

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6700	CURRENT COURSE TITLE: INTRODUCTION TO THE EMERGING NURSE LEADER
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: INTRODUCTION TO THE EMERGING NURSE LEADER: ADVANCED NURSING SITUATIONS CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: FOUNDATIONAL NURSING LEADERSHIP COMPETENCIES WILL BE EXAMINED. EMPHASIS WILL BE PLACED ON INTEGRATING A BROAD BASE OF KNOWLEDGE GROUNDED IN CARING THAT INCLUDES THEORY AND BEST EVIDENCE FOR NURSING ADMINISTRATION CONCEPTS ASSOCIATED WITH LEADERSHIP IN ENVIRONMENTS OF CARE THAT INCLUDE AGING AND CULTURALLY DIVERSE POPULATIONS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u>Shelley Guas</u> College Curriculum Chair: <u>Purnell</u> College Dean: <u>Karen Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/9/13</u> <u>10/16/13</u> _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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**Florida Atlantic University
College of Nursing
Spring 2013
Course Syllabus**

Course Number: NGR 6700

Course Title: Introduction to the Emerging Nurse Leader: Advanced Nursing Situations:

Course Format: Live and web enhanced

Credit Hours: 3

Course Schedule: Five Saturdays:
January 12, February 2, 23; March 16; and April 20

Three web based dialogues Done during:
February 3-February 22
February 23-March 15
March 16-April 19

Placement in the Curriculum: Core course in the enhancement track for the emerging leader within the administrative and financial leadership in nursing and health care.

Prerequisites: department permission required

Corequisites: none

Faculty: Susan M. Dyess, PhD, RN
CON 328
Office (561) 297-3236
E-Mail sdyess@fau.edu

Office Hours: Tuesday & Thursday 12-2 or by appointment

Course Description: Foundational nursing leadership competencies will be examined. Emphasis will be placed on integrating a broad base of knowledge grounded in caring that includes theory and best evidence for nursing administration concepts associated with leadership in environments of care that include aging and culturally diverse populations.

Course Objectives:

Upon completion of NGR6700 the student will be able to:

Becoming competent

1. Explore and develop innovative images of advanced practice nursing in leadership.(Essential II, VII)
2. Discover personal awareness of nurse leader within.(Essential II, VII)
3. Discover a dynamic and futuristic perspective of nurse leader.(Essential II, VII)
4. Acquire skills that foster negotiation and conflict management.(Essential)

Becoming compassionate

5. Develop self as caring-based nurse administrator.(Essential II)

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6. Demonstrate cultural humility within nursing situations with diverse populations as nurse administrator.(Essential VI, VII, IX)

Demonstrating Compartment

7. Integrate a broad base of knowledge grounded in caring that includes theory and best evidence for nursing administration. .(Essential I, IV)
8. Demonstrate synthesis of advanced practice nursing role. .(Essential IX)
9. Ascertain professional certification / organization eligibility and membership affiliation.(Essential II, IX)

Becoming confident

10. Appreciate multiple perspectives within a complexity framework .(Essential II, IX)
11. Incorporate an understanding of wholeness of persons connected with others and the environment through caring. .(Essential VI, VII)
12. Utilize tenets of leadership to discern structure and process of caring leadership. .(Essential II, VII)
13. Conceptualize and integrate evidence within an informed practice environment project. .(Essential IV, VI, VII)

Attending to conscience

14. Determine professional accountability and avenues for strengthening ethical grounding within nursing administration. .(Essential VI)
15. Demonstrate accountability for ethical, safe practice as nurse administrator. .(Essential VI, IX)
16. Actualize advanced practice nursing as nurturing the wholeness of others through caring. .(Essential VI, IX)

Affirming Commitment

17. Role play communication, collaboration, team dynamics .(Essential II, VII, IX)
18. Expand awareness of systems thinking and organizational caring .(Essential II, VII, IX)

TEACHING LEARNING STRATEGIES

Teaching learning strategies include live presentations, readings, online collegial dialogue, focused learning modules, critical analysis, development and presentation responsive leadership focused activities.

GRADING AND EVALUATION AND GRADING METHODS

COURSE ASSIGNMENT GRADE CALCULATION:

Assignment	Points	% of Total Grade
Collegial Participation through live interaction(5) and Web	24	24%

Dialogues(3)		
Leadership Paper	15	15%
Cultural Group Presentation	20	20%
Practice Environment Project Concept Mapping	25	25%
Practice Environment Project Presentation	16	16%
Total Points Possible	100	100%

See specific guidelines for each element of evaluation.

****Please note that a grade of C or above is required for progression in the graduate program in Nursing.**

GRADING SCALE:

Faculty retains discretion for final grade determination.

Grade	Percentage
A	93 - 100 %
A-	90 - 92 %
B+	87 - 89 %
B	83 - 86 %
B-	80 - 82%
C+	77-79%
C	73-76 %
C-	70-72%
D+	67-69%
D	63 - 66 %
D-	60-62%
F	<59%

REQUIRED TEXTS:

Marquis, B. & Huston, C. (2011) *Leadership roles and management functions in nursing: Theory and application*. (7th Ed). Lippincott Williams & Wilkins ISBN-13: 978-1608316854

Maxwell, J. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. Thomas Nelson. ISBN-13: 978-0785288374

You will be placed in **1 of 4 groups** and be required to purchase only **one** of the following texts:

Balshem, M. (1993). *Cancer in the community: Class and medical authority*. Smithsonian Institution Press, ISBN-13: 978-1560982517

Cohen, (2011). *Healing after dark: Pioneering compassionate medicine at the Boston evening clinic*. CCB Publishing. ISBN-13: 978-1926918440

Fadiman, A. (1998). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Farrar, Straus and Giroux. ISBN-13: 978-0374525644

Farmer, P. (2006). *Aids and accusation: Haiti and the geography of blame*. University of California Press.
 ISBN-13: 978-0520248397

Please wait until you are assigned to a group prior to purchasing.

RECOMMENDED TEXTS:

American Psychological Association (APA) *Manual of style* (6th ed.).

TOPICAL OUTLINE:

Five Saturdays: **January 13, February 2, 23; March 16; and April 20**

Three web based dialogues Done during:

1. February 3-February 22
2. February 23-March 15
3. Mar17 -April 19

Core Content:

1. Successful Transition into nursing leadership
2. Leadership Competencies identified by AONE, AORN and ANCC.
3. Current and future healthcare needs.
4. Communication Styles and Resolution of Conflict.
5. Culturally and Linguistically Appropriate Care – Organizational Assessments
6. Innovation for Nursing Leadership.
7. Addressing Federal Goals and Regulations.
8. Continuum of Care & Healthy People 2020.
9. Evidence Based Leadership and Nursing Practice
10. Ethical Solutions.
11. Fiscal Responsibility.
12. Leadership Advocacy for Underserved Population

Dates 2012	Theme	Readings Assignments Due	% of Grade in unit
January 12	Orientation Nursing Leadership & Competencies for current and future healthcare: <ul style="list-style-type: none"> • Self awareness • Innovation • Concept Mapping • Diverse perspectives 	Maxwell Chap 1-10 Marquis & Huston Chap 1, 2& 3 Lowe & Archibald (2009) article	3%
February 2	Continuum of Caring : <ul style="list-style-type: none"> • Addressing Federal, State and local issues & regulations. • HP2020 	Maxwell Chap 11-21 AHA 2011a & 2011b Bellamy, Bolin & Gamm (2011) article Riegelman, & Garr, DR (2011) article	3%

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	Evidence Informed Practice		
February 3 Through February 22	Perception of Preparedness-how to embrace the future	Leadership Paper Due February 22 Marquis & Huston Chap 7, 8, & 11	18%
February 23	Fiscal and Ethical Realities: <ul style="list-style-type: none"> • Negotiation • Representing Nursing • Impacting Outcomes 	Group 1 & 2 Cultural Presentation Due Marquis & Huston Chapter 4,5 6, &10	23%-for ½ group 3 % for other ½
February 24-March 15	Theory versus reality what are you seeing in practicum-what can you influence	Marquis & Huston 12, 13, 14 &17	3%
March 16	Empowering others Thinking outside the proverbial box Sustainable Change	Group 3 & 4 Cultural Presentation Due Marquis & Huston 16, 18 & 19	23%-for ½ group 3 % for other ½
Mar 17 through April 19	Working to implement change- communication and team work	Practice Project Mapping & Due April 12 Marquis & Huston Chap 9, & 20	28%
April 20	Living Innovation and Collaboration	Practice Project Presentations Dr. Tim Porter'OGrady	19%

COURSE ASSIGNMENTS SPECIFIC GUIDANCE:

COLLEGIAL PARTICIPATION (24 points or 24% of grade)

Guidelines:

This course is designed to engage energetic and thoughtful participation live and on line. Each student is expected to actively participate in the live and on line discussions.

- **Dialogue** should be center around a specific topic and selected or discovered readings. Dialogue is guided by multiple patterns of knowing as a framework for ongoing discussion in which attentive relating with colleagues enhances understanding. **Integration** of readings with current practice settings is expected as well as an appreciation for what are the nurse leader responses and implications.
- Merely being present or saying that you agree does not constitute substantial participation or dialogue entry. You will be graded for each Unit of the 5 weeks and 3 on line dialogues.
 - **Evaluation Criteria:**

One substantive opening comment or entry for the unit focuses on	2 points
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responding to the questions posed. This is where you will express <u>depth of understanding</u> , <u>original thinking</u> . Support with references to the readings.	
Responding to and developing discussion with colleagues.	1 point
Total points possible per unit = 3 x 5 live units=15 points Plus additional 3 on-line = 3 X 3 = 9 points	24 points

LEADERSHIP PAPER (15 points or 15 % of grade)

Guidelines

The purpose of this assignment is twofold

1. It is intended to be a thoughtful expression your understanding of nursing leadership and skills required to be successful in the 21st century.
 2. To provide an opportunity to incorporate course content, your personal nurse management assessment and practical experiences within writing.
- The paper should be at least 3-4 pages in length, plus title page and reference page, to reveal substantive sharing your understanding of skills required for the nurse leader of the 21st century, it should reflect areas of your own assessment. The language of a paper should demonstrate efforts to develop an understanding The focus of your paper should be on depth of thought, openness to new dimensions of understanding and creativity to nursing leadership practice, rather than a series of thoughts that are pondered only briefly.

LEADERSHIP PAPER EVALUATION CRITERIA:

Introduction: Incorporation of a thorough richness to detail yet concisely written	2 points
Main: Describes skills associated with 21 st century nursing leadership, professional & personal understanding related to leading nursing with a focus on the relevance innovative and creative leadership, reflects self assessment.	10 points
Format: Correct APA format and appropriate references (grammar, punctuation, and formatting). Language is	3 points

appropriate to required graduate level writing skills.	
Total	15 points

Papers are required to be submitted prior to submission to the drop box to the safe assign-Directions below:

What is SAFE ASSIGN? It is an anti-plagiarism program that will check your paper against other papers, websites, journal articles, etc. and show both of us what is "original" (that is your own work) and that which is the work of others, but with your name on it instead. SAFE ASSIGN will give you an originality percentage and report: in general, the lower the %, the more original your work is (citations to give credit to the intellectual property of others!)

0-15%- Originality of work is your own- good!

16-40%- Reflects paper with a fair amount of citations and references. I will be checking that you are citing sources correctly!

40%-100%- May suggest plagiarism or using the work/words of others and claiming as your own. A paper submitted to SAFE ASSIGN that generates this range is not usually acceptable.

The SAFE ASSIGN tool is located in the Blackboard "shell" of this course. I will check papers submitted in our Ecollege course dropbox along with your SAFE ASSIGN results (in Blackboard).

SAFE ASSIGN SUBMISSION INSTRUCTIONS:

To access SAFE ASSIGN, go to [blackboard link](#) You will need your BB user name (usually your fau email ID and passcode (follow instructions). Find and open our course (shell is in BB): NGR 6930. Go to Assignments. You will see (1) SAFE ASSIGN folders, one for your paper.

CULTURAL GROUP PRESENTATION EVALUATION CRITERIA:

(20 points or 20% of grade)

Introduction Relevant relation to culture and succinct.	2 points
Main Text Analysis Describes author's purpose, main themes, conclusions, integration of cultural sensitivity and caring.	4 points
CLAST and Joint Commission Lens Topic analyzed objectively and relative to Joint Commission, and CLAST guidelines and any other Mandatory regulations placed within practice settings for cultural sensitivity. Demonstrates evidence of critical thought, smoothly links relevant readings and course	8 points

content. Analyzes and discusses conceptual similarities, contrary views, or expands meanings. Language is scholarly, and appropriate to graduate level work with substantive content and expression of complex understandings.	
Implications for Nursing Leaders: Relevance of new knowledge to personal & professional understanding of nursing leadership in the 21 st century.	3 points
Format: Group participation, format of presentation. Appropriate visuals, references grammar, and punctuation. Language is formal and appropriate to expected graduate level presentation *Note: Incorrect APA and grammar may also adversely affect earned points in other areas.	3 points
Total	20 points

**PRACTICE ENVIRONMENT PROJECT CONCEPT MAPPING
EVALUATION CRITERIA:**

(25 points or 25% of grade)

The purpose of this assignment is to facilitate critical thinking and enhance constructive and innovative solution finding for practice and environment change.

Introduction: Background for change project examined.(1 page)	3 points
Concept Map Main Diagram Displays open minded, yet thorough approach to practice environment change. Content reflects individual, unit, system and policy aspects with exploration of possible linkages	12 points
Demonstrates critical, creative, reflective and conceptual linkages for key concepts that facilitate interaction and collaboration.	5 points
Progress Concluding thoughts about lessons learned And implications for nurse leaders. (1 page)	3 points
Format: Appropriate visuals, references grammar, and punctuation. Language is formal and appropriate to expected graduate level presentation *Note: Incorrect APA and grammar may also adversely affect earned points in other areas.	2 points

Total	25 points
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PRACTICE ENVIRONMENT PROJECT PRESENTATION

(16 points or 16% of grade)

Prepare a PowerPoint presentation that communicates the practice environment project. Present to colleagues and your organization.

Introduction: Background for change project examined.	2 points
Presentation: Uniquely presents and displays projects in an articulate manner that is engaging	8 points
Resources: Accurate, and current.	2 points
Fields Questions: Responsive to discussion	2 points
Format: Appropriate visuals, references grammar, and punctuation. Language is formal and appropriate to expected graduate level presentation *Note: Incorrect APA and grammar may also adversely affect earned points in other areas.	2 points

BIBLIOGRAPHY

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COURSE POLICIES AND GUIDLEINES

To fully participate in the course you will need:

- An FAU E-mail address
- Library card
- Access to Internet

COLLEGIAL CARING

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by treating each other in a caring manner and by supporting each other to grow from each experience.

COURSE PARTICIPATION AND ATTENDANCE:

Live and on line class attendance is imperative. Participation in class is an integral part of teaching and learning in this course. **The expectation is that you will attend all live class meetings and enter the 3 web-enhanced dialogues to participate in discussions.**

WRITTEN ASSIGNMENTS:

APA (6th ed.) Manual of Style is used for formatting all written assignments. All papers will require an appropriately formatted cover page and references page unless otherwise instructed. It is important that your APA skills are at a proficient level..

GRADES:

Grades will be posted in the Online Grade-book. The Grade-book information is confidential and only the professor and the individual student are able to access that information. You can follow your course progress through the Grade-book, with each assignment grading criteria being a portion of 100. Final grades will be available on-line through OASIS at the end of the term and will also appear in your grade book.

COURSE GUIDELINES & POLICIES

Policies below may be found in:

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

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic

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

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

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

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in: Boca Raton – SU 133 (561-297-3880), Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities.

Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

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

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established
grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

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



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.

Approved Faculty Assembly 9-23-2013

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

Revised April, 2012.