scoping. ***Download the form, fill it out, and upload it to Canvas along with your paper.*** Note: for the purposes of this course, you are not required to write an abstract or select keywords.

The body of this paper should be organized according to the headings below.

**1. Introduction.** Revise the introduction and theoretical framework as your review evolves and follow instructor feedback. **Theoretical framework** is a required subheading for this section. For additional information on how to write this section, refer to the JBI Manual sections 10.2.3 and 10.3.4.

**2. Review question/s.** Revise the review question/s as your review evolves and follow instructor feedback. For additional information on how to write this section, refer to the JBI Manual sections 10.2.2 and 10.3.5.

**3. Inclusion criteria.** Revise the inclusion criteria according to your evolving appraisal of the literature and instructor feedback. For additional information on how to write this section, refer to the JBI Manual sections 10.2.4 and 10.3.6.

**4. Methods.** Revise the methods as your review evolves and follow instructor feedback. For a detailed description of how to write this section, refer to the JBI Manual sections 10.2.5 and 10.3.7.

At this point, you should use past tense to describe the review question/s, inclusion criteria and methods.

**5. Results.** This section should have 3 subheadings:

**Search results**. Describe how many records were retrieved, how many duplicates, exclusions, etc. Include the PRISMA flow diagram (https://estech.shinyapps.io/prisma_flowdiagram/). Do not forget to document the reasons for the exclusion of texts read in full (they must be consistent with the exclusion criteria). The reasons for exclusion must be reported in the PRISMA flow diagram and in the text. For additional information on how to write this section, refer to the JBI Manual section 10.3.8.1.

**Characteristics of included studies.** Provide an overall description of the included studies, e.g., year of publication and language. Identify the relevance of each article included in your scoping review. ***Create your own review matrix (data extraction tool), which must be provided as an***

*appendix.* For additional information on how to write this section, refer to the JBI Manual section 10.3.8.2.

**Review findings**. For the purposes of this class, data analysis should be guided by the chosen theory. In other words, you will use the theory to organize the descriptive summary of your findings. You may add a diagrammatic or tabular form to represent the data you extracted. For additional information on how to write this section, refer to the JBI Manual section 10.3.8.3.

You should use past tense to describe the results.

**6. Final considerations.** Write a concluding paragraph gathering all the information together into a single whole. Relate it to the chosen theory. How does your review advance caring science? Identify the limitations of your review and any relevant gaps in the literature and recommend direction for future research. Your conclusion should provide an "answer" to the review question/s.

You should use present tense to discuss your final considerations.

Please do not exceed 15 pages.

*Paper 3 draft for peer review is due by November 17 at 8am (this is an in-class activity; please refer to instructions on the Canvas site)*

*Final Paper 3 is due by December 8 at 11:59pm.*

**Rubric**

| Criteria | Possible Points |
|---|---|
| The paper contains the required headings, and each section has been revised accordingly. | 20 |
| Results are comprehensively and clearly described and respond to the review question. PRISMA flow diagram is correctly presented. Data extraction tool has minimal errors and is included as an appendix. PRISMA-ScR checklist is filled out and uploaded to Canvas | 60 |
| Writing is clear, concise, and engaging; headings and academic style & tone are used appropriately. | 10 |
| References adhere to the APA citation style consistently and correctly; formatting follows APA guidelines (font, spacing, margins). | 10 |

***Poster Presentation of Scoping Review Paper (10% of the grade)***

A poster presentation is a great opportunity for you to disseminate the findings of your scoping review. The objective of this activity is to enhance your ability to succinctly communicate your work to diverse

audiences, fostering essential academic and professional skills. Additionally, this activity will provide a platform for you to receive constructive feedback, encouraging critical thinking and refinement of the systematic review approach.

Below are two resources that will be helpful when preparing your poster presentation:

1. 10 rules for poster presentation - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1876493/
2. Poster basics - https://guides.nyu.edu/posters/poster-basics

*You may use AI to help prepare the poster presentation. I recommend that you use ChatGPT. Upload Paper 3 to ChatGPT and consider using the following prompt: *Please create a 4 by 3 foot horizontal poster using the following headings: review questions, background, methods, results, final considerations, and references.* Remember that you are responsible for the quality and accuracy of the information. Appropriately acknowledge the use of AI (https://www.fau.edu/ai/citation/).

You will have 10 to 15 minutes to present your poster to the class. Use the poster template available on Canvas.

Each presentation will be followed by a 15-minute Q&A session, during which your peers will ask questions and provide a brief caring critique based on the Peer Review Rubric, available on Canvas.

*The presentation will take place on November 17th or 24th, during class.*

*Please, upload your PPT by November 17th or 24th.*

**Rubric**

| Criteria | Possible Points |
|---|---|
| Poster Design | |
| Poster contains a limited number of talking points instead of complete paragraphs or lengthy sentences | 10 |
| Fonts, colors, and background are appropriate to the topic and audience | 10 |
| Graphic elements are appealing and appropriate to deliver the information | 10 |
| Presentation – Student: | |
| Demonstrates familiarity with the content | 20 |
| Information is presented comprehensively in a logical sequence/structure | 20 |
| Demonstrates enthusiasm and encourages audience interest | 10 |
| Participation | |
| When in the audience, student actively participates in Q&A session | 20 |

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

Assignments are due on the day assigned. In the event of late submission, a deduction of 1 point per day will be applied. If you are unable to submit work on the designated date, arrangements must be made with the Faculty for the course before the due date in order to avoid penalty. If you are traveling to an area with limited Internet access, it is your responsibility to arrange your schedule in advance, so you can meet the course requirements. There is no option to "make up" work in this class.

## 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/.

## 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.

**Academic Integrity.** Student work is to be done independently or in groups if assigned in that manner. Sharing coursework or assignments with other students is a breach of academic integrity. Plagiarizing (intentional or unintentional) will result in an automatic grade of zero for the submitted assignment. Plagiarism, as defined in the FAU Student handbooks and the APA Manual, 7th edition,

includes but is not limited to turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.

## 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.

## 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**

## AI Language Specific To This Course

AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (https://fau.edu/ai/citation).

## Special Course Requirements

**Caring for Self.** In this course you will need to be organized, aware of due dates for assignments, and committed to devoting adequate time for successful completion of coursework. Being organized is essential for achieving your goals and integral to caring for yourself.

**Collegial Caring.** A supportive environment for learning is a caring environment in which all aspects of persons are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. A caring community is one in which you nurture each other throughout the semester.

**Course Participation.** This course has both a live (in-person) and an online delivery format, and frequent participation is required. Students are expected to check email and course announcements frequently and participate in all online course activities and assignments. If you are experiencing major illness or other issues that impact your participation in this course, contact the professor immediately to formulate a resolution.

**Assignments.** Assignments are due by the date and time specified on Canvas and course schedule. It is your responsibility to keep track of all due dates. It is highly recommended that you make notes of all due dates on your personal calendar. You will need to upload assignments on Canvas to receive a grade. You are responsible for correctly uploading and submitting your files. If you are not familiar with Canvas, you can take the available Canvas tutorials. Please do not email me to double-check if I received your assignments. Only submissions through Canvas will be accepted and graded. Assignments submitted by email will not be accepted. Please note: There will be no make-up assignments, or extra credit papers. Assignments cannot be redone after being graded.

**Communication and Netiquette.** Canvas is the official form of communication in this course. Course announcements and course documents will be posted on Canvas. For class communication, please use the Canvas messaging system unless there is an emergency. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Canvas. It is your responsibility to periodically check the course and course announcements in Canvas for class updates/clarifications/and mail, as important class information will be sent via these routes. Proper grammar and spelling are expected. Avoid all text shorthand messages. Communication using web-based tools has created the need for a protocol called "netiquette" that encourages efficient and effective communication while discouraging abuse of email, chat sessions, and discussion boards. Please, follow FAU netiquette guidelines. I will not respond to non-FAU/Canvas email addresses. Emails will be answered within 24-48 hours, except on weekends and holidays.

**Caring Café.** It is a discussion board for students to share information and ask questions to each other. This discussion board is not monitored by the faculty. For communication with faculty, please use the Canvas messaging system, as described in Communication and Netiquette.

**Be familiar with the resources FAU offers to you.** If you are not familiar with Canvas, read the Student Guide or watch the student videos available through the Canvas Instructure Community. You can also seek assistance from the FAU's Center for Learning and Student Success. If you are having difficulties with learning or course content, do not hesitate to contact me.

**Academic Skills Competence and APA.** Academic Skills Competence with writing and grammar skills is expected of all students. If you need any assistance with basic grammar, punctuation, and comprehension, please seek help from the University Center for Excellence in Writing (free service) prior to submitting your assignments. The APA Manual (7th edition) will be used for formatting all written papers and references, unless specified otherwise in the syllabus or assignment instructions. It is your responsibility to learn APA style of writing. Click on the following link to see an annotated student sample paper from the APA website: https://apastyle.apa.org/style-grammar-guidelines/paper-format/student-annotated.pdf. You can also refer to the Welcome Module on Canvas for an overview of the APA rules and the FAU Library resources.

**Comportment.** Please remember that unless directed, the work submitted must be entirely your work, and your work alone. Any plagiarism, and that includes using your own work from another course, will mean that you will receive an F for the assignment and for the course, and you may not be able to continue in the program. It is not worth it: Do not jeopardize your future. Please see College of Nursing and University Policies for detailed information.

**Changes in Course Format or Schedule.** At times it may be necessary to change the published course schedule. Faculty reserves the right to make changes for the benefit of student learning.

## 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 schedule

**Module 1 – Phenomenon of Interest (Weeks 1, 2 & 3)**

**In-person class: August 18, 8am-1pm**

| Weeks Dates | Topics | Content & Assignments |
|---|---|---|
| Weeks 1 & 2<br><br>8/17 – 9/01<br><br><br>Last day to drop/add – 8/23 | Welcome!<br><br><br><br>Nursing Situations<br><br><br><br>Ways of Knowing<br><br><br><br>Knowledge Development | Prepare for the first in-person class.<br><br>Required Readings<br><br>1. Chapter 7 - Chinn, P. L. (2023). Peace and power: New directions for building community (9th ed.). Cognella.<br>2. Chapter 1 - Chinn, P.L., Kramer, M.K., & Sitzman, K. (2022). Knowledge development in nursing: Theory and process (11th ed.). Elsevier.<br>3. Chapter 1: Introduction to literature review and synthesis - Buchholz, S. W., & Dickins, K. A. (2022). Literature review and synthesis: A guide for nurses and other healthcare professionals. Springer Publishing Company.<br>4. Carper B. (1978). Fundamental patterns of knowing in nursing. Advances in Nursing Science, 1(1), 13–23. https://doi.org/10.1097/00012272-197810000-00004<br>5. Smith, M. C., Chinn, P. L., & Nicoll, L. H. (2021). Knowledge for Nursing Practice: Beyond Evidence Alone. Research and Theory for Nursing Practice, 35(1), 7–23. https://doi.org/10.1891/RTNP-D-20-00095<br>6. White J. (1995). Patterns of knowing: review, critique, and update. Advances in Nursing Science, 17(4), 73–86. https://doi.org/10.1097/00012272-199506000-00007<br><br>Recommended Reading<br><br>1. Chapters 3 to 7 - Chinn, P.L., Kramer, M.K., & Sitzman, K. (2022). Knowledge development in nursing: Theory and process (11th ed.). Elsevier. |

2. Barry, C. D., Gordon, S. C. & King, B. M. (2015). Nursing case studies in caring: Across the practice spectrum. Springer.

3. Thorne S. (2020). Rethinking Carper's personal knowing for 21st century nursing. Nursing Philosophy, 21(4), e12307. https://doi.org/10.1111/nup.12307

Review

1. The Syllabus
2. Welcome module content

Watch

1. Roach's presentations
2. Nursing situation videos

Engage

1. Go to Caring Café to share information and post questions

Assignments

1. Complete student introductions (not graded)
2. SOPHIA 1 (Weeks 1& 2 readings)– Engage in dialogue until 09/01, 11:59pm

**Optional Zoom meeting on 08/26 at 7pm**

| Week 3<br><br>9/02 – 9/08<br><br><br>Happy Labor Day!!! (University closed on 9/2) | Literature Review Typology | Required Readings<br><br>1. Chapter 2 - Literature review and synthesis typology - Buchholz, S. W., & Dickins, K. A. (2022). Literature review and synthesis: A guide for nurses and other healthcare professionals. Springer Publishing Company.<br><br>2. Conner B.T. (2014) Demystifying literature reviews. American Nurse Today 9(1):13–14 https://www.myamericannurse.com/demystifying-literature-reviews<br><br>3. Grant, M.J., & Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. |

Health Information & Libraries Journal 26, 91–108. https://doi.org/10.1111/j.1471-1842.2009.00848.x

4. Gough, D., Thomas, J., & Oliver, S. (2012). Clarifying differences between review designs and methods. Systematic Reviews 1, 28. https://doi.org/10.1186/2046-4053-1-28

5. Sutton, A., Clowes, M., Preston, L., & Booth, A. (2019). Meeting the review family: exploring review types and associated information retrieval requirements. Health Information & Libraries Journal, 36(3), 202–222. https://doi.org/10.1111/hir.12276

Recommended Readings

1. Aveyard, H., & Bradbury-Jones, C. (2019). An analysis of current practices in undertaking literature reviews in nursing: findings from a focused mapping review and synthesis. BMC Medical Research Methodology, 19(1), 1–9. https://doi.org/10.1186/s12874-019-0751-7

2. Toronto, C. E., Quinn, B. L., & Remington, R. (2018). Characteristics of Reviews Published in Nursing Literature: A Methodological Review. ANS. Advances in nursing science, 41(1), 30–40. https://doi.org/10.1097/ANS.0000000000000180

Watch

1. Literature review videos: What is Cochrane, Evidence synthesis – What is it and why do we need it? What are systematic reviews? (Cochrane and JBI videos), JBI model of EBHC, What are the different types of systematic reviews?

Review

1. Resources available on Canvas: JBI, Cochrane Collaboration, and Campbell Collaboration

Engage

1. Go to Caring Café to share information and post questions

Assignment

1. SOPHIA 2 (Week 3 readings): Convener to post by 09/02, at 8am; Engage in dialogue until 09/08, 11:59pm

**Module 2 – Theory-Guided Literature Review & Review Protocol (Weeks 4, 5 & 6)**

**In-person class: September 15, 8am-1pm**

| Weeks<br><br>Dates | Topics | Content |
|---|---|---|
| Week 4<br><br>9/09 – 9/15 | Theory-Guided Literature Review | Required Readings<br><br>1. Chapter 2 – Formulating the review question - Toronto, C. & Remington, R. (2020). A step-by-step guide to conducting an integrative review (1st ed.). Springer International Publishing AG.<br><br>2. Godfrey, Harrison, M. B., Graham, I. D., & Ross-White, A. (2010). Utilisation of theoretical models and frameworks in the process of evidence synthesis. JBI Library of Systematic Reviews, 8(18), 730–751. https://doi.org/10.11124/jbisrir-2010-142<br><br>3. Denney, A.S., & Tewksbury, R. (2012). How to write a literature review. Journal of Criminal Justice Education, 24(2), 218-234. https://doi.org/10.1080/10511253.2012.730617<br><br>4. Soares, C. B., Hoga, L. A., Peduzzi, M., Sangaleti, C., Yonekura, T., & Silva, D. R. (2014). Revisão integrativa: conceitos e métodos utilizados na enfermagem [Integrative review: concepts and methods used in nursing]. Revista da Escola de Enfermagem da U S P, 48(2), 335–345. https://doi.org/10.1590/s0080-6234201400002000020<br><br>5. Gough, D., Thomas, J., & Oliver, S. (2012). Clarifying differences between review designs and methods. Systematic Reviews, 1, 28. https://doi.org/10.1186/2046-4053-1-28<br><br>6. da Silva, R. N., Brandão, M. A. G., & Ferreira, M. A. (2020). Integrative Review as a Method to Generate or to Test Nursing Theory. Nursing Science Quarterly, 33(3), 258–263. https://doi.org/10.1177/0894318420920602 |

Recommended Readings

1. Fawcett J. (2013). Thoughts about conceptual models, theories, and literature reviews. Nursing Science Quarterly, 26(3), 285–288. https://doi.org/10.1177/0894318413489156

2. Fawcett, J., Amweg, L. N., Legor, K., Kim, B. R., & Maghrabi, S. (2018). More Thoughts About Conceptual Models and Literature Reviews: Focus on Population Health. Nursing Science Quarterly, 31(4), 384–389. https://doi.org/10.1177/0894318418792878

3. Fawcett, J., Cronin, J., Cuccovia, B., & Valorie, K. (2019). Still More Thoughts About Conceptual Models and Literature Reviews: Focus on Health Policy. Nursing Science Quarterly, 32(1), 78–81. https://doi.org/10.1177/0894318418807946

4. Aceves-Martins, M., López-Cruz, L., García-Botello, M., Godina-Flores, N.L., Gutierrez-Gómez, Y.Y., & Moreno-García, C.F. (2022). Cultural factors related to childhood and adolescent obesity in Mexico: A systematic review of qualitative studies. Obesity Reviews 23. https://doi.org/10.1111/obr.13461

5. Nawai A. (2019). Chronic Pain Management Among Older Adults: A Scoping Review. SAGE Open Nursing, 5, 2377960819874259. https://doi.org/10.1177/2377960819874259

6. Bavarian, N., Flay, B. R., Ketcham, P. L., & Smit, E.. (2015). The Illicit Use of Prescription Stimulants on College Campuses. Health Education & Behavior, 42(6), 719–729. https://doi.org/10.1177/1090198115580576

7. Cicero, E. C., Reisner, S. L., Silva, S. G., Merwin, E. I., & Humphreys, J. C. (2019). Health Care Experiences of Transgender Adults: An Integrated Mixed Research Literature Review. Advances in Nursing Science, 42(2), 123–138. https://doi.org/10.1097/ANS.0000000000000256

8. Delva, S., Waligora Mendez, K. J., Cajita, M., Koirala, B., Shan, R., Wongvibulsin, S., Vilarino, V., Gilmore, D. R., & Han, H. R. (2021). Efficacy of Mobile Health for Self-management of Cardiometabolic Risk Factors: A Theory-

Guided Systematic Review. Journal of Cardiovascular Nursing, 36(1), 34–55. https://doi.org/10.1097/JCN.0000000000000659

9. Xia, Y., Huang, H., Yu, Q., Halili, X., & Chen, Q. (2023). Academic-practice partnerships in evidence-based nursing education: A theory-guided scoping review. Nurse Education in Practice, 73, 103839. https://doi.org/10.1016/j.nepr.2023.103839

Engage

1. Go to Caring Café to share information and post questions

Assignments

1. SOPHIA 3 (Week 4 readings): Convener to post by 09/09 at 8am; Engage in dialogue until 09/22 at 11:59pm
2. Paper 1 Draft due by 09/15 at 8am

**Optional Zoom meeting on 09/09 at 7pm**

| Week 5<br>9/16 – 9/22 | Review protocol<br><br>Research focus area: healthy aging across the lifespan | Required Readings<br><br>1. Chapter 3 - Buchholz, S. W., & Dickins, K. A. (2022). Literature review and synthesis: A guide for nurses and other healthcare professionals. Springer Publishing Company.<br>2. Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. Systematic Reviews, 4(1), 1. https://doi.org/10.1186/2046-4053-4-1<br>3. Shokraneh, F., & Adams, C. E. (2019). Study-based registers reduce waste in systematic reviewing: discussion and case report. Systematic reviews, 8(1), 129. https://doi.org/10.1186/s13643-019-1035-3<br>4. Posso, M., & Sala, M. (2024). PROSPERO - Reasons for its existence and why a systematic review and/or meta-analysis should be registered. Cirugia espanola, 102(7), 386–388. https://doi.org/10.1016/j.cireng.2024.04.004 |

5. Tawfik, G. M., Giang, H. T. N., Ghozy, S., Altibi, A. M., Kandil, H., Le, H. H., Eid, P. S., Radwan, I., Makram, O. M., Hien, T. T. T., Sherif, M., Hossain, A. S., Thang, T. L. L., Puljak, L., Salem, H., Numair, T., Moji, K., & Huy, N. T. (2020). Protocol registration issues of systematic review and meta-analysis studies: a survey of global researchers. BMC medical research methodology, 20(1), 213. https://doi.org/10.1186/s12874-020-01094-9

Recommended Readings

1. Beyene, G. A., Abebe, S. M., Fekadu, G. A., Muche, A. A., & Geremew, B. M. (2023). Contraceptive dynamics among women with disabilities in low- and middle-income countries: a scoping review protocol. Systematic Reviews, 12(1), 40. https://doi.org/10.1186/s13643-023-02214-4

2. Gupta-Dame, N., Macdonald, D., Ross-White, A., & Snelgrove-Clarke, E. (2023). Postnatal experiences of South Asian immigrant women in Australia, Canada, the United Kingdom, and the United States: a qualitative systematic review protocol. JBI Evidence Synthesis, 21(6), 1310–1317. https://doi.org/10.11124/JBIES-22-00402

3. Jotterand Chaparro, C., Bertoni Maluf, V., Moullet, C., Kiszio, B., Pugliese, M. T., Ramelet, A. S., Morice, C., Valla, F. V., & Tume, L. N. (2023). Effectiveness of high vs lower enteral protein intake, considering energy intake, on clinical outcomes in critically ill children: a systematic review protocol. JBI Evidence Synthesis, 21(6), 1251–1258. https://doi.org/10.11124/JBIES-22-00133

4. MacLean, R., Durepos, P., Gibbons, C., Morris, P., Witherspoon, R., Taylor, N., Keeping-Burke, L., & McCloskey, R. (2023). Education and training for infection prevention and control provided by long-term care homes to family caregivers: a scoping review protocol. JBI Evidence Synthesis, 21(6), 1290–1298. https://doi.org/10.11124/JBIES-22-00308

5. Schaefer, A. B., & Palokas, M. (2023). Caregiving experiences of informal caregivers of adult stroke patients during the COVID-19 pandemic: a qualitative systematic

review protocol. JBI Evidence Synthesis, 21(5), 963–969. https://doi.org/10.11124/JBIES-22-00149

6. Kumar, S., Kuchewar, V., & Karuveettil, V. (2024). Effectiveness of mHealth interventions for improving health attendance: an umbrella review protocol. JBI Evidence Synthesis, 22(1), 116–123. https://doi.org/10.11124/JBIES-23-00137

7. Verbelen, D., Korogod, N., & Opsommer, E. (2024). Physical activity and endogenous pain modulation in older people: a scoping review protocol. JBI Evidence Synthesis, 22(2), 292–297. https://doi.org/10.11124/JBIES-23-00013

Review

1. Akers, J., & University of York. (2009). Systematic reviews: CRD's guidance for undertaking reviews in health care. York: CRD, University of York. https://www.york.ac.uk/crd/guidance/

2. Cochrane Handbook for Systematic Reviews of Diagnostic Test Accuracy - https://training.cochrane.org/handbook-diagnostic-test-accuracyLinks to an external site.

3. Higgins JPT, Thomas J, Chandler J, Cumpston M, Li T, Page MJ, Welch VA. (2022). Cochrane Handbook for Systematic Reviews of Interventions version 6.3 (updated February 2022). Cochrane. www.training.cochrane.org/handbook

4. PROSPERO Website (https://www.crd.york.ac.uk/prospero/)

5. OSF website (osf.io)

Engage

1. Go to Caring Café to share information and post questions

Assignment

1. Paper 1 due by 09/22 at 11:59pm

| Week 6 9/23 – 9/29 | Systematic, Scoping, | Required Readings |
|---|---|---|

| Rapid, Living, Umbrella, and Qualitative Reviews | 1. Barnett-Page, E., & Thomas, J.. (2009). Methods for the synthesis of qualitative research: a critical review. BMC Medical Research Methodology, 9(1), 59. https://doi.org/10.1186/1471-2288-9-59<br><br>2. Peters, M. D. J., Marnie, C., Tricco, A. C., Pollock, D., Munn, Z., Alexander, L., McInerney, P., Godfrey, C. M., & Khalil, H. (2021). Updated methodological guidance for the conduct of scoping reviews. JBI Evidence Implementation, 19(1), 3–10. https://doi.org/10.1097/XEB.0000000000000277<br><br>3. Tricco, A. C., Khalil, H., Holly, C., Feyissa, G., Godfrey, C., Evans, C., Sawchuck, D., Sudhakar, M., Asahngwa, C., Stannard, D., Abdulahi, M., Bonnano, L., Aromataris, E., McInerney, P., Wilson, R., Pang, D., Wang, Z., Cardoso, A. F., Peters, M. D. J., Marnie, C., … Munn, Z. (2022). Rapid reviews and the methodological rigor of evidence synthesis: A JBI position statement. JBI Evidence Synthesis, 20(4), 944–949. https://doi.org/10.11124/JBIES-21-00371<br><br>4. Munn, Z., Pollock, D., Khalil, H., Alexander, L., Mclnerney, P., Godfrey, C. M., Peters, M., & Tricco, A. C. (2022). What are scoping reviews? Providing a formal definition of scoping reviews as a type of evidence synthesis. JBI Evidence Synthesis, 20(4), 950–952. https://doi.org/10.11124/JBIES-21-00483<br><br>5. Seers, K.. (2012). What is a qualitative synthesis?. Evidence Based Nursing, 15(4), 101–101. https://doi.org/10.1136/ebnurs-2012-100977<br><br>6. Choi, G. J., & Kang, H. (2023). Introduction to Umbrella Reviews as a Useful Evidence-Based Practice. Journal of lipid and atherosclerosis, 12(1), 3–11. https://doi.org/10.12997/jla.2023.12.1.3<br><br>7. Lansky, A., & Wethington, H. R. (2020). Living Systematic Reviews and Other Approaches for Updating Evidence. American Journal of Public Health (1971), 110(11), 1687–1688. https://doi.org/10.2105/AJPH.2020.305920<br><br>8. Elliott, J. H., Synnot, A., Turner, T., Simmonds, M., Akl, E. A., McDonald, S., Salanti, G., Meerpohl, J., MacLehose, H., Hilton, J., Tovey, D., Shemilt, I., Thomas, J., & Living |
| --- | --- |

Systematic Review Network (2017). Living systematic review: 1. Introduction-the why, what, when, and how. Journal of clinical epidemiology, 91, 23–30. https://doi.org/10.1016/j.jclinepi.2017.08.010

Recommended Readings

1. Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. Journal of Advanced Nursing, 52(5), 546–553. https://doi.org/10.1111/j.1365-2648.2005.03621.x

2. Kutcher, A. M., & LeBaron, V. T. (2022). A simple guide for completing an integrative review using an example article. Journal of Professional Nursing, 40, 13–19. https://doi.org/10.1016/j.profnurs.2022.02.004

3. Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., Mcarthur, A., & Aromataris, E.. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. BMC Medical Research Methodology, 18(1). https://doi.org/10.1186/s12874-018-0611-x

4. Iannizzi, C., Akl, E. A., Anslinger, E., Weibel, S., Kahale, L. A., Aminat, A. M., Piechotta, V., & Skoetz, N. (2023). Methods and guidance on conducting, reporting, publishing, and appraising living systematic reviews: a scoping review. Systematic reviews, 12(1), 238. https://doi.org/10.1186/s13643-023-02396-x

5. Peters, M. D. J., Marnie, C., Colquhoun, H., Garritty, C. M., Hempel, S., Horsley, T., Langlois, E. V., Lillie, E., O'Brien, K. K., Tunçalp, Özge, Wilson, M. G., Zarin, W., & Tricco, A. C. (2021). Scoping reviews: reinforcing and advancing the methodology and application. Systematic Reviews, 10(1), 263–263. https://doi.org/10.1186/s13643-021-01821-3

6. Elliott, J. H., Turner, T., Clavisi, O., Thomas, J., Higgins, J. P., Mavergames, C., & Gruen, R. L. (2014). Living systematic reviews: an emerging opportunity to narrow the evidence-practice gap. PLoS medicine, 11(2), e1001603. https://doi.org/10.1371/journal.pmed.1001603

Watch

1. JBI YouTube videos: Should I undertake a scoping or a systematic review?, What are qualitative systematic reviews?

Engage

1. Go to Caring Café to share information and post questions

Assignment

1. SOPHIA 4 (Week 6 readings): Convener to post by 09/23 at 8am; Engage in dialogue until 09/29 at 11:59pm

**Optional Zoom meeting on 09/23 at 7pm**

**Module 3 - From the Review Question to the Search Strategy (Week 7)**

| Weeks Dates | Topics | Content |
|---|---|---|
| Week 7<br><br>9/30 – 10/06 | Matching literature review type, review question & search strategy | Required Readings<br><br>1. Chapters 3 & 4- Buchholz, S. W., & Dickins, K. A. (2022). Literature review and synthesis: A guide for nurses and other healthcare professionals. Springer Publishing Company.<br><br>2. Stern, C., Jordan, Z., & McArthur, A. (2014). Developing the review question and inclusion criteria. American Journal of Nursing, 114(4), 53–56. https://doi.org/10.1097/01.NAJ.0000445689.67800.86<br><br>3. Aromataris, E., & Riitano, D. (2014). Constructing a search strategy and searching for evidence. A guide to the literature search for a systematic review. American Journal of Nursing, 114(5), 49–56. https://doi.org/10.1097/01.NAJ.0000446779.99522.f6<br><br>4. Watson M. (2020). How to undertake a literature search: A step-by-step guide. British Journal of Nursing, 29(7), 431–435. https://doi.org/10.12968/bjon.2020.29.7.431<br><br>5. Pollock, D., Barker, T. H., Stone, J. C., Aromataris, E., Klugar, M., Scott, A. M., Stern, C., Ross-White, A., |

Whitehorn, A., Wiechula, R., Shamseer, L., & Munn, Z. (2024). Predatory journals and their practices present a conundrum for systematic reviewers and evidence synthesisers of health research: A qualitative descriptive study. Research Synthesis Methods, 15(2), 257–274. https://doi.org/10.1002/jrsm.1684

6. Bramer, W. M., de Jonge, G. B., Rethlefsen, M. L., Mast, F., & Kleijnen, J. (2018). A systematic approach to searching: an efficient and complete method to develop literature searches. Journal of the Medical Library Association, 106(4), 531–541. https://doi.org/10.5195/jmla.2018.283

Review

1. Munn, Z., Barker, T., Stern, C., Pollock, D., Ross-White, A., Klugar, M., Wiechula, R., Aromataris, E., & Shamseer, L. (2021). Should I include studies from "predatory" journals in a systematic review? Interim guidance for systematic reviewers. JBI Evidence Synthesis, 19(8), 1915–1923. https://doi.org/10.11124/JBIES-21-00138

2. Akers, J., & University of York. (2009). Systematic reviews: CRD's guidance for undertaking reviews in health care. York: CRD, University of York. https://www.york.ac.uk/crd/guidance/

3. Aromataris, E., & Munn, Z. (Eds). (2020). JBI Manual for Evidence Synthesis. JBI. https://synthesismanual.jbi.global

4. Cochrane Handbook for Systematic Reviews of Diagnostic Test Accuracy - https://training.cochrane.org/handbook-diagnostic-test-accuracy

5. Higgins JPT, Thomas J, Chandler J, Cumpston M, Li T, Page MJ, Welch VA. (2022). Cochrane Handbook for Systematic Reviews of Interventions version 6.3 (updated February 2022). Cochrane. www.training.cochrane.org/handbook

6. Resources available on Canvas: creating a search strategy, Boolean operators

7. Websites: Equator Network, PRISMA, and Create a PRISMA flow diagram

Watch

1. JBI YouTube videos: Predatory publications in systematic reviews: What is the problem and what should we do?, Aligning systematic review questions with different methodologies and methods, Pre-planning and protocol development for systematic reviews
2. 2020 PRISMA flow diagram video

Engage

1. Go to Caring Café to share information and post questions

Assignment

1. SOPHIA 5 (Week 7 readings): Convener to post by 09/30 at 8am; Engage in dialogue until 10/06 at 11:59pm

**Module 4 - From the Literature Search to Critical Appraisal (Weeks 8, 9, 10, 11 & 12)**

**In-person class: October 13, 8am-1pm**

| Weeks Dates | Topics | Content |
|---|---|---|
| Week 8 10/07 – 10/13 | Searching, Screening, and Selecting Sources of Evidence | Required Readings<br><br>1. Chapter 5- Buchholz, S. W., & Dickins, K. A. (2022). Literature review and synthesis: A guide for nurses and other healthcare professionals. Springer Publishing Company<br><br>2. Aromataris, E., & Riitano, D. (2014). Constructing a search strategy and searching for evidence. A guide to the literature search for a systematic review. American Journal of Nursing, 114(5), 49–56. https://doi.org/10.1097/01.NAJ.0000446779.99522.f6<br><br>3. Büchter, R. B., Weise, A., & Pieper, D. (2020). Development, testing and use of data extraction forms in systematic reviews: a review of methodological guidance. BMC Medical Research Methodology, 20(1), 259. https://doi.org/10.1186/s12874-020-01143-3 |

4. Chapter 5 - Garrard, J. (2022). Health sciences literature review made easy (6th ed.). Jones & Bartlett Learning.

5. Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., … McKenzie, J. E. (2021). PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews. BMJ, 372, n160. https://doi.org/10.1136/bmj.n160

6. Pollock, D., Peters, M. D. J., Khalil, H., McInerney, P., Alexander, L., Tricco, A. C., Evans, C., de Moraes, É. B., Godfrey, C. M., Pieper, D., Saran, A., Stern, C., & Munn, Z. (2023). Recommendations for the extraction, analysis, and presentation of results in scoping reviews. JBI Evidence Synthesis, 21(3), 520–532. https://doi.org/10.11124/JBIES-22-00123

7. Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., Lewin, S., … Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. Annals of Internal Medicine, 169(7), 467–473. https://doi.org/10.7326/M18-0850

Recommended Readings

1. Aromataris E. (2022). Compounding conflicts of interest: including an author's own work in a systematic review. JBI Evidence Synthesis, 20(8), 1869–1870. https://doi.org/10.11124/JBIES-22-00272

2. Dhippayom, T., Rattanachaisit, N., Wateemongkollert, A., Napim, R., Chaiyakunapruk, N., 2023. Should CINAHL be used as one of the main databases for evidence synthesis of health services intervention?. Cochrane Evidence Synthesis and Methods 1. https://doi.org/10.1002/cesm.12019

3. Mendes, K. D. S., Silveira, R. C. D. C. P., & Galvão, C. M. (2019). Use of the bibliographic reference manager in the selection of primary studies in integrative reviews. Texto & Contexto - Enfermagem, 28(0). https://doi.org/10.1590/1980-265x-tce-2017-0204

Chat GPT and other large language models & literature reviews

1. Fulton J. S. (2023). Authorship and ChatGPT. Clinical Nurse Specialist, 37(3), 109–110. https://doi.org/10.1097/NUR.0000000000000750

2. Haman, M., & Školník, M.. (2023). Using ChatGPT to conduct a literature review. Accountability in Research, 1–3. https://doi.org/10.1080/08989621.2023.2185514

3. Qureshi, R., Shaughnessy, D., Gill, K. A. R., Robinson, K. A., Li, T., & Agai, E.. (2023). Are ChatGPT and large language models "the answer" to bringing us closer to systematic review automation?. Systematic Reviews, 12(1). https://doi.org/10.1186/s13643-023-02243-z

4. Thapa, S., & Adhikari, S.. (2023). ChatGPT, Bard, and Large Language Models for Biomedical Research: Opportunities and Pitfalls. Annals of Biomedical Engineering. https://doi.org/10.1007/s10439-023-03284-0

5. Alshami, A., Elsayed, M., Ali, E., Eltoukhy, A. E. E., & Zayed, T. (2023). Harnessing the Power of ChatGPT for Automating Systematic Review Process: Methodology, Case Study, Limitations, and Future Directions. Systems (Basel), 11(7), 351-. https://doi.org/10.3390/systems11070351

6. Hill, J. E., Harris, C., & Clegg, A. (2024). Methods for using Bing's AI-powered search engine for data extraction for a systematic review. Research Synthesis Methods, 15(2), 347–353. https://doi.org/10.1002/jrsm.1689

Review

1. PICO Grid and Literature review log
2. Literature review matrix
3. AI @ FAU, Student Resources (https://www.fau.edu/ai/student/)

Engage

1. Go to Caring Café to share information and post questions

Assignments

1. SOPHIA 6 (Week 8 readings): Convener to post by 10/07 at 8am; Engage in dialogue until 10/13 at 11:59pm
2. Paper 2 draft due by 10/13 at 8am

**Optional Zoom meeting on 10/07 at 7pm**

| Week 9<br><br>10/14 – 10/20 | Critical appraisal | Required Readings<br><br>1. Munn, Z., Stone, J. C., Aromataris, E., Klugar, M., Sears, K., Leonardi-Bee, J., & Barker, T. H.. (2023). Assessing the risk of bias of quantitative analytical studies: introducing the vision for critical appraisal within JBI systematic reviews. JBI Evidence Synthesis, 21(3), 467–471. https://doi.org/10.11124/jbies-22-00224<br><br>2. Porritt, K., Gomersall, J., & Lockwood, C. (2014). JBI's Systematic Reviews: Study selection and critical appraisal. American Journal of Nursing, 114(6), 47–52. https://doi.org/10.1097/01.NAJ.0000450430.97383.64<br><br>3. Small S. P. (2023). Reflections on critical appraisal of research for qualitative evidence synthesis. JBI Evidence Synthesis, 21(6), 1064–1065. https://doi.org/10.11124/JBIES-23-00198<br><br>4. Stone, J. C., Barker, T. H., Aromataris, E., Ritskes-Hoitinga, M., Sears, K., Klugar, M., Leonardi-Bee, J., & Munn, Z. (2023). From critical appraisal to risk of bias assessment: clarifying the terminology for study evaluation in JBI systematic reviews. JBI Evidence Synthesis, 21(3), 472–477. https://doi.org/10.11124/JBIES-22-00434<br><br>5. Stone, J. C., Leonardi-Bee, J., Barker, T. H., Sears, K., Klugar, M., Munn, Z., & Aromataris, E. (2024). Common tool structures and approaches to risk of bias assessment: implications for systematic reviewers. JBI Evidence Synthesis, 22(3), 389–393. https://doi.org/10.11124/JBIES-23-00463 |

Recommended Reading

1. Lundh, A., & Gøtzsche, P. C. (2008). Recommendations by Cochrane Review Groups for assessment of the risk of bias in studies. BMC Medical Research Methodology, 8, 22. https://doi.org/10.1186/1471-2288-8-22

2. Schünemann, H., Brożek, J., Guyatt, G., & Oxman, A. (2013). GRADE Handbook: Introduction to GRADE Handbook. https://gdt.gradepro.org/app/handbook/handbook.html

Review

1. Critical review and risk of bias tools (JBI, risk of bias tools – see links on Canvas)

2. Introductory course for GRADE

Engage

1. Go to Caring Café to share information and post questions

Assignment

1. Paper 2 due by 10/20 at 11:59pm

| Week 10<br><br>10/21 – 10/27<br><br><br>Last day to drop off with a "W" – 10/25 | Literature Reviews<br><br><br><br>The Research Focus Area: Health Equity | Required Readings<br><br>1.  Maden, M. (2016). Consideration of health inequalities in systematic reviews: a mapping review of guidance. Systematic Reviews, 5(1), 202–202. https://doi.org/10.1186/s13643-016-0379-1<br><br>2. Eslava-Schmalbach, J., Mosquera, P., Alzate, J. P., Pottie, K., Welch, V., Akl, E. A., Jull, J., Lang, E., Katikireddi, S. V., Morton, R., Thabane, L., Shea, B., Stein, A. T., Singh, J., Florez, I. D., Guyatt, G., Schünemann, H., & Tugwell, P. (2017). Considering health equity when moving from evidence-based guideline recommendations to implementation: a case study from an upper-middle income country on the GRADE approach. Health Policy and Planning, 32(10), 1484–1490. https://doi.org/10.1093/heapol/czx126 |

3. Welch, V., Dewidar, O., Tanjong Ghogomu, E., Abdisalam, S., Al Ameer, A., Barbeau, V. I., Brand, K., Kebedom, K., Benkhalti, M., Kristjansson, E., Madani, M. T., Antequera Martín, A. M., Mathew, C. M., McGowan, J., McLeod, W., Park, H. A., Petkovic, J., Riddle, A., Tugwell, P., … Wells, G. A. (2022). How effects on health equity are assessed in systematic reviews of interventions. Cochrane Database of Systematic Reviews, 1(1), MR000028-. https://doi.org/10.1002/14651858.MR000028.pub3

4. Dankel, M., & Lambert, M. (2023). Abstracts for a wider audience: Promoting linguistic diversity in JBI Evidence Synthesis. JBI Evidence Synthesis, 21(5), 833–834. https://doi.org/10.11124/JBIES-23-00144

5. Ali, Rania and Daniel, Carmen and Duque, Tiffany and Sathe, Nila and Pizarro, Ana Beatriz and Rabre, Alex and Henderson, Danielle and Armstrong-Brown, Janelle and Francis, Damian and Welch, Vivian and Heyn, Patricia C. and Dewidar, Omar and Rizvi, Anita and Viswanathan, Meera, Centering Racial Health Equity in Systematic Reviews Paper 2: Themes from Listening Exercises (May 14, 2024). Centering Racial Health Equity in Systematic Reviews Paper 2: Themes from Listening Exercises, Available at SSRN: https://ssrn.com/abstract=4827797 or http://dx.doi.org/10.2139/ssrn.4827797

6. Welch, Vivian and Dewidar, Omar and Rizvi, Anita and Bondok, Mostafa and Pan, Yuewen and Sabri, Hind and Adewale, Adedeji and Ghogomu, Elizabeth and Terhune, Elizabeth and Francis, Damian and Pizarro, Ana Beatriz and Duque, Tiffany and Heyn, Patricia C. and Riddle, Dru and Sathe, Nila and Viswanathan, Meera, Centering Racial Health Equity in Systematic Reviews Paper 5: A Methodological Overview of Methods and Interventions (January 18, 2024). Available at SSRN: https://ssrn.com/abstract=4699442 or http://dx.doi.org/10.2139/ssrn.4699442

Recommended Readings

1. American Psychological Association (2020). Bias-free language guidelines. In Publication Manual of the

American Psychological Association (7th ed., pp. 131-149), American Psychological Association.

2. Welch, V., Petticrew, M., Petkovic, J., Moher, D., Waters, E., White, H., Tugwell, P., Atun, R., Awasthi, S., Barbour, V., Bhutta, Z. A., Cuervo, L. G., Groves, T., Koehlmoos-Perez, T., Kristjansson, E., Moher, D., Oxman, A., Pantoja, T., Petticrew, M., … White, H.. (2016). Extending the PRISMA statement to equity-focused systematic reviews (PRISMA-E 2012): explanation and elaboration. Journal of Clinical Epidemiology, 70, 68–89. https://doi.org/10.1016/j.jclinepi.2015.09.001

3. Welch, V., Petticrew, M., Tugwell, P., Moher, D., O'Neill, J., Waters, E., & White, H.. (2012). PRISMA-equity 2012 extension: Reporting guidelines for systematic reviews with a focus on health equity. PLOS Medicine, 9(10), e1001333. https://doi.org/10.1371/journal.pmed.1001333

4. Lambert, L. K., Horrill, T. C., Beck, S. M., Bourgeois, A., Browne, A. J., Cheng, S., Howard, A. F., Kaur, J., Mckenzie, M., Stajduhar, K. I., & Thorne, S.. (2023). Health and healthcare equity within the Canadian cancer care sector: A rapid scoping review. International Journal for Equity in Health, 22(1). https://doi.org/10.1186/s12939-023-01829-2

5. Kirui, C., & McGee, J. (2021). Leveraging Resources for Educational Equity to Promote Academic Success Among Underrepresented Nursing Students: An Integrative Review. Nursing Education Perspectives, 42(4), 212–215. https://doi.org/10.1097/01.NEP.0000000000000735

6. Andermann, A., Mott, S., Mathew, C. M., Kendall, C., Mendonca, O., Harriott, D., Mclellan, A., Riddle, A., Saad, A., Iqbal, W., Magwood, O., & Pottie, K.. (2021). Evidence-informed interventions and best practices for supporting women experiencing or at risk of homelessness: a scoping review with gender and equity analysis. Health Promotion and Chronic Disease Prevention in Canada, 1(1), 1–13. https://doi.org/10.24095/hpcdp.41.1.01

7. National Academies of Sciences, Engineering, and Medicine; National Academy of Medicine; Committee on the Future of Nursing 2020–2030, Flaubert, J. L., Le

Menestrel, S., Williams, D. R., & Wakefield, M. K. (Eds.). (2021). The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity. National Academies Press (US). https://www.ncbi.nlm.nih.gov/books/NBK573914/

Watch

1. Promoting linguistic diversity in JBI Evidence Synthesis video

Engage

1. Go to Caring Café to share information and post questions

Assignment

1. SOPHIA 7 (Week 10 readings): Convener to post by 10/14 at 8am; Engage in dialogue until 10/20 at 11:59pm

**Optional Zoom meeting on 10/21 at 7pm**

| Week 11 10/28 – 11/03 Happy Halloween!!! | Structuring and Organizing Literature Reviews & Research focus area: Transforming Healthcare Environments | Required Readings<br><br>1. Chapter 7 - Efron, & Ravid, R. (2019). Writing the literature review: A practical guide. Guilford Press.<br>2. Munn, Z., Tufanaru, C., & Aromataris, E. (2014). JBI's systematic reviews: data extraction and synthesis. The American Journal of Nursing, 114(7), 49–54. https://doi.org/10.1097/01.NAJ.0000451683.66447.89<br>3. Pollock, D., Peters, M. D. J., Khalil, H., McInerney, P., Alexander, L., Tricco, A. C., Evans, C., de Moraes, É. B., Godfrey, C. M., Pieper, D., Saran, A., Stern, C., & Munn, Z. (2023). Recommendations for the extraction, analysis, and presentation of results in scoping reviews. JBI Evidence Synthesis, 21(3), 520–532. https://doi.org/10.11124/JBIES-22-00123<br><br>Recommended Readings<br><br>Transforming Healthcare Environments<br><br>1. Batista, L. C., Melo, M. N., Cruz, D. A. L. M. D., & Gengo E Silva Butcher, R. C. (2022). Characteristics of music |

intervention to reduce anxiety in patients undergoing cardiac catheterization: Scoping review. Heliyon, 8(11), e11894. https://doi.org/10.1016/j.heliyon.2022.e11894

2. Brooks, H., Devereux-Fitzgerald, A., Richmond, L., Caton, N., Cherry, M. G., Bee, P., Lovell, K., Downs, J., Edwards, B. M., Vassilev, I., Bush, L., & Rogers, A.. (2023). Exploring the use of social network interventions for adults with mental health difficulties: a systematic review and narrative synthesis. BMC Psychiatry, 23(1). https://doi.org/10.1186/s12888-023-04881-y

3. Gengo E Silva Butcher, R. D. C., & Jones, D. A.. (2021). An integrative review of comprehensive nursing assessment tools developed based on Gordon's Eleven Functional Health Patterns. International Journal of Nursing Knowledge, 32(4), 294–307. https://doi.org/10.1111/2047-3095.12321

4. Menezes, S. S. C. D., Corrêa, C. G., Silva, R. D. C. G. E., & Cruz, D. D. A. M. L. D.. (2015). Clinical reasoning in undergraduate nursing education: a scoping review. Revista Da Escola De Enfermagem Da USP, 49(6), 1032–1039. https://doi.org/10.1590/s0080-623420150000600021

5. Tamata, A. T., & Mohammadnezhad, M.. (2023). A systematic review study on the factors affecting shortage of nursing workforce in the hospitals. Nursing Open, 10(3), 1247–1257. https://doi.org/10.1002/nop2.1434

6. Wei, Fazzone, 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. https://doi.org/10.20467/1091-5710.23.1.4

Engage

1. Go to Caring Café to share information and post questions

No assignments this week

| Week 12 11/04 – 11/10 | Synthesis and Interpretation of Findings | Required Readings |
| --- | --- | --- |

| Veteran's Day (University closed on 11/11) | Research focus area: Holistic Health | 1. Chapter 6 - Buchholz, S. W., & Dickins, K. A. (2022). Literature review and synthesis: A guide for nurses and other healthcare professionals. Springer Publishing Company<br>2. Chapters 8 & 9 - Efron, & Ravid, R. (2019). Writing the literature review: A practical guide. Guilford Press.<br>3. Munn, Z., Tufanaru, C., & Aromataris, E. (2014). JBI's systematic reviews: data extraction and synthesis. The American Journal of Nursing, 114(7), 49–54. https://doi.org/10.1097/01.NAJ.0000451683.66447.89<br>4. Pollock, D., Peters, M. D. J., Khalil, H., McInerney, P., Alexander, L., Tricco, A. C., Evans, C., de Moraes, É. B., Godfrey, C. M., Pieper, D., Saran, A., Stern, C., & Munn, Z. (2023). Recommendations for the extraction, analysis, and presentation of results in scoping reviews. JBI Evidence Synthesis, 21(3), 520–532. https://doi.org/10.11124/JBIES-22-00123<br><br>Recommended Readings<br><br>1. Knafl, K., & Whittemore, R.. (2017). Top 10 Tips for Undertaking Synthesis Research. Research in Nursing & Health, 40(3), 189–193. https://doi.org/10.1002/nur.21790<br><br>Holistic Health<br><br>1. Bice, A. A., & Wyatt, T. H. (2017). Holistic Comfort Interventions for Pediatric Nursing Procedures: A Systematic Review. Journal of Holistic Nursing, 35(3), 280–295. https://doi.org/10.1177/0898010116660397<br>2. Bryk, Roberts, G., Hudson, P., Harms, L., & Gerdtz, M. (2023). The concept of holism applied in recent palliative care practice: A scoping review. Palliative Medicine, 37(1), 26–39. https://doi.org/10.1177/02692163221129999<br>3. Chan, R. R., & Larson, J. L. (2015). Meditation Interventions for Chronic Disease Populations: A Systematic Review. Journal of Holistic Nursing, 33(4), 351–365. https://doi.org/10.1177/0898010115570363<br>4. Kaur Khaira, M., Raja Gopal, R. L., Mohamed Saini, S., & Md Isa, Z.. (2023). Interventional Strategies to Reduce Test |

Anxiety among Nursing Students: A Systematic Review. International Journal of Environmental Research and Public Health, 20(2), 1233. https://doi.org/10.3390/ijerph20021233

5. Rosetti, & Spatz, D. L. (2022). Effects of Acupressure on Lactation: An Integrated Review. American Journal of Maternal Child Nursing, 47(6), 345–352. https://doi.org/10.1097/NMC.0000000000000866

6. Wexler, T. M., & Schellinger, J. (2023). Mindfulness-Based Stress Reduction for Nurses: An Integrative Review. Journal of Holistic Nursing, 41(1), 40–59. https://doi.org/10.1177/08980101221079472

Watch

1. Recommendations for the extraction, analysis and presentation of results in scoping reviews

Engage

1. Go to Caring Café to share information and post questions

Assignment

1. SOPHIA 8 (Week 12 readings): Convener to post by 11/04 at 8am; Engage in dialogue until 11/10 at 11:59pm

**Optional Zoom meeting on 11/04 at 7pm**

**Module 5 - Advancing caring science through the dissemination of the findings (Weeks 13, 14, 15 & 16)**

**In-person class: November 17, 8am-1pm**

| Weeks Dates | Topics | Content |
|---|---|---|
| Week 13 11/11 – 11/17 | Presenting the Literature Review Findings & | Required Readings<br><br>1. Pollock, D., Peters, M. D. J., Khalil, H., McInerney, P., Alexander, L., Tricco, A. C., Evans, C., de Moraes, É. B., Godfrey, C. M., Pieper, D., Saran, A., Stern, C., & Munn, Z. |

(2023). Recommendations for the extraction, analysis, and presentation of results in scoping reviews. JBI Evidence Synthesis, 21(3), 520–532. https://doi.org/10.11124/JBIES-22-00123

2. Robertson-Malt S. (2014). Presenting and interpreting findings. The American Journal of Nursing, 114(8), 49–54. https://doi.org/10.1097/01.NAJ.0000453044.01124.59

Engage

1. Go to Caring Café to share information and post questions

Assignments

1. Poster presentation in class (11/17)
2. Paper 3 draft due by 11/17 at 8 am

| Week 14 & 15 | Writing the | Required Readings |
|---|---|---|
| 11/18 – 12/01 | Literature Review | 1. Chapters 7 & 8 - Buchholz, S. W., & Dickins, K. A. (2022). Literature review and synthesis: A guide for nurses and other healthcare professionals. Springer Publishing Company |
| Happy Thanksgiving!!! | | 2. Chapter 10 - Efron, & Ravid, R. (2019). Writing the literature review: A practical guide. Guilford Press. |
| (University closed between 11/27 – 12/01) | | 3. Tay, A. (2020). How to write a superb literature review: Nature speaks to old hands and first timers about the work they did to make their reviews sing. Nature. https://www.nature.com/articles/d41586-020-03422-x |
| | | 4. Torraco. (2016). Writing Integrative Literature Reviews: Using the Past and Present to Explore the Future. Human Resource Development Review, 15(4), 404–428. https://doi.org/10.1177/1534484316671606 |
| | | Engage |
| | | 1. Go to Caring Café to share information and post questions |

| | | **Optional Zoom meeting on 11/14 at 7pm** |
|---|---|---|
| Week 16<br><br>12/02 – 12/11 | Reading Days | Reading Days 12/02 – 12/04<br><br>Engage<br><br>   1. Go to Caring Café to share information and post questions<br><br>Assignment<br><br>   1. Paper 3 due by 12/08 at 11:59pm |

# 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.

Approved in Faculty Assembly 11/28/2016

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

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

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

supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

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

'revised April, 2012.'