

FAU FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Doctor of Nursing Practice College Nursing (To obtain a course number, contact erudolph@fau.edu)		
Prefix NGR Number 7768	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture/Lab	Course Title The Role of the Doctor of Nursing Practice as Scholar
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Guidelines) This course examines the distinct practice scholarship role of the DNP in improving health outcomes from the lens of caring. Emphasis will be on the history of nursing and healing, professional communication, optimal health environments, and the need for change within a complex health care system.	
Effective Date (TERM & YEAR) summer 2022	Prerequisites NGR 7124 Theoretical Grounding for Caring Based Practice and NGR 7855 Translation of Evidence for Advanced Nursing Practice <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		
Academic Service Learning (ASL) course <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Corequisites none	Registration Controls (For example, Major, College, Level) Enrollment in DNP Program
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here In syllabus	
Faculty Contact/Email/Phone Susan Bulfin sbulfin@fau.edu 561 297 3600		List/Attach comments from departments affected by new course	

Approved by Department Chair <u><i>Susan Bulfin</i></u> College Curriculum Chair <u><i>Kyndall D. Partridge</i></u> College Dean <u><i>George</i></u> UGPC Chair <u><i>Christopher Butler</i></u> UGC Chair <u><i>Bill</i></u> Graduate College Dean <u><i>Robert W. Stackman Jr.</i></u> UFS President _____ Provost _____	Date <u>12/6/21</u> <u>12/06/2021</u> <u>12/6/21</u> Jan 4, 2022 Jan 4, 2022 Jan 4, 2022 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

The Role of the Doctor of Nursing Practice as Scholar
COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services ([561-297-3512](tel:561-297-3512)). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

SEMESTER: Fall 2022

COURSE NUMBER: NGR 7768

COURSE TITLE: The Role of the Doctor of Nursing Practice as Scholar

COURSE FORMAT: Hybrid

CREDIT HOURS: 3

COURSE SCHEDULE/LOGISTICS: Hybrid, Canvas assisted

PREREQUISITES: NGR 7124, Theoretical Grounding for Caring Based Practice and NGR 7855

Translation of Evidence for Advanced Nursing Practice

COREQUISITES: Epidemiology for Advanced Nursing Practice NGR 6673

FACULTY: TBD

OFFICE: TBD

OFFICE HOURS: TBD

COURSE DESCRIPTION: Examination of the distinct practice scholarship role of the DNP in improving health outcomes from the lens of caring. Emphasis will be on the history of nursing and healing, professional communication, optimal health environments, and the need for change within a complex health care system.

COURSE OBJECTIVES:

Upon completion of NGR 7768, the student will demonstrate evidence of:

Being competent

1. Appraise the historical emergence of the Doctor of Nursing Practice degree program and its contribution to the discipline of nursing. (1.1g)

2. Examine the role of the DNP as practice employing diverse theories and sources of evidence to inform practice. (1.2f, 1.2j)

Becoming compassionate

3. Integrate modes of caring derived from theory and practice models to nurture wholeness and well-being of self and others. (2.8h)

Demonstrating comportment

4. Employ caring modes of professional communication to promote effective caring collaborative relationships. (2.2g, 2.9f)

Becoming confident

5. Examine current and future roles of the DNP in the U.S. health care system including legal issues, ethical dilemmas, and controversies. (2.6g, 9.5)

Attending to conscience

6. Model behaviors consistent with ethical principles and professional scholarship, inclusion, civility, and respect with diverse communities and populations (5.3f, 9.2j, 9.1i, 9.2j, 9.6e)

Affirming commitment

7. Establish the DNP's unique role in advocating for social justice and health equity in a consistent, positive, cogent, and distinctive manner (10.3q)

TEACHING LEARNING STRATEGIES: Hybrid, Canvas supported, with distance learning and in-person, on campus classes.

GRADING AND EVALUATIONS:

Assignment	Objective Evaluated	Percentage
Written responses/Class dialogue (4) x 10%	1a, 1b, 2, 3, 5	40%
IHI Open School Courses (2) x 10%	1b	20%
Class Presentation	1b, 6	20%
Envisioning the DNP Essay	4	20%
Total		100%

GRADING SCALE: A grade below C is not passing in the Graduate Program.

94-100 = A	77-79 = C+
90-93 = A-	74-76 = C
87-89 = B+	70-73 = C-
84-86 = B	67-69 = D+
80-83 = B-	64-66 = D

REQUIRED TEXTS

Zaccagnini, M. & Pechacek, J. (2021). *The Doctor of Nursing Practice Essential: Edition 4*.

Burlington, MA: Jones and Bartlett. ISBN: 9781284167078

American Psychological Association (2019). Publication manual of the American

Psychological Association (7th ed.). Washington, DC: American Psychological Association.

BIBLIOGRAPHY

Please refer to each week's module for the required readings posted. Additional resources appear below:

American Association of Colleges of Nursing (2021) *The Essentials: Core Competencies for professional nursing education*

American Association of Colleges of Nursing (nd) DNP Toolkit

<https://www.aacnnursing.org/DNP/Tool-Kit>

American Association of Colleges of Nursing (2015) Current Issues and Clarifying Recommendations:

Report from the task force on the implementation of the DNP

https://www.pncb.org/sites/default/files/2017-02/AACN_DNP_Recommendations.pdf

American Association of Colleges of Nursing (2006). *The essentials of doctoral education for advanced nursing practice*. Washington DC: Author.

Bellini, S. & Cusson, R. (2012). The Doctor of Nursing Practice for entry into advanced practice: The controversy continues as 2015 looms. *Newborn and Infant Nursing Reviews*. 12 (1)
doi:10.1053/j.nainr.2011.12.008

Bowie, B., DeSocio, J., and Swanson, K., (2019) The DNP Degree: Are we producing the graduates we intended? *Journal of Nursing Administration* (49) 5, pp 280-285

Brown-Benedict, D. (2008). The Doctor of Nursing Practice degree: Lessons from the history of the professional doctorate in other health disciplines. *Journal of Nursing Education* 47 (10). 12-16

Bulfin, S., Grobbel, C., Fuller, W. (2019). Anne Boykin Institute for the Advancement of Caring in Nursing: Use of robots to complement caring relationships in nursing position paper. *International Journal for Human Caring* (23) 4 doi:10.20467/1091-5710.23.4. 334

Clancy, T. (2020) Artificial Intelligence and Nursing: The Future Is Now *Journal of Nursing Administration* (50) 3, pp 125-127

Edwardson, S.R. (2010). PhD and DNP in Nursing: The debate continues. *Journal of Professional Nursing* 26, 137-140.

Greco, K., Tineley, S. and Siebert, D. (2011) *Essential Genomic Competencies for Nurses with Graduate Degrees*. American Nurses Association: Author ISBN 978-1-55810-437-2 -- ISBN 1-55810-437-2

Grindel, C., (2005). *AACN presents the clinical nurse leader and the doctor in nursing*

practice roles: A benefit or a misfortune? Med/Surg Nursing 14 (4). 209-211.

Harris, J., Roussell, L., Walters, S., & Dearman (2011). *Project Planning and Management: A guide for CNLs, DNP's, and nurse executives*. Jones & Bartlett: Sudbury: MA.

Hathaway, D., Jacob, S., Stegbauer, C., Thompson, C., Graff, C. (2006). **The Practice Doctorate: Perspectives of early adopters.** *Journal of Nursing Education*. 45. 487-496.

Locsin, R., and Ito T. (2018) Can humanoid nurse robots replace human nurses? *Journal of Nursing* (5) Article 1

McCauley, L., Broome, M., Frazier, L Rose Hayes, R., Kurth, A Musil, Norman, L., Rideout, K. (2020) Villarruel, A. Doctor of nursing practice (DNP) degree in the United States: Reflecting, readjusting, and getting back on track. *NURSE Outlook* (68)

McCaffrey, R (2012). *Doctor of Nursing Practice: Enhancing Professional Development*. Philadelphia: FA Davis Publishers.

Moore, E. & Waters, R. (2013). Educating DNP students about critical appraisal and knowledge translation. *International Journal of Nursing Education Scholarship*. 10 (1) 237–244. doi 10.1515/ijnes-2012-0005

Moran, K., Burson, K., & Conrad, D. (2017). The Doctor of Nursing Practice scholarly project. Boston: Jones & Bartlett.

National Organization of Nurse Practitioner Faculty: *Practice doctorate nurse practitioner entry-level competencies*

<http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/dnp%20np%20competenciesapril2006.pdf>

National Organization of Nurse Practitioner Faculty (2018). The Doctor of Nursing Practice Degree: Entry to Nurse Practitioner Practice by 2025

https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/dnp/v3_05.2018_NONPF_DNP_Stateme.pdf

Otterness, S. (2006). **Implications of Doctorate in Nursing Practice - still many**

unresolved issues for nurse practitioners. *Nephrology Nursing Journal*. 33(6):685-687.

Partin, B. (2005). **The Doctorate of Nursing Practice: A natural evolution.** *Nurse Practitioner*. 30 (11) 23.

QSEN Institute (2012) *Graduate Level QSEN competencies* <http://qsen.org/competencies/graduate-ksas/>

Root, L., Denke, M; Johnson, I., McFadden, M., and Wermers, R. (2020) Applying complexity science as a DNP quantum leader. *Nursing Administration Quarterly* (44) pp 142-148.

Smith, D., (2006). *Is the burden worth the benefit of the doctorate of nursing for NPs?*
Nephrology Nursing Journal 33(6), 685-687.

Wall, B., Novak, J., Wilkerson, S. (2005). Doctor of nursing practice **program development: Reengineering health care.** *Journal of Nursing Education*. 44(9):396-403

TOPICAL OUTLINE

Overview of curriculum

The role of the DNP as conceptualized by

- AACN
- NONPF
- State Boards of Nursing
- Others

DNP competencies (Domains)

The history and emergence of the DNP degree

Review of DNP as clinical scholar (transition to doctoral learning and thinking)

- critical analysis and appraisal of current evidence
- evidence-based practice
- decision making
- professional writing and oral presentations
- policy development

Current and future role of the DNP in the health care delivery system

- leadership
- change agency
- political activism
- policy development
- cultural competence

Development of the topic for final DNP project

COURSE ASSIGNMENTS

Written response/ participation (40%) For each live class, upon arrival, students will submit written response (typed word document, APA style) to the question(s) posed during the week prior to the class. Questions will be posted on Canvas and will focus on timely topics such as

- current and future roles of the DNP in the U.S. healthcare system including legal issues ethical dilemmas, and controversies surrounding the DNP degree and its implementation
- integration of professional scholarship and principles of inclusion, civility, and respect with diverse communities and populations
- the DNP's unique role in advocating for social justice and health equity in consistent, positive, cogent, and distinctive manner
- modes of caring derived from theory and practice models to nurture self-care to enhance wellness.

Each response must include evidentiary support. Instructions for the length of the response will be specified for each assignment. Students will be evaluated based upon evidence that the student has read assignments and is prepared to actively participate in an informed discussion in class. The rubric for graduate level writing assignments is posted on Canvas. (Due dates on live class days: August xx, September xx, October xx, November xx.)

Class presentation (10%) The class presentations will be 10-15 minutes in length. Students will work in groups of 4-5 and will be choose a particular health care dilemma focused on health equity and advanced nursing practice. The presentation will cover current literature about the dilemma and address its impact on nursing from a caring perspective. The specific instructions and rubric will be posted on the Canvas site. Topic/names due October xx. Slides due November xx.

Institute for Health Care Improvement (IHI Open School): (20%) The purpose of this assignment is to reinforce the of the clinical scholar role of the DNP demonstrate how diverse theories how the Model for Improvement can serve as an important guide for evidence-based practice, quality, and safety in complex healthcare environments. The student will complete two short courses in Improvement Capability (QI: 101 and 102) and upload corresponding certificates. Due date

Essay on Envisioning the DNP (20%): The purpose of the assignment is to provide the opportunity for the student to outline personal reflections about the DNP degree informed by the historical emergence of the Doctor of Nursing Practice degree and its contribution to the discipline of nursing. This paper will focus on the student's personal vision regarding their role as a practice scholar. The paper will highlight the student's reflection about the expectations and competencies outlined in the various position statements for DNPs. The student will incorporate current literature about the DNP degree into the description of how new knowledge and skill will be incorporated into their role as a practice scholar and will drive their inquiry into a particular area of concern for focus of a potential scholarly project. The title of the paper will be unique and represent the student's vision about the DNP degree and goals for the academic journey.

The essay will be informed by

- The student's own philosophy regarding the practice doctorate in nursing
- Professional nursing organization **position statements**
 - *AACN Essentials for Advanced Nursing Practice*
 - *NONPF: Practice doctorate nurse practitioner entry-level competencies*
- Current peer reviewed journals

The posted rubric for written work will be used as a guide for writing the paper.

ACADEMIC SERVICE-LEARNING STATEMENT (Optional): Due to the nature of the course content, this course is designated as an "academic service-learning" course. The assistance you provide to an

agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you may participate in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development. To receive academic service-learning notation of hours on your transcript, your hours must be logged according to university policy. Also, pre-assessment and post-assessment surveys are required to be taken by academic service-learning students.

- **Description of the Project:**
 - Students choosing this assignment will engage in a minimum of 10 hours of Academic Service-Learning opportunity at approved community locations. Community locations will be approved by the Christine E. Lynn College of Nursing.
- **Relevant and meaningful service in the community:**
 - The goal of the community-based epidemiological action project is to identify a call from the community, then design and lead an epidemiological effort that meets the identified call through Academic Service-Learning.
- **Enhanced academic learning:**
 - As this course focuses on epidemiology for advance nursing practice, practical application of the course content can occur through Academic Service-Learning activities that involve the application of epidemiological tools used in advanced nursing practice to improve health by altering personal, social and/or environmental risk factors. This will be a "real world" experience through activities such as health data collection, disease surveillance, contact tracing and health education.
- **Purposeful civic engagement:**
 - The goal of the community-based epidemiological action project is to identify a community need, then design and lead an epidemiological effort that meets a specific need in the community and allows students to apply knowledge and work toward course objectives while meeting a distinct community need.

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 POLICIES & GUIDELINES

Course modules open on Sundays and close on Saturdays unless otherwise posted.

Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogs apply to this course.

To obtain a passing grade, all course requirements and objectives must be successfully met.

Students are expected to log on to the course website **at least three times weekly** to obtain reading materials and check on course updates and announcements.

Students are expected to turn in assignments using Canvas on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit (Saturdays at 11:59 pm).

Points may be deducted for late assignments/exams. In exceptional circumstances, students may contact the faculty member to request an extension prior to the assignment/exam due date. Please note, technical difficulties are not considered exceptional circumstances.

All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail submissions will not be accepted.

All assignments must be completed in APA format: (Publication Manual of the American Psychological Association, 7th edition).

All students are required to use their FAU e-mail address and have regular access to the internet.

All course communications must be made through the canvas platform inbox. Platforms for personal communications include Canvas Inbox, phone, or SKYPE.

A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly.

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Graduate Handbook located at:

<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>

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: <http://www.fau.edu/ctl/AcademicIntegrity.php>

CON Academic Integrity: <http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/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.

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.

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.

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.


COURSE SCHEDULE

Course schedule is posted separately in the canvas course platform.

Weeks/ Dates	Topic	Required Reading/ Presentations	Activity/ Assignment
Week 1 Introduction to Course/ Overview of the Curriculum DNP standards for education	Review of syllabus and requirements Expectations and requirements for graduation Introduction to the role of the DNP The DNP as conceptualized by <ul style="list-style-type: none"> o AACN o NONPF o State Boards of Nursing o Others 	Zaccagnini & Pechacek: Introduction and Ch 1 AACN (2021) Essentials AACN (2015) <i>Current Issues Clarifying Recommendations</i> FAU CON Graduate Handbook <ul style="list-style-type: none"> • DNP Sections (all) Instructor Slide presentation	Review the course syllabus Review the College of Nursing Graduate Student Handbook: DNP section Complete readings
Week 2 LIVE CLASS 	<i>Domain 1 Knowledge for Nursing Practice and</i> <i>Domain 4 Scholarship for the Nursing Discipline</i> <ul style="list-style-type: none"> o Decision making o Professional writing and oral presentations o Appraisal of current evidence 	Zaccagnini & Pechacek Chapter 2 NONPF: <i>Practice doctorate nurse practitioner entry-level competencies</i>	Readings and audio presentations Begin work on Manuscript

The History & Emergence of the DNP degree	<ul style="list-style-type: none"> o Basing practice on best evidence 	<i>Graduate level QSEN competencies</i> <i>Essential Genomic Competencies for Nurses with Graduate Degrees</i> Scholarly Writing slide presentation	
Weeks 3-4 The DNP as Leader	<i>Domain 10: Personal, Professional, and Leadership Development</i> The DNP as Leader	Zaccagnini & Pechacek Chapter 2 Articles posted on Canvas <i>DNP Domain 10</i> DNP Leadership slide presentation	Readings Audio presentations
Week 5 Inter-professional Leadership in Health Care	<i>Development and Domain 6 : Interprofessional Partnerships</i> <ul style="list-style-type: none"> o organizations and systems o interprofessional collaboration 	Zaccagnini & Pechacek Chapter 6 review Domain 6 slide presentation	
Week 6-7 LIVE CLASS 	Discussions around of Domains I, VI, X Library Orientation and Overview of Services	Readings posted on Canvas Begin IHI Open School 101 Course	Reading and audio presentations

	Guest Speaker from Library Sciences	http://www.ihl.org/education/ihiopenschool/Pages/default.aspx	
Week 7 Health Care Technology and Artificial Intelligence	<i>Domain VIII: Informatics and Healthcare Technology</i>	Zaccagnini & Pechacek Chapter 4 Articles linked on module Rutledge (2015) Telehealth, Technology	Reading and audio presentations Register for IHI Q101 due October 4
Week 8 Professionalism and Policy: DNP Perspectives	Professionalism and Policy <i>Domain IX: Professionalism</i>	Zaccagnini & Pechacek Ch 5 Slide presentation Articles Week 7 FNPN Link	Reading and audio presentations
Week 9 Population Health	<i>Domain III: Population Health</i>	Zaccagnini & Pechacek Ch 7 Slide presentations on <i>Domain III</i>	Reading and presentations
Week 10 LIVE CLASS 	<i>Domain VII: Systems Based Practice</i>	Zaccagnini and Pechacek Ch 8-10 Canvas Articles NONPF Criteria for Scholarly Projects	Readings Audio presentations

Systems Based Practice		AACN DNP Toolkit: https://www.aacnnursing.org/DNP/Tool-Kit	
Week 11 Quality and Safety	<i>Domain V: Quality and Safety</i> Improving health outcomes:	Canvas Articles TBA IHI Open School: Improvement Capability Q102 http://www.ihi.org/education/ihiopenschool/Pages/default.aspx	Readings
Week 12 DNP Issues and Controversies	DNP: Current issues <ul style="list-style-type: none">o Innovationo Controversies	NONPF position statement Canvas Articles IHI article https://hbr.org/2017/06/the-value-of-teaching-patients-to-administer-their-own-care?referral=03758&cm_vc=r_item_page.top_right	Readings listed on Canvas Open School Q102 due by November 14
Weeks 13-14 The DNP Project LIVE CLASS November 21 	Development of Topic for DNP Project <ul style="list-style-type: none">• DNP Projects as Responses to Calls for Nursing• Identification of need (local) Practicum experiences in the DNP curriculum	Zaccagnini & Pechacek Ch 10 Canvas Articles Review Readings from Weeks 10-12 AACN Essentials pp. 24-26 Review AANC Essentials document regarding clinical hours and FAU graduate	Readings

		student handbook re: DNP practicum hours section	
Week 15	Local, national, and global impact the DNP Envisioning the future of the DNP	Zaccagnini & Pechacek Chapters 8-9 Canvas Articles Audio slide presentation Complete SPOTS	Readings and audio presentations

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

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

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

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

'revised April, 2012.'