 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department Nursing College Doctor of Nursing Practice (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
Prefix NGR Number 7974	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture/Lab <input type="button" value="v"/>	Course Title Doctor of Nursing Practice Proposal Development	
Credits (Review <i>Propost</i> Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see <i>Guidelines</i> ) This course guides the student in developing a DNP project proposal to improve clinical practice and patient outcomes. The student collaborates with practice partners to create a project proposal addressing a particular situation/concern in the practice setting.		
Effective Date (TERM & YEAR) May 2022				
Prerequisites NGR 7855 Translation of Evidence for APN, NGR 7895 Healthcare System Quality Improvement  <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	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 Bullfin <a href="mailto:sbullfin@fau.edu">sbullfin@fau.edu</a> 561 297 3600		List/Attach comments from departments affected by new course		

<b>Approved by</b> Department Chair <u><i>Susan Bullfin</i></u> College Curriculum Chair <u><i>Kyndall D. Pritchard</i></u> College Dean <u><i>[Signature]</i></u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <u>12-8-21</u> <u>12-08-2021</u> <u>12-8-21</u> _____ _____ _____ _____ _____
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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: Proposal Development for the Doctor of Nursing Practice Project**

**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). 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:** Spring 2023

**COURSE NUMBER:** NGR 7974

**COURSE TITLE:** Proposal Development for the Doctor of Nursing Practice Project

**COURSE FORMAT/LOGISTICS:** Hybrid, Canvas assisted

**CREDIT HOURS:** 3

**PREREQUISITES:** NGR 7855 and NGR 7895

**COREQUISITES:** None

**FACULTY:** TBD

**OFFICE:** TBD

**OFFICE HOURS:** TBD

**COURSE DESCRIPTION:** This course guides the student in developing a DNP project proposal to improve clinical practice and patient outcomes. The student collaborates with practice partners to create a project proposal addressing a particular situation/concern in the practice setting.

**COURSE OBJECTIVES:**

**Being Competent**

1. Design innovative health system changes to address gaps, propose improvements, and evaluate programs to enhance health outcomes based on the organizational needs. (7.3f, 7.2h, 10.3k)
2. Select the appropriate scientific framework to guide the DNP Project. (41.j)

**Being Compassionate**

3. Integrate a theoretical caring-based model into the design of the DNP project. (1.2j)

**Demonstrating Comportment**

4. Collaborate with practice partners to develop a quality improvement or program evaluation project proposal which responds to an identified need of the organization. (6.3d, 7.1f, 9.2l)

**Becoming Confident**

5. Employ leadership principles to guide the project team in co-creation of measurable goals and objectives. (3.1l)

**Attending to Conscience**

6. Develop a plan to implement processes for mitigation of risk and protection of project participants. (4.3g, 5.2i)

**Affirming Commitment**

7. Create a plan for dissemination of project findings to stakeholders and the broader nursing discipline. (5.1o)

**TEACHING LEARNING STRATEGIES:** Required readings, classroom presentations, online assignments, video and audio presentations, and individual meetings with course instructor and faculty project team to complete their DNP Proposal.

**GRADING AND EVALUATIONS:**

Assignment/Activity	Objective Evaluated	Percent
Proposal worksheet	1, 3	10%
Project team meeting minutes	3	15%
Proposal section one	1	15%
Proposal section two	2, 5	20%
Completed proposal (3 sections)	1, 6	30%
Committee approval	4	10%
Total		100%

**GRADING SCALE:** Students in graduate nursing courses must achieve a minimum of C to successfully complete the course. All course requirements and objectives must be met in order to obtain a passing grade

94-100 = A

90-93 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C –

60 – 69 = D

59 and below =F

## **REQUIRED TEXTS**

**American Psychological Association (2020). *Publication manual of the American***

***Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.**

**Please see a summary of changes at the following links**

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

<https://www.facultyfocus.com/articles/teaching-and-learning/apa-style-updates/>

Moran, K., Burson, R., & Conrad, D. (Eds.) (2020). *The Doctor of Nursing Practice*

*Scholarly Project* (Ed. 2) Sudbury, MA: Jones and Bartlett.

## **RECOMMENDED TEXTS**

Bradshaw, M. and Vitale, T. (2020) *The DNP Project Workbook: A step-by-step process for success*. Springer

## **TOPICAL OUTLINE**

The DNP Project (history and significance)

AACN task force recommendations

Quality Improvement Projects

Program Evaluation Projects

Developing the DNP Project Proposal

Section One

- Project title
- Call for the project (problem statement and nursing situation)
- Review of Literature (Synthesis of Evidence)

Section Two

- Purpose, goals and objectives (Aim statement)
- Team Development

Section Three

- Support from agency, institution
- Project Processes
- Recruitment of participants
  - Protection of Human Subjects
  - Plan for Evaluation

## **COURSE ASSIGNMENTS**

### **Proposal worksheet (10 points due January xx)**

Purpose: To summarize initial project proposal plans for faculty review

Instructions: Submit a hard copy of the one-page document to include

- Student name:
- Faculty Leader of Project Team:
- Community Member: (must be approved – upload CV to Canvas)
- Proposed Title of Project:
- Clinical question (PICOT format):
- Site of project (Is this your practice site?)
- How will you determine if your project is successful? (what are you measuring?)

### **Project team minutes (5 points each - due February x, March x, April x)**

Purpose: To collaborate with regular, purposeful communication to guide project planning with project faculty and community members.

Instructions: Upload the minutes using the template provided on Canvas (topic, responsible person, action).

### **Proposal Section One (10 points - due February xx)**

Purpose: To develop initial section of the DNP Project proposal.

Instructions: The following items/topics will be included in section one. See Canvas *NGR 7943C Guide to Writing the DNP Project Proposal* for a detailed description of each component.

- I. Title page**
- II. Call for Project/ Background, Significance or Problem (approximately ¾ to 1 page)**
  - a. Introduction of the problem, dilemma and why it is worth addressing
    - i. Epidemiology
    - ii. Global, national, regional, local burden
  - b. Nursing Situation/Project Evolution
    - i. Call for nursing (co-creation with practice partner)
    - ii. Challenges/problems leading to the proposed project
    - iii. Description of nursing situation (story)
- III. Literature review and synthesis (1/2-1 pages)**
  - a. Evidentiary support for the chosen intervention(s)
  - b. How evidence informs (supports) project
  - c. Concluding paragraph synthesizing findings
- IV. Conceptual or theoretical framework (1 page)**
  - a. Description of chosen framework(s) with rationale
  - b. Specify how concepts are applied
  - c. Graphic representation

- d. How caring science will inform development and implementation

### **Proposal Section Two (20 points - due March xx)**

Purpose: To develop the subsequent section of the DNP Project proposal.

Instructions: The following items/topics will be included in section one. See Canvas *NGR 7943C Guide to Writing the DNP Project Proposal* for a detailed description of each component.

#### **V. Team development (1 paragraph)**

- a. Project Team Leader: Your credentials and your knowledge/skills
- b. Faculty Leader: Credentials and expertise in the area
- c. Community Leader: Credentials, expertise, association with practice site

#### **VI. Type and purpose of project / Goals and objectives (1/2 page)**

- a. Type of project (QI or PE project with rationale)
- b. How project addresses at least one health care challenge/problem
- c. Project aim or goal with measurable objectives
- d. Potential impact: How project will influence health care for a specific population
- e. Delineation of the role of the DNP in addressing the challenge or problem

#### **Project Processes (Steps) (1 page)**

- f. Permission from agency (insert letter as Appendix A)
- g. Recruitment of participants (copy of flyer or materials if used – Appendix B)
- h. Protection of participants (confidentiality)
- i. Intervention
  - i. present the evidence for the intervention (if materials are used - may be Appendix C)
  - ii. describe in detail how you will implement your intervention
- j. Tools/instruments, plan for data collection
  - i. attach surveys/instruments as Appendices D and beyond as needed
  - ii. describe method for collection and management of data
- k. Resources needed
- l. Timeline

### **Section Three/ Completed proposal (30 points - due March xx)**

Will include revisions of sections one and two and completed section three.

Purpose: To develop completed, revised version of the DNP Project Proposal

Instructions: The complete paper is outlined on *NGR 7943C Guide to Writing the DNP Project Proposal* with a detailed description all sections to be included.

#### **Section Three**

- **Evaluation Plan (analysis of measurable outcomes)**
  - Description of how you will determine success of project
  - Measurable outcomes

- Analysis of data
- **Plan for Dissemination (CON, local, regional, national?)**

**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.

## **BIBLIOGRAPHY:**

- Boykin, A., & Schoenhofer, S., (2001). The role of nursing leadership in creating caring environments in health care delivery systems. *Nursing Administration Quarterly* 25 (7) 1-7.
- Boykin, A., Schoenhofer, S., Smith N., St. Jean, J., & Aleman, D., (2003). Transforming practice using a caring-based nursing model. *Nursing Administration Quarterly* 27(3). 223-230.
- Brown, J., Nolan, M., & Davies, S., (2007). Bringing caring and competence into focus in gerontological nursing: A longitudinal, multi-method study. *International Journal of Nursing Studies* (In Press)
- Engelke, M.K., Marshburn, D. (2006). Collaborative strategies to enhance research and

evidence-based practice. *Journal of Nursing Administration* 36(3): 131-135.

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(12): 487-496.

Meneses, K., (2007). From teamwork to team science. *Nursing Research* 56(2): 71

Nelson, P., Holland, D., Derscheid, D., Tucker, S., (2007). Clinical nurse specialist influence in the conduct of research in a clinical agency. *Clinical Nurse Specialist* 21(2): 95-100.

Reece, A., (2006). A clarion call for translational and collaborative research. *Obstetrics and Gynecology* 194(6): 1507-1509.

Terry, A. (2012). *Clinical Research for the Doctor of Nursing Practice*. Jones & Bartlett: Sudbury, MA.

Westfall, J., Mold, J., Fagnan, L. (2007). Practice-Based research: Blue highways on the NIH roadmap. *JAMA* 297(4): 24/31: 403-406.

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

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

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

### **ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)**

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.



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.

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 completed 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.

### PROPOSAL DEVELOPMENT COURSE SCHEDULE

Date	Topic	Assignment / Activities
<b>MODULE 1</b>	The DNP Project  AACN task force recommendations  Quality Improvement  Program Evaluation  Project Proposal Section I	Required Reading: Moran, Conrad, & Burson, Chapters 6-8  Review DNP Project checklist  Begin to develop initial proposal sections <ul style="list-style-type: none"> <li>Title</li> <li>Background/ problem statement</li> <li>Purpose, aim</li> <li>Goals, objectives</li> <li>Team Development</li> </ul> Submit Worksheet January xx
<b>LIVE CLASS January 9@11am</b>		
<b>MODULE 2</b>	Review of Proposal Content and Processes  Project Proposal Rubric for Written Assignments	Continue working on proposal section one
<b>MODULE 3</b>	Project Processes  Recruitment <ul style="list-style-type: none"> <li>Protection of Human Subjects</li> <li>Sampling</li> <li>Comparison group/data</li> </ul>	Submit January team meeting minutes (1) meeting by February x  Submit Section One by February xx  Begin Developing Proposal Section Two <ul style="list-style-type: none"> <li>Review of literature/ current evidence</li> <li>Conceptual framework</li> </ul> Project Processes (Steps) <ul style="list-style-type: none"> <li>Letter of permission</li> <li>Recruitment of participants</li> <li>Intervention (evidence-based)</li> <li>Timeline</li> </ul>

		<ul style="list-style-type: none"> <li>Resources</li> </ul>
<b>LIVE CLASS</b>		
<b>MODULE 4</b>	Evaluation Plan	Submit Section 2 by March xx
<b>SPRING BREA</b>		
<b>MODULE 5</b>	Measurable Outcomes  Formative and Summative Evaluation  Dissemination	Submit team February team minutes by March x Complete/revise Section Three Evaluation Plan <ul style="list-style-type: none"> <li>Description of how you will determine success of project</li> <li>Measurable outcomes</li> <li>Plan for analysis of data</li> </ul> Plan for Dissemination <ul style="list-style-type: none"> <li>CON, local, regional, national</li> </ul>
<b>LIVE CLASS</b>		
<b>MODULE 7</b>	Submitting Proposal	Submit full proposal
	Changes to Proposal	Continue making completed revisions as necessary
	Completed revisions	DNP Project Committee will approve proposal or recommend revisions. Student will integrate recommendations and resubmit proposal.
<b>MODULE 8</b>	Looking ahead: Preparation for -Project Implementation - Manuscript -Project Presentation -DNP Residency goals	Submit March team minutes by April x Re-submit completed proposal (if necessary) for approval Implementation of project may begin ONLY after notification of approval from DNP Proposal Committee
<b>LIVE CLASS</b>		
<b>MODULE 8</b>	Planning for DNP Project and Practicum	Review the Doctor of Nursing Practice: Current Issues and Clarifying Recommendations Report (AACN, 2015)

	Ongoing communication with Faculty Project Leader	
	Graduation requirements/Timeline	

## 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.

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