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| <b>FAU</b><br>FLORIDA<br>ATLANTIC<br>UNIVERSITY  | <b>NEW COURSE PROPOSAL</b><br><b>Graduate Programs</b>   |   | UGPC Approval _____<br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner _____<br>Catalog _____ |
|  | Department Doctor of Nursing Practice<br>College Nursing<br>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> ) |   |   |
| Prefix NGR<br>Number 7855  | (L = Lab Course; C = Combined Lecture/Lab; add if appropriate)<br><b>Lab Code</b>  | Type of Course<br>Lecture   | Course Title<br>Translation of Evidence for Advanced Practice Nursing   |
| Credits (Review Provost Memorandum)<br>3   | Grading (Select One Option)<br>Regular <input checked="" type="radio"/><br>Sat/UnSat <input type="radio"/>   | Course Description (Syllabus must be attached; see Guidelines)<br>This course prepares the DNP student for scholarship and knowledge needed for translation into practice. Major outcomes of the course are the development of the knowledge and skills needed to develop a clinical question, review and synthesize the literature and statistical understanding for evidence-based practice. Caring science will guide a selected practice improvement model towards development of the future DNP Project. |   |
| Effective Date (TERM & YEAR)<br>Summer 2022  | Prerequisites<br>None  |   |   |
| Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.   |  | Academic Service Learning (ASL) course <input type="checkbox"/><br>Academic Service Learning statement must be indicated in syllabus and approval attached to this form.  |   |
|  |  | Corequisites<br>None  | Registration Controls (For example, Major, College, Level)<br>Doctor of Nursing Practice Program enrollment           |
| Minimum qualifications needed to teach course:<br>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<br>S. Bulfin <a href="mailto:sbulfin@fau.edu">sbulfin@fau.edu</a> 561 297 3600   |  | List/Attach comments from departments affected by new course  |   |

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| <b>Approved by</b><br>Department Chair <u><i>Susan Bulfin</i></u><br>College Curriculum Chair <u><i>Kimberly N. Patchard</i></u><br>College Dean <u><i>[Signature]</i></u><br>UGPC Chair <u><i>Christopher Beetle</i></u><br>UGC Chair <u><i>[Signature]</i></u><br>Graduate College Dean <u><i>Robert W. Stackman Jr.</i></u><br>UFS President _____<br>Provost _____ | <b>Date</b><br><u>12-8-21</u><br><u>12-08-2021</u><br><u>12-8-21</u><br>Jan 4, 2022<br>Jan 4, 2022<br>Jan 4, 2022<br>_____<br>_____ |
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**COURSE TITLE:** Translation of Evidence for Advanced Practice Nursing

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

***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:** Summer

**COURSE NUMBER:** NGR 7855

**COURSE TITLE:** Translation of Evidence for Advanced Practice Nursing

**CREDIT HOURS:** 3

**COURSE FORMAT/LOGISTIC:** Hybrid; CANVAS assisted; Monthly face to face sessions

**PREREQUISITES:** Permission of Department

**COREQUISITES:** None

**FACULTY:** TBD

**OFFICE:** NUR XX

**OFFICE HOURS:** By Appointment

**COURSE DESCRIPTION:** This course prepares the DNP student for scholarship and knowledge needed for translation into practice. Major outcomes of the course are the development of the knowledge and skills needed to develop a clinical question, review and synthesize the literature and statistical understanding for evidence-based practice. Caring science will guide a selected practice improvement model towards development of the future DNP Project.

**COURSE OBJECTIVES:** Upon completion of NGR XXXX, the student will be able to create caring nursing responses in: \*

**Becoming Competent**

1. Apply science-based theoretical, conceptual frameworks and decision-making models to determine the nature and significance of health and health care delivery phenomena, provide a framework to guide literature reviews and design evidence-based interventions. (C 1.2j, C 1.3f)
2. Demonstrate advanced levels of knowledge and skills to conduct literature review for evidence-based interventions aimed at improving patient outcomes. (C1.1e , C 1.3f, C 1.2j , C 2.7d, C 2.7f, C4.1j, C4.2g)
3. Critically appraise the appropriate use of study design, methods, statistical analysis and conclusions in existing literature to determine the best evidence to address a clinical problem. (C 1.1e , C 1.3f, C 1.2j , C2.7d, C 2.7f, C 4.1j, C4.2g)

**Becoming Compassionate**

4. Synthesize evidence and outcome data to inform caring-based interventions honoring the uniqueness of persons and populations. (1.2i, 2.7f)

**Demonstrating Comportment**

5. Advocate within the interprofessional team and other stakeholders for the contributions of nursing scholarship when designing evidence-based practice interventions. (C 4.1m, C 1.3d, C 4.1h, C4.1i)

**Becoming Confident**

6. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytic, and organization sciences to identify a clinical problem. (C2.5j, C 4.2f, C4.2h, C 4.2j, C 1.3e)
7. Prepare a literature review supporting possible strategies to alleviate or ameliorate a clinical problem. (C 4.2k, C 10.3l)

**Attending to Conscience**

8. Incorporate the wholeness of human beings as they interact with their environment in the design of ethical, evidence-based interventions to identify and address a clinical problem. (C 4.3h, C 4.3e)

**Affirming Commitment**

9. Prioritize the importance of ongoing translation of research and other evidence into advanced nursing practice. (C 1.1f, C 1.2g)

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

**TEACHING LEARNING STRATEGIES:**

Lecture, discussions, class and Canvas activities, written assignments, nursing situations

**GRADING AND EVALUATIONS**

**GRADING AND EVALUATIONS:**

| Assignment                | Objective Evaluated | Percentage of Grade |
|---------------------------|---------------------|---------------------|
| Clinical Question (PICOT) | 6                   | 5%                  |

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| Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytic, and organization sciences to identify a clinical problem   |   |     |
| <b>Introduction to Paper</b><br>Demonstrate advanced levels of knowledge and skills to conduct literature reviews for evidence-based interventions aimed at improving patient outcomes.   | 2 | 10% |
| <b>Evidence Table</b><br>Critically appraise the appropriate use of study design, methods, statistical analysis and conclusions in existing literature to determine the best evidence to address a clinical problem.  | 3 | 10% |
| <b>Evidence Synthesis Paper</b><br>Prepare a literature review supporting possible strategies to alleviate or ameliorate a clinical problem.  | 7 | 30% |
| <b>Power point Presentation</b><br>Advocate within the interprofessional team and other stakeholders for the contributions of nursing scholarship when designing evidence-based practice interventions.   | 5 | 15% |
| <b>Discussion Post 1</b><br>Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytic, and organization sciences to identify a clinical problem.  | 6 | 5%  |
| <b>Discussion Post 2</b><br>Apply science-based theoretical, conceptual frameworks and decision-making models to determine the nature and significance of health and health care delivery phenomena, provide a framework to guide literature reviews and design evidence-based interventions. | 1 | 5%  |
| <b>Discussion Post 3</b><br>Prioritize the importance of ongoing translation of research and other evidence into advanced nursing practice.   | 9 | 5%  |
| <b>Discussion Post 4</b><br>Synthesize evidence and outcome data to inform caring-based interventions honoring the uniqueness of persons and populations.   | 4 | 5%  |
| <b>Citi Certification</b><br>Incorporate the wholeness of human beings as they interact with their environment in the design of evidence-based interventions to identify and address a clinical problem.  | 8 | 5%  |
| <b>Class Participation</b>  |   | 5%  |
| Total   |   | 100 |

**GRADING SCALE:** The student must meet the course objectives, course requirements, clinical competencies, and achieve a C or greater for successful completion of this course.

94 - 100 = A

90 - 93 = A-

87 - 89 = B+

84 - 86 = B

80 - 83 = B-

77 - 79 = C+  
74 - 76 = C  
70 - 73 = C-  
67 - 69 = D+  
63 - 66 = D  
60 - 62 = D-  
0 - 59 = F

## REQUIRED TEXTS

Melynk, B.M., & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing & healthcare: A guide to best practice*. (4th ed.). Philadelphia: Wolters-Kluwer/Lippincott Williams & Wilkins. ISBN: 978-1496384539

White, K.M., Dudley-Brown, S., Terhaar, M.F. (2021). *Translation of evidence into nursing and healthcare practice*. (3<sup>rd</sup> ed.) New York: Springer Publishing. ISBN: 978-0826147363

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1-43383217-8

## RECOMMENDED TEXTS

## TOPICAL OUTLINE

1. Role of the DNP prepared advanced practice nurse in evidence translation
2. Nursing situations that guide the study of advanced nursing practice
3. Role of patient concerns and preferences in clinical judgment in evidence-based practice
4. Identifying and Asking Clinical Questions
5. Caring Theories into advanced nursing practice
  - a. Grand
  - b. Midrange
6. Health Care Delivery Models/Practice Frameworks
7. Writing a Clinical Question in PICOT format
8. Searching the Literature
  - a. Conducting literature reviews guided by a PICOT question
9. Quality Improvement, program evaluation vs research
10. Appraising the Research Literature
  - a. Quantitative/qualitative designs
  - b. Statistical evaluation of quality improvement/program evaluation techniques in health sciences
  - c. Statistical concepts
  - d. Role of power analysis
  - e. Types of measurement
11. Evaluation of clinical practice guidelines
12. Evidence-based decision making
13. Designing quality improvement and program evaluation projects
14. Translation models
  - a. Barriers to translation of evidence
15. Implementing quality improvement and program evaluation projects
16. Ethical and legal considerations for research, evidence-based practice, and quality improvement
17. Leadership in practice, education and health policy changes

18. Dissemination of practice changes to improve clinical outcomes, safety, and quality
19. Creating a culture that promotes interprofessional translation of research into practice

## **COURSE ASSIGNMENTS**

### **Clinical Question (PICOT) (100 points/5% of Grade)**

For this assignment the student will formulate a clinical question based on an identified clinical problem guided by a **nursing situation** and a selected caring theory. The question will be developed using one of the acceptable PICOT formats developed by Melnyk & Fineout-Overholt (2015) in Chapter 2 and PICOT discussions/workshops. To formulate the question, it may be necessary to review the literature to identify appropriate components of the question such as nursing responses/interventions, counter nursing responses/interventions, and hoped for outcomes. The clinical question will be worked on during class and refined within a course discussion and submitted for grading. The clinical question will be used to guide a review of the literature in support of all elements of the final paper: Evidence Table, Introduction to the final paper, presentation and Final Synthesis Paper. (See Question Templates Appendix A in your text).

### **Introduction to Final Paper- Background and Significance of Clinical Problem (100 points/10% of grade)**

The introduction to the Evidence Synthesis Paper (final paper in the course) will serve as a description of the background and significance for the identified clinical problem addressed in the clinical question. The introduction will include:

1. Nursing Situation
2. Selected Caring Theory
3. Identification of the problem (background)
4. Significance of the problem
5. Purpose of the evidence summary paper (purpose should reflect the course assignment requirements)

The introduction needs to be supported with appropriate professional references to substantiate the need to address the problem. Approximate length is 2-4 paragraphs.

The introductions are to be typed and presented in the format of a professional paper including title page, proper margins, font size, grammar, citations and references as described in the 7<sup>th</sup> edition of the APA Style manual.

This graded assignment will be revised based on instructor feedback and incorporated into the final Evidence Synthesis paper.

#### In Class activities supporting the assignment:

Review of Nursing Situations.

Review of caring theories.

Review of the elements of an introduction and grading rubric

### **Evidence Table (100 points/10% of grade)**

For this assignment the student will create an evidence table that will assist in appraising and synthesizing evidence located in response to the clinical question. Through a literature search

guided by your PICOT question, the evidence table will include 5 single research studies. Therefore, QI, QA or DNP **Project** papers and systematic reviews are not acceptable for the evidence table. However, QI, QA or DNP **Project** papers and/or systematic reviews can be used in your final paper. All evidence must be from a peer-reviewed source and should be published within 5 years (2018-2022). If unable to locate 5 references that fall within the 5-year range, older references may be used but most references should be within 5 years (current evidence). Most research studies should include **nurse researchers**.

The appraisal table will be evaluated based upon (see grading rubric for more detail):

- The evidence meeting the established assignment requirements for dates, sources and template format.
- The direct relationship/relevance between the evidence, the nursing situation and your clinical question (PICOT).
- Correct identification and appraisal of key components of evidence including the theoretical framework, type/design/statistical analysis of study, purpose, population/sample, protection of human subjects, methods/intervention, measurements/variables/tools, results/conclusions, and discussion/limitation.

The assignment will include a reference list of at least 5 evidence sources submitted in APA format.

A required template for the appraisal table is provided in the canvas platform.

Class activities supporting the assignment:

Compare/contrast appraisal and synthesis.

Review of statistical analysis.

Appraisal of a research article in class /use of the required template.

Distinguish between a single research article/systematic reviews/ QI-QA-DNP Project articles.

### **Evidence Synthesis Paper (100 points/30% of grade)**

For this assignment the student will prepare an evidence-based synthesis paper using APA format, including the use of appropriate headings. **Must include a minimum of 10 references** including:

- At least **5 single research** studies.
- Remaining 5 required references include other forms of evidence (systematic reviews and QI, QA, DNP projects).

The paper is expected to be 10-15 pages in length.

The title page and the references do not count toward the page requirements. The paper should include the following:

Introduction (including nursing situation)

Purpose statement

(The introduction and purpose statement will be based upon a revision of work completed for the Introduction to Final Assignment paper)

Clinical Question in PICOT format ((include the anachronym letters)

Synthesis of the literature review which supports the clinical question

- Appraisal of the literature (from the evidence table and additional sources as needed)

Conceptual or theoretical framework

- a. Description of chosen framework(s)
  1. Theory of caring and translation model
- b. Specify how concepts are applied
- c. Graphic representation (Model)
- d. How caring science will inform development and implementation

Recommendation(s) for advanced practice based on your evidence synthesis.

- Address how patient preferences and values can be addressed.

Implementation plan using a selected translation model  
(Chapter 14)

Address how your translation model fits with your theory of caring.

Conclusion

Please note: The evidence table will not be included as an appendix in this assignment.

In Class activities supporting the assignment:

Review of the elements of the final synthesis paper and grading rubric.

Deconstruction of example paper(s).

### **Power Point Presentation or Poster Presentation (100 points/15% of grade)**

Each student will present a synthesis of the evidence. Each student will present a 10-15-minute narrated PowerPoint presentation or Poster Presentation to their group. The following information should be included in the presentation:

- Background/introduction provided on identified issue/problem (including nursing situation).
- PICOT or clinical question identified and correctly formatted
- An organized and clear yet concise summary of the literature synthesis including evidence of appraisal is provided and includes recommendations for advanced practice based on the evidence.
- Plan for practice change provided guided by a selected theory of caring and translation model that is appropriate to the practice setting.

The presentation must maintain a professional style and adhere to APA 7<sup>th</sup> Ed. formatting and grammar rules including proper use of citations (references and images) within the



presentation. Comportment should be demonstrated throughout the presentation and during peer presentations.

In Class activities supporting the assignment:

Tips on creating PPT/Poster presentations.

1. Examples of presenting the evidence.

Review of grading rubric.

**Class Participation and Online Activities/Discussion Boards (Total points 100; 25% of grade)**

Students are expected to attend each class (live or online), arrive on-time, fully participate in class activities, and stay for the entire class (students leaving before the end of class will not receive full participation points). If attending online, access to a computer/phone that supports audio and **video** connection is expected. A 3-minute class response is due at the end of each live/zoom class meeting.

Discussion boards are based on course content and are intended to assist students in building the knowledge/skills needed to apply research to support advanced nursing practice and support new models of care delivery using evidence-based practice translation models. In some units the discussion board will serve to develop individual unit assignments. Each discussion board contains specific instructions and a grading rubric.

Ensure all postings are detailed, substantive responses relating to course and/or chapter content, minimum 1-2 paragraphs with references if required in discussion prompts.

Students are encouraged to post in the 1<sup>st</sup> week the discussion is open. To facilitate an opportunity for discussion, original responses to the discussion prompt(s) and peer responses cannot occur within the same 24-hour period. Students posting all responses within the same 24-hour period will not receive full credit for the discussion.

Indicate the name of the other peer you are responding to within your response.

Be sure to include your position on whether you agree or disagree with your colleagues' statements **with supporting evidence**.

Correct grammar, spelling, and punctuation are expected. Adhere to the most recent APA standards and APA guidelines for all citations.

**CITI Certification (Total points 100; 5% of grade)**

CITI certification is research, ethics and compliance training. CITI has been the standard human subjects protections training module at Florida Atlantic University since October 2006. All FAU researchers conducting research that involves human subjects must complete the CITI online training. This training can be accessed through the FAU site.

**BIBLIOGRAPHY:**

- Bailey, R.A., Pfeifer, M., Shillington, A.C., Harshaw, Q., Funnel, M.M., VanWingen, J., & Burman, M.E., Robinson, B., & Hart, A.M. (2016). Effect of a patient decision aid (PDA) for type 2 diabetes on knowledge, decisional self-efficacy, and decisional conflict. *BMC Health Services Research*, 16. doi: 10.1186/s12913-016-1262-4.
- Burman, M.E., Robinson, B., & Hart, A.M. (2013). Linking evidence-based nursing practice and patient-centered care through patient preferences. *Nursing Administration Quarterly*, 37(3), 231-241. doi: 10.1097/NAQ.0b013e318295ed6b.
- Echevarria, I.M. & Walker, S. (2014, February). To make your case, start with a PICOT question. *Nursing 2014*, 18-19. doi: 10.1097/01.NURSE.0000442594.00242.f9.
- Fuchs, M.A., Sexton, D.J., Thornlow, D.K., & Champagne, M.T. (2011). Evaluation of an evidence-based, nurse-driven checklist to prevent hospital-acquired catheter-associated urinary tract infections in intensive care units. *Journal of Nursing Care Quality*, 26(2), 101- 109. doi: 10.1097/NCQ.0b013e3181fb7847.
- Gallagher Ford, L., & Melnyk, B. M. (2019). The Underappreciated and Misunderstood PICOT Question: A Critical Step in the EBP Process. *Worldviews on Evidence-Based Nursing*, 16(6), 422–423. <https://doi-org.ezproxy.fau.edu/10.1111/wvn.12408> Permalink  
<http://ezproxy.fau.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=140231445&site=ehost-live>
- Hain, Debra J. 2017. “Exploring the Evidence. Focusing on the Fundamentals: Comparing and Contrasting Nursing Research and Quality Improvement.” *Nephrology Nursing Journal* 44(6):541–44.  
<http://search.ebscohost.com.ezproxy.fau.edu/login.aspx?direct=true&db=rzh&AN=126986366&site=ehost-live>.Permalink:  
<http://ezproxy.fau.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=126986366&site=ehost-live>
- Higuchi, K.S., Davies, B., & Ploeg, J. (2017). Sustaining guideline implementation: A multisite perspective on activities, challenges, and support. *Journal of Clinical Nursing*, 26, 4413-4424. doi: 10.1111/jocn.13770.

Melnyk, B.M. (2016). The doctor of nursing practice degree = evidence-based practice expert. *Worldviews on Evidence-Based Nursing*, 13(3), 183-184. doi: 10.1111/wvn.12164.

Lynn, J., Baily, M.A., Bottrell, M., Jennings, B., Levine, R.J., Davidoff, F., Casarett, D., Corrigan, J., Fox, E., Wyania, M.K., Agich, G.J., O’Kane, M., Speroff, T., Schyve, P., Batalden, P., Tunis, S., Berlinger, N., Cronenwett, L., Fitzmaruice, M., Dubler, N.N., & James, B. (2007). The ethics of using quality improvement methods in healthcare. *Annals of Internal Medicine*, 146, 666-673. doi: 10.7326/0003-4819-146- 9-200705010-00155

Mattox, K.L. Lack of adherence to breast cancer screening guidelines in African American women in the community health setting. *JOCEPS: The Journal of Chi Eta Phi* (1), 19-23.

Peile, E. (2014). Teaching balanced clinical decision-making in primary care: Evidence-Based and value-based approaches used in conjunction. *Education for Primary Care*, 25,67-70. <http://www.tandfonline.com/loi/tepc20>

Shirey, M.R. Hauck, S.L., Embree, J.L., Kinner, T.J., Schaar, G.L., Phillips, L.A., Ashby, S.R., Swenty, C.F., & Mc Cool, I.A. (2011). Showcasing differences between quality improvement, evidence-based practice, and research. *The Journal of Continuing Education in Nursing*, 42(2), 57-68. doi: 10.3928/00220124-20100701-01

Specht, D. M. (2014). A beginning look at research findings. *Nursing 2014 Critical Care*, 9(1), 9-11. doi: 10.1097/01.CCN.0000438647.34710.71

Swenty, C.F., & Mc Cool, I.A. (2011). Showcasing differences between quality improvement, evidence-based practice, and research. *The Journal of Continuing Education in Nursing*, 42(2), 57-68. doi: 10.3928/00220124-20100701-01

Young, R., Roberts, R.G., & Holden, R.J. (2017). The challenges of measuring, improving, and

reporting quality in primary care. *Annals of Family Medicine*, 15, 175-182.

doi: 10.1370/afm.2014

\*Additional articles may be assigned to read during the semester

## **COURSE SPECIFIC LITERATURE: Caring Literature**

### **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 (2<sup>nd</sup> 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

| NGR 7850 Research for Advanced Practice Nursing                |   |   |
|--|---|---|
| Unit /Dates/Class  | Topic/Readings/Videos   | Assignments/Activities  |
| <b>Unit 1: Spirit of Inquiry and Asking Clinical Questions</b> |   |   |
| Unit 1 Week 1:   | <p>Role of the DNP in Evidence Translation</p> <p>Read articles:</p> <ol style="list-style-type: none"> <li>Shirey et al. (2011); Showcasing differences between quality improvement, evidence-based practice, and research. Permalink: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=104647497&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=104647497&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> <li>Melnyk, B.M. (2016). The Doctor of Nursing practice degree = evidence-based practice expert. Permalink: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=115861507&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=115861507&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> <li>Hain, Debra J. 2017. "Exploring the Evidence. Focusing on the Fundamentals: Comparing and Contrasting Nursing Research and Quality Improvement." Permalink: Log into Open Athens (formerly Ezproxy) <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=126986366&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=126986366&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> <li>Zimmerman, Kathy (2017). "Essentials of Evidence Based Practice." International Journal of Childbirth Education. Permalink: Log into Open Athens (formerly Ezproxy) <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=123698143&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s Shib&amp;db=rzh&amp;AN=123698143&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> </ol> | <p>Introductions on Canvas: <b>Due</b></p> <p><b>In-class activities:</b></p> <p><b>Form Groups by area of interest.</b></p> <p>Narrowing down on a topic; Writing a clinical question from a nursing situation.</p> <p>Review Citation Tools.</p> <p>Free tools: <a href="https://libguides.fau.edu/citationtools-boca">https://libguides.fau.edu/citationtools-boca</a></p> |



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|   | Video: Evidence-based practice, quality improvement, and Nursing Research (Canvas Unit 1)   |   |
| Unit 1 Week 2:<br>January                                       | <p>Identifying and Asking Clinical Questions</p> <p>Writing a Clinical Question in PICOT format</p> <p>Read Chapters 1 and 2 Melnyk and Fineout-Overholt (2019)</p>   | <p>Select a Citation Tool:</p> <p>Submit a screen shot demonstrating you have set up an account and have at least 1 article entered in your selected tool.</p> <p><b>Due by</b></p> |
| Unit 1 Week 3 & 4:  | <p>Identifying and Asking Clinical Questions (continued)</p> <p>Read Articles:</p> <p>5. Eschevarria and Walker, (2014); and Gallagher Ford, L., &amp; Melnyk, B. M. (2019). The Underappreciated and Misunderstood PICOT Question: A Critical Step in the EBP Process. Permalink<br/> <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sib&amp;db=eds-s&amp;AN=000498411900001&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sib&amp;db=eds-s&amp;AN=000498411900001&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></p> <p>Video: Evidence-Based Practice: Improving Practice, Improving Outcomes</p>              | <p><b>Discussion Board:</b><br/>Identifying a clinical problem</p> <p>(Due ).</p>   |
| <b>Unit 2: Searching for and Appraising Literature</b>          |   |   |
| Unit 2 Week 5:<br>February 6 <sup>th</sup><br><br>Class Meeting | <p>Intro to Unit 2</p> <p>Searching the Literature Driven by PICOT Questions</p> <p>Read chapters: Melnyk and Fineout-Overholt (2019)</p> <p>Chapters 3-4</p> <p>Read article:</p> <p>6. Fuchs (2011). Evaluation of an evidence-based, nurse-driven checklist to prevent hospital-acquired catheter-associated urinary tract infections in intensive care units. Permalink:<br/> <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sib&amp;db=eds-g&amp;AN=edsgcl256208982&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sib&amp;db=eds-g&amp;AN=edsgcl256208982&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></p> | <p><b>In Class Activity:</b></p> <p><b>Review of PICOT Questions.</b></p> <p><b>Assignment:</b><br/>Submit revised PICOT question</p>   |

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| Unit 2 Week 6 & 7:  | <p>Appraising the Literature</p> <p>Read chapters: Melnyk and Fineout-Overholt (2019)</p> <p>Chapters 5-6</p> <p>Read articles:</p> <ol style="list-style-type: none"> <li>7. Mattox (2011), Lack of adherence to breast cancer screening guidelines in African American women in the community health setting. Permalink: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=rzh&amp;AN=104482747&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=rzh&amp;AN=104482747&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> <li>8. Specht (2014), A beginning look at research findings. Permalink: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edb&amp;AN=114936864&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edb&amp;AN=114936864&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> </ol> <p>Videos: Critically Appraising Nursing Research; Evidence Based Medicine: Basics of Critical Appraisal</p>   | <p><b>Discussion Board:</b><br/>Appraising the Literature Due:</p> <p>Assignment:<br/>Introduction Paper Due</p> |
| <b>Unit 3: Making a Practice Change; Ethics of Practice</b> |   |  |
| Unit 3 Week 8:<br>February 27 <sup>th</sup>                 | <p>Intro to Unit 3</p> <p>Evidence-based decision making; Ethics</p> <p>Read chapters: Melnyk and Fineout-Overholt (2019)</p> <p>Chapters 7 &amp; 23</p> <p>Quality Improvement and Outcomes</p> <p>Read articles:</p> <ol style="list-style-type: none"> <li>9. Bailey et al. (2016). Effect of a patient decision aid (PDA) for type 2 diabetes on knowledge, decisional self-efficacy, and decisional conflict. Permalink: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=emedm&amp;AN=26762150&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=emedm&amp;AN=26762150&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> <li>10. Burman, Robinson, &amp; Hart, (2013). Linking evidence-based nursing practice and patient-centered care through patient preferences. Permalink: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edb&amp;AN=95581615&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edb&amp;AN=95581615&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></li> </ol> | Work on Evidence Table   |

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|   | <p>11. Lockwood, C., &amp; Sfetcu, R. (2020). Ethics in quality improvement: Reimagining the clinician role. Permalink:<br/> <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.634196464&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.634196464&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></p> <p>12. Peile, (2014). Teaching balanced clinical decision-making in primary care: Evidence-based and values-based approaches used in conjunction. Permalink:<br/> <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.634196464&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.634196464&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></p> |  |
| Unit 3 Week 9 & 10:   | <p>Read Chapter 8 in Melnyk and Fineout-Overholt (2019)</p> <p>Read article:</p> <p>13. Young, Roberts, and Holden (2017). The challenges of measuring, improving, and reporting quality in primary care. Permalink:<br/> <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.634196464&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.634196464&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></p>  | <p>Work on Evidence Table</p> <p><b>Evidence Table Due:</b></p>  |
| Unit 3 Week 11:   | <p>Implementing Quality Improvement Projects and Outcomes</p> <p>Ethics, QI, EBP and Research</p> <p>Read Chapter 23 in Melnyk and Fineout-Overholt (2019)</p> <p>Intro to Unit 4</p>  | <p>In Class activities: QI Projects, Ethical Issues in QI/Research</p> <p><b>Discussion Board:</b></p> |
| <b>Unit 4: Dissemination and Sustaining a Practice Change</b> |  |  |
| Unit 4 Week 12:   | <p>Read chapters: Melnyk and Fineout-Overholt (2019)</p> <p>Chapter 15</p> <p>Read article:</p> <p>14. Higuschi, Davies, &amp; Ploeg (2017). Sustaining guideline implementation: A multisite perspective on activities, challenges, and supports. Permalink:<br/> <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.516038507&amp;site=eds-live&amp;scope=site&amp;custid=s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=s hib&amp;db=edsgeo&amp;AN=edsge1.516038507&amp;site=eds-live&amp;scope=site&amp;custid=s8475288</a></p>   | <p>Discussion Board: Models of EBP.</p> <p><b>Due</b></p>  |
| Unit Week 13:   | <p>Leadership in Practice Changes</p> <p>Read Chapter 12 Melnyk and Fineout-Overholt (2019)</p>  | <p>Discussion Board: Leadership in Practice</p>  |
| Unit 4 Week 14:   | Dissemination  | Work on PPT/Poster Presentation and  |

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|   | Presenting/Publishing Your Work<br><br>Read Chapter 20 Melnyk and Fineout-Overholt (2019)<br><br>15. Oermann, Marilyn, H. (2018). "Writing Publishable Review, Research, Quality Improvement, and Evidence-Based Practice Manuscripts." Nursing Economics, Nov/Dec2018, 36(6) 268-275. Permalink: <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=shib&amp;db=rzh&amp;AN=133645951&amp;site=eds-live&amp;scope=site&amp;custid_s8475288">http://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=shib&amp;db=rzh&amp;AN=133645951&amp;site=eds-live&amp;scope=site&amp;custid_s8475288</a> | Evidence Synthesis Paper   |
| Unit 4 Week 15: Class Meeting<br><br>Class Meeting Live In Person & Zoom  | PPT /Poster Presentations scheduled by group.   | PPT /Poster Presentations in Class<br><br>Assignment: PPT Presentation Due |
| Finals Week:  | No readings   | <b>Assignment:</b> Evidence Synthesis<br><br>Paper Due                     |
| *Additional articles and/or videos may be added as appropriate for course content and activity/assignment <b>dates may change</b> . Students will be notified in advance of any changes via course announcements in Canvas. |   |  |

## 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: 11/10/21

Approval DNP Program 11/12/21