

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 6811	CURRENT COURSE TITLE: PHILOSOPHICAL AND THEORETICAL FOUNDATIONS OF NURSING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO PHILOSOPHICAL AND THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE ROLES CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: This course focuses on the evolution of philosophical and theoretical foundations of nursing in nursing research and theory guided practice. Theory development and evaluation include an emphasis on middle range theories and their use in advanced nursing roles across multiple settings.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: NGR 6110 OR PERMISSION OF DEPARTMENT CURRENT CATALOGUE: -- 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 Oran</u> College Curriculum Chair: <u>Manuel</u> College Dean: <u>Karen Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/25/2013</u> <u>9/25/2013</u> <u>9/26/2013</u> <u>10/8/13</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)
--	---	--

Florida Atlantic University
Christine E. Lynn College of Nursing
Course Syllabus
Fall 2013

<u>COURSE NUMBER:</u>	NGR 6811
<u>COURSE TITLE:</u>	Philosophical and Theoretical Foundations of Advanced Nursing Practice Roles
<u>COURSE FORMAT:</u>	Online: Blackboard
<u>CREDIT HOURS:</u>	3 credits
<u>COURSE SCHEDULE:</u>	Online
<u>PLACEMENT IN CURRICULUM:</u>	Core course in Nursing Masters Program
<u>PREREQUISITE:</u>	Prerequisites: NGR 6110 or permission of department
<u>COREQUISITES:</u>	NA
<u>FACULTY:</u>	Nancey E.M. France RN, PhD Christine E. Lynn College of Nursing, room 347 nfrance@fau.edu (561) 297-2162 (561) 297-2416 [assignments cannot be submitted by fax]
<u>OFFICE HOURS:</u>	Monday 3:30 p.m. – 5:00 p.m.; Tuesday 1:00 p.m. – 3:30 p.m., Wednesday 9:00 a.m. – 11:00 a.m.; Online office M – F 8:00 a.m. – 5:00 p.m.

COURSE DESCRIPTION: This course focuses on the evolution of philosophical and theoretical foundations of nursing in nursing research and theory guided practice. Theory development and evaluation include an emphasis on middle range theories and their use in advanced nursing roles across multiple settings.

COURSE OBJECTIVES: Upon completion of the course the student will demonstrate evidence of:

1. Becoming confident
 - Articulate the central ideas of scholarly inquiry in nursing (Essential I)
 - Analyze historical roots of nursing ideas (Essential I)

- Describe the relationship of the phenomena central to nursing to research and practice (Essentials I, IV)
- Analyze philosophies that influence nursing knowledge (Essentials I, VIII)
- Compare and contrast theories of nursing from the perspective of various philosophies (Essentials I, VIII)
- Articulate the relationship among philosophy, theory, research and practice (Essentials I, IV, VIII)

Affirming commitment

- Demonstrate an understanding of theory-guided nursing practice (Essential II)
- Identify concepts which are significant to nursing as a discipline of knowledge and a professional practice (Essentials I – IX)
- Demonstrate an understanding of nursing concepts as foundational to development of theories of nursing (Essentials I – IX)
- Compare nursing concepts with those of other disciplines (Essentials I – IX)

Becoming competent

- Understand how roles in advanced nursing practice emerges-from nursing theories (Essentials VII, VIII)

Demonstrating comportment

- Apply nursing theories to guide advanced nursing practice in multiple settings (Essentials VIII, IX)

Becoming compassionate

- Analyze development of grand, middle range, and practice theories and their levels of abstraction
- Evaluate nursing theories relevant to integration of advanced nursing practice in complex situations
- Demonstrate the advanced nursing practice role as guided by theory (Essentials III, IV, V, VI)

Attending to conscience

- Analyze the influence of theory-guided practice on globalization, health care disparities, and cultural relevance in advanced nursing practice.
- Explore advanced nursing practice responses to calls for nursing in nursing situations (Essential IX)

TEACHING LEARNING STRATEGIES: Threaded discussions, group presentations, essay, papers, quizzes

GRADING AND EVALUATION METHODS:

Activity	Points	Due Dates
Essay – Scholarship in Nursing	100	<i>9/5/13, 11:59 p.m. via assignment function</i>
Concept Analysis paper	200	<i>10/24/13, 11:59 p.m. via assignment function</i>
Theory-Driven Practice Group Presentation Assignment	100	<i>11/7/2013, 11:59 p.m. via collaborate on Blackboard</i>
Advanced Nursing Practice Role Paper	200	<i>11/27/12, 11:59 p.m. via assignment function</i>
Threaded Discussions	400	All threaded discussions close at midnight on the posted dates. Units may have several topics with separate due dates – be sure to check dates at the beginning of each unit. Once a unit closes you may not go back and participate in an earlier discussion.
Total	1000	Grades will be available according to schedule.

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

GRADING SCALE	POINTS (Possible 1000 points)	
A	930 to 1000	93-100%
A-	900-929	90-92%
B+	870-899	87-89%
B	830-869	83-86%
B-	800-829	80-82%
C+	770-799	77-79%
C	730-769	73-76%
C-	700-729	70-72%
D+	670-699	67-69%
D	630-669	63-66%
D-	600-629	60-62%
F*	Less than 600	Less than 60%
A grade below a C is not passing in the Graduate program.		

REQUIRED TEXTS:

American Association of Colleges of Nursing. (2011). *The essentials of master's education in nursing*.
<http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>

Cody, W. (Ed.). (2013). *Philosophical and theoretical perspectives for advanced nursing practice*.
Boston: Jones and Bartlett.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. New York:
Springer Publishing Company.

Parker, M. & Smith, M. (Eds.). (2010). *Nursing theories and nursing practice* (3rd ed.). Philadelphia: F.A.
Davis, Co.

Current edition of the *Publication Manual of the American Psychological Association* (APA) Manual

Movies

Lewis, R.B. (Producer), & Sheridan, K. (Director). (2007). *August rush* [motion picture]. United States:
Warner Brothers.

Zaentz, S. (Producer), & Minghella, A. (Director). (1996). *The English patient* [motion picture]. United
States: Miramax Films.

**RECOMMENDED TEXTS: (Not required but lecture, discussion and dialogue may be connected
to the thoughts, ideas, and content of these works)**

Ray, M. (2010). *A study of caring within an institutional culture*. LAP Lambert Academic Publishing
ISBN 13: 9783838398228.

Ray, M. (2009). *Transcultural caring: The dynamics of contemporary nursing*. St. Louis: Elsevier Health
Sciences.

Smith, M. & Liehr, P. (2003). *Middle range theory for nursing*. New York: Springer Publishing Co.

Nightingale, F. (1969). *Notes on nursing*. New York: Dover Publications, Inc.

Rogers, M. (1990). Nursing: Science of unitary, irreducible human beings: Update 1990. In E.A.M.
Barrett (Ed.), *Visions of Rogers' Science-Based Nursing* (pp. 5-11). New York: National League
for Nursing.

Smith, M., Turkel, M., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. New
York: Springer Publishing Company.

Watson, J. (2008). *Nursing: The philosophy and science of caring (revised edition)*. Boulder: University
Press of Colorado.

Required additional readings will be assigned throughout the semester.

TOPICAL OUTLINE:

Unit I. The Evolution of Philosophical and Theoretical Underpinnings of Nursing

- Central ideas of scholarly inquiry in nursing
- Relationship of the phenomena central to nursing to research and practice
- Paradigms and Worldviews – the philosophies that influence nursing knowledge
- The relationship among philosophy, science, theory, research and practice
- Patterns and Ways of Knowing
- Knowledge development in nursing science
- Nursing's worldview and the evolution of theories *of* and *for* nursing
- Nursing, caring, complexity science

Unit II. Theory-Guided Nursing Practice

- Grand, -middle-range and practice theory
 - Theories of Nursing
 - Theories for Nursing
- Concepts significant to nursing as discipline and profession
- Concepts as building blocks of theories
- Nursing concepts compared to those of other disciplines
- Development of nursing theories at grand, middle range and practice levels
- Evaluation of nursing theories, with a focus on middle range theories

Unit III. Advanced Nursing Practice Roles

- Relationship of theory to role
- Using theory to guide the advance nursing practice role
- Using theory to guide the role of advanced nursing practice from person to global, in healthcare disparity, and cultural relevance.
- The role of advanced nursing practice in evidence-based practice
- The role of advanced nursing practice in emerging ideas/questions for the future of Nurse caring and health care in a complex world
- The Role of Advanced Nursing Practice in responding to calls from nursing situations

COURSE ASSIGNMENTS
Florida Atlantic University
Christine E. Lynn College of Nursing
Fall 2013

Unit	Assignments	Critical dates
<p>Unit I. The Evolution of Philosophical and Theoretical Underpinnings of Nursing</p> <ul style="list-style-type: none"> • Central ideas of scholarly inquiry in nursing (week 1) • Relationship of the phenomena central to nursing to research and practice (week 2) 	<p><i>Cody pp. 1 – 4; chapters 31</i></p> <p>Oxford English Dictionary http://www.oed.com/public/welcome/welcome-to-the-new-oed-online</p> <p>Fairman, J. (2008). Context and contingency in the history of post-world war II nursing scholarship in the United States. <i>Journal of Nursing Scholarship</i>, 40(1), p. 4-11.</p> <p>Holloway, K. (2010). Editorial: Reclaiming nursing scholarship. <i>Whitireia Nursing Journal</i>, issue 17, p. 5-7.</p> <p>Kitson A. (1999). The relevance of scholarship for nursing research and practice. <i>Journal of Advanced Nursing</i> 29(4), p. 773–775 [reprinted in 2006 in the 30th anniversary issue of the journal]</p> <p>Naidu, A. (2007). Is Scholarship an integral component of advanced nursing practice? <i>Whitireia Nursing Journal</i>, issue 14, p. 50-53.</p>	<p>Essay due 9/13/13, 11:59 p.m.</p>

<ul style="list-style-type: none"> • Paradigms and Worldviews – the philosophies that impact nursing knowledge (week 2) • The relationship among philosophy, science, theory, research and practice 	<p>Thoun, D. (2009). Toward an Appreciation of Nursing Scholarship: Recognizing Our Traditions, Contributions, and Presence, <i>Journal of Nursing Education, 48</i>(10), p. 552-556.</p>	
<ul style="list-style-type: none"> • Patterns and Ways of Knowing • Knowledge development (week 3) 	<p><i>Cody chapters 1, 2, 3, 19 Davidson, Ray & Turkel chapters 1, 2</i></p>	
<ul style="list-style-type: none"> • Nursing's worldview and the evolution of theories of and for nursing (week 4) 	<p>Cloutier, J., Duncan, C., & Bailey, P. (2007). Locating Carper's aesthetic pattern of knowing within contemporary nursing evidence, praxis and theory. <i>International Journal of Nursing Education Scholarship, 4</i>(1), p. 1-11.</p> <p>Barry, C. & Purnell, M. J. (2008). Uncovering meaning through the aesthetic turn: A pedagogy of caring. <i>International Journal for Human Caring 12</i>(2), 19-23.</p> <p>Movie and popcorn: August Rush (objectives will be available)</p> <p>Connor, M. (2004). The practical discourse in philosophy and nursing: An exploration of</p>	

<ul style="list-style-type: none"> • Nursing, caring, complexity science (week 5) 	<p>linkages and shifts in the evolution of praxis. <i>Nursing Philosophy</i>, 5, p. 54–66.</p> <p>Finch, L., Thomas, J., Schoenhofer, S., & Green, A. (2006). Research-as-praxis: A mode of inquiry into caring in Nursing. <i>International Journal for Human Caring</i>, 10(1), p 28-31.</p> <p>Kagan, P., Smith, M., Cowling, W., & Chinn, P. (2009). A nursing manifesto: An emancipatory call for knowledge development, conscience, and praxis. <i>Nursing Philosophy</i> 11, p. 67-84.</p> <p><i>CON philosophy, mission</i></p> <p>Mayeroff, M. (1971). <i>On caring</i>. New York: Harper.</p> <p>Roach, S. (2002). <i>Caring: The human mode of being</i>. Ontario: CHA Press.</p> <p>Watson, J. & Smith, M. (2002). Caring science and the science of unitary humans: A trans-theoretical discourse for nursing knowledge development. <i>Journal of Advanced Nursing</i>, 37(5), p. 452-461.</p> <p><i>Davidson et al chapters 4, 7, 8, 10, 11, 12, 16</i></p> <p><i>Parker & Smith chapters 2 & 3; section IV, V, VI;</i></p> <p><i>Cody chapter 9, 13</i></p> <p><i>Cody chapter 10, 12, 23, 24,</i></p>	
<p>Unit II. Theory-Guided Nursing Practice</p> <ul style="list-style-type: none"> • Concepts significant to nursing as discipline and profession 		<p>10/25/13, 11:59 p.m. via assignment function</p>

Approved Faculty Assembly April 2013

<p>(weeks 6, 7, 8)</p> <ul style="list-style-type: none"> • Concepts as building blocks of theories • Nursing concepts compared to those of other disciplines • Grand, middle-range and practice theory (weeks 8, 9, 10) <ul style="list-style-type: none"> ○ Theories of Nursing ○ Theories for Nursing ○ Development of nursing theories at grand, middle range and practice levels ○ Evaluation of nursing theories, with a focus on middle range theories 	<p><i>Parker & Smith chapters 2 & 3; section IV, V, VI; Davidson et al pp. 5, 11, 13, 14, 71-72, 181, 206, 325-343</i></p> <p><i>Cody chapter 12, 17, 21</i></p> <p><i>Movie and popcorn: The English Patient (objectives will be available)</i></p>	<p><i>11/7/2013, 11:59 p.m. via collaborate on Blackboard</i></p>
<p>Unit III. Role in Advanced Nursing Practice (weeks 11-15)</p> <ul style="list-style-type: none"> • Relationship of theory to role • Using theory to guide the advance nursing practice role • Using theory to guide the role of advanced nursing practice from 	<p><i>Parker & Smith chapters 2 & 3; section IV, V, VI; Davidson et al pp. 5, 11, 13, 14, 71-72, 181, 206, 325-343</i></p> <p><i>Cody pp. 301-302, chapter 15</i></p> <p><i>Cody chapters 20, 23, 26, 27, 29, 30</i></p> <p><i>Davidson et al, Epilogue pp. 365-369</i></p>	

<p>person to global, in healthcare disparity, and cultural relevance.</p> <ul style="list-style-type: none">• Advanced nursing practice roles in evidence-based practice• The role of advanced nursing practice in emerging ideas/questions for the future of Nurse caring and health care in a complex world• Advanced Nursing Practice roles in responding to calls from nursing situations		
---	--	--

Grading Rubrics

Essay: Scholarship in Nursing - Objectives and Grading Rubric

Criteria/Objectives	Possible Points
Introduction (tell me what you're going to tell me – 'the purpose of this paper is...')	5
Body: [do not use 'body' as a subheading]	
Definition of scholarship.	5
Overview and discussion on the emergence of scholarship within a discipline and profession.	15
Discern the presence of scholarship within the discipline and profession of Nursing.	25
Discuss the advancement of scholarship in Nursing.	30
Summary (tell me what you've told me – no new ideas or content introduced in the summary)	5
Scholarship: References (minimum 3), APA, Sentence structure/ spelling/ grammar	15
total	100

Concept Analysis Paper

	<u>Possible Points</u>
The introduction discusses rationale for selection of the concept for analysis. How does the concept fit with your plans for advanced practice? Provide an overview of the paper Tell me what you're going to tell me.	5
<p><i>Review of the Literature</i></p> <p>Breadth & Depth: Review includes different uses of the concept from 5 different discipline areas of the literature. At least 4 different sources are reviewed for each discipline. No less than 20 references over all (this is a guideline). (15 points).</p> <p>Analysis and Logic: The reader can follow the writer's train of thought. There is evidence the writer has analyzed the source. Terms identified as antecedents, criteria, and consequences are logical based on the review of the literature. The antecedents, criteria, and consequences flow out of the literature review (35 points).</p> <p>Summary: The summary of the literature review compares and contrasts the antecedents, criteria, and consequences you considered from each discipline (5 points).</p>	55
<p><i>Selected Antecedents, Criteria, and Consequences</i></p> <p>A condensed list of antecedents, criteria and consequences is given. The concept cannot be used in adjective form in the list. Each category (antecedents, criteria, and consequences) has 2 or more words or phrases, but no more than 6. If there are more words in any one category, most likely two or more can be synthesized into a more abstract term. The list is logical and clearly reflects the references reviewed.</p>	40
<p><i>Rationale for Selection</i></p> <p>The rationale for the selection of these antecedents, criteria, and consequences as essential is given. This discussion should include the rationale for excluding any of the characteristics identified in the literature review. You need to explain any characteristics you synthesized into a more abstract term.</p> <p>The rationale reflects analysis and synthesis of the information found during the review.</p>	25
<p><i>Personal Definitions of Concept</i></p> <p>A concise theoretical definition of the concept is presented. All criteria are evident in the definition.</p> <p>An operational definition of the concept is given that includes empirical indicators and is congruent with the theoretical definition.</p>	20

<p><i>Schematic Model</i></p> <p>Schematic Model shows the antecedents, criteria, and consequences of the concept. Relationships among all components and within each group of components are displayed and explained (20)</p> <p>The meanings of any symbols are also explained (5)</p>	25
<p><i>Summary</i></p> <p>Implications of the concept to nursing practice (3)</p> <p>What have you learned about the concept that you can use in your current or future practice?(5)</p> <p>What issues were raised by your analysis (3)?</p> <p>The ability to draw logical conclusions and apply them to nursing practice demonstrates the student's ability to use formal reasoning skills (4).</p>	15
<p><i>Sources cited correctly in the text (3).</i></p> <p><i>Reference list complete and correct (7).</i></p> <p>Length of paper less than 25 pages (2).</p>	15
TOTAL	200

THEORY-DRIVEN PRAXIS ASSIGNMENT

There are two components to this assignment – choosing a philosophy/grand theory and a middle-range theory.

Part I. Philosophy/Grand

Section	Description	Points
<i>Introduction to theorist</i>	<i>Brief background of theorist. Include timeframe in which theory was being devised.</i>	5
<i>Description of theory</i>	<i>Major concepts of theory succinctly described.</i>	10
<i>Examples of application in clinical arena</i>	<i>Provide an example of how this theory can be applied in a specific clinical situation.</i>	10
<i>Primary source</i>	<i>Include one citation, listing theorist as primary author.</i>	5
<i>Websites</i>	<i>Short list of prime websites for the theory.</i>	5
<i>Part I points</i>		35

Part II: Middle-Range

Choose a middle range theory and discuss/support why this could (or could not) fit with the philosophy/grand theory/model you presented. Guidelines and Grading Criteria: You have 25 minutes for this portion of the presentation. Be sure to include each point in each section.

Section	Description	Points
Origins of the Theory	What was going on the profession of nursing or in American society that may have influenced the theory (2 points)? What values, theories, evidence, and/or existing knowledge did the theorist cite as support for the theory (1 point)? What motivated the theorist to write the theory (1 point)? What approach to theory development did the theorist use (1 point)?	5
Meaning	What is the overall idea of the theory? What are the main concepts and relationships?	5

Section	Description	Points
Testability: Analysis of Research Applicability	<p>Has this theory generated research? How many and what types of studies (1 point)?</p> <p>Give one example of a study done using the theory or one that could be done (1 point).</p> <p>Identify three propositions in the theory. What type of statements are the propositions? (3 points).</p>	5
Overall Evaluation	<p>Is the theory comprehensive, specific, or subsumptive? Give a rationale for your answer (2 points).</p> <p>Summarize the strengths and weaknesses of the theory (3 points).</p>	5
Theory-driven praxis	<p>Present your analysis of how these theories fit within the worldview of Nursing and influence your theory-driven praxis; ethical framework (beneficence, justice, autonomy), globalization, healthcare disparity, cultural relevance). (7 points)</p> <p>Give an example of a nursing situation in which this philosophy and middle range theory could be used. (5 points)</p> <p>State a research question that is clear and discuss how the study could be guided from the middle range theory/philosophy-grand theory-model. (3)</p>	15
Scholarship	APA style, Scholarly quality, Use of technology (10 points)	10
Presentation	<p>Clear speaking voice, able to talk about theory without reading slides or other visual aids. (5 points).</p> <p>Visual aids (5 points).</p> <p>Creativity in presentation used to engage listeners in thinking about the theory (5 points).</p>	15
Group evaluations due by 11/29	Students are to evaluate each group's presentation and submit via assignment function	5
	Part II points	<u>65</u>
	TOTAL POINTS (Part I 35 + Part II 65)	100

Threaded Discussion Grading Rubric

Content - it is recommended that students write and save postings in a word document. The copy and paste directly into the discussion (do not upload as a file).	50 Possible Points
Initial Response*: Student posts initial response to threaded discussion assignment presented by faculty. This must be substantive and critical content, minimum 200 words.	25
Response to classmates*: Student responds to initial postings of at least 2 classmates; expands upon classmate posting through discussion (including pertinent questions) - not simply agreeing, or saying 'good job'.	20
Timeliness of Responses: Student timing of postings suggests active, ongoing engagement in the discussion. [Posting all responses in 1 day would not demonstrate ongoing engagement.]	5
<p>*All postings will be evaluated for substantive and critical content:</p> <p>*Substantive Content: Student demonstrates understanding of course/unit content and references content appropriately. Includes complete references to course assigned readings. Minimum 200 words.</p> <p>*Critical Content: Student looks at content critically – ask thoughtful questions. Does not just “repeat what is read” or agree. Challenges classmates’ understanding of the course content or expands the discussion.</p> <p>Comments: Comments regarding your grade will be posted in the grade book if you do not earn full points.</p>	

Bibliography

- American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, D.C.: The American Association of Colleges of Nursing.
- American Association of Colleges of Nursing. (2011). *The essentials of master's education in nursing*. Washington, D.C.: The American Association of Colleges of Nursing.
- Barry, C. & Purnell, M. J. (2008). Uncovering meaning through the aesthetic turn: A pedagogy of caring. *International Journal for Human Caring* 12(2), 19-23.
- Blumenschein, L. & Eschiti, V.S. (2009). Practice column: Analysis and application of Rogers’ science of unitary human beings. *Visions: The Journal of Rogerian Nursing Science*, 16(1), 54-61.

- Boykin, A., & Schoenhofer, S. O. (2001). *Nursing as caring: A model for transforming practice*. Sudbury, MA: Jones & Bartlett. [ISBN# 0-7637-1643-x]
- Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-23.
- Cash, P. & Tate, B. (2008). Creating a community of scholars: Using a community development approach to foster scholarship with nursing faculty. *International Journal of Nursing Education Scholarship*, 5(1), 1-11.
- Cloutier, J., Duncan, C., & Bailey, P. (2007). Locating Carper's aesthetic pattern of knowing within contemporary nursing evidence, praxis and theory. *International Journal of Nursing Education Scholarship*, 4(1), 1-11.
- Connor, M. (2004). The practical discourse in philosophy and nursing: An exploration of linkages and shifts in the evolution of praxis. *Nursing Philosophy*, 5(1), 54-66.
- Dunn, D. (2009). A way of knowing, being, and valuing with compassion energy: A unitary science and nursing as caring perspective. *Visions: The Journal of Rogerian Nursing Science*, 16(1), 40-47.
- Fairman, J. (2008). Context and contingency in the history of post-world war II nursing scholarship in the United States. *Journal of Nursing Scholarship*, 40(1), 4-11.
- Finch, L., Thomas, J., Schoenhofer, S., & Green, A. (2006). Research-as-praxis: A mode of inquiry into caring in Nursing. *International Journal for Human Caring*, 10(1), 28-31.
- Holloway, K. (2010). Editorial: Reclaiming nursing scholarship. *Whitireia Nursing Journal*, issue 17, 5-7.
- Hupcey, J.E. & Penrod, J. (2005). Concept analysis: Examining the state of the science. *Research and Theory for Nursing Practice: An International Journal*, 19(2), 197-208.
- Kagan, P., Smith, M., Cowling, W., & Chinn, P. (2009). A nursing manifesto: An emancipatory call for knowledge development, conscience, and praxis. *Nursing Philosophy* 11, 67-84.
- Kilpatrick, K. (2008). Praxis and the role development of the acute care nurse practitioner. *Nursing Inquiry*, 15(2), 116-126.
- Kitson A. (1999). The relevance of scholarship for nursing research and practice. *Journal of Advanced Nursing* 29(4), 773-775 [reprinted in 2006 in the 30th anniversary issue of the journal]
- Locsin, R., Purnell, M. (2007). Rapture and suffering with technology in nursing. *International Journal for Human Caring*, 11(1), pp. 38.
- Mayeroff, M. (1970). *On caring*. New York: Harper & Row. [ISBN# 0-06-092024-6]
- Naidu, A. (2007). Is Scholarship an integral component of advanced nursing practice? *Whitireia Nursing Journal*, issue 14, 50-53.
- Ray, M. (2009). *Transcultural caring: The dynamics of contemporary nursing*. St. Louis: Elsevier Health Sciences.

- Roach, S. (1992). *Caring: The human mode of being* (revised ed.). Ottawa, CA: Canadian Hospital Association Press. [ISBN# 1-896151-44-2]
- Smith, M. (2010). Marlene Smith's theory of unitary caring. In M. Parker & M. Smith (Eds.) *Nursing theories and nursing practice* (pg.495-504). Philadelphia: F.A. Davis Company.
- Thoun, D. (2009). Toward an appreciation of nursing scholarship: Recognizing our traditions, contributions, and presence. *Journal of Nursing Education*, 48(10), 552-556.
- Watson, J. (2011) *Human caring science. A theory of nursing* (2nd ed). Sudbury, Mass: Jones & Bartlett.
- Watson, J. & Smith, M. (2002). Caring science and the science of unitary humans: A trans-theoretical discourse for nursing knowledge development. *Journal of Advanced Nursing*, 37(5), 452-461.

COURSE POLICIES AND GUIDELINES:

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

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. As the course is taught online via Blackboard, the student is expected to become familiar with Blackboard and have the necessary and appropriate computer technology before the course begins.
3. **Attendance:** The student is expected to participate in each unit within the time schedule for each unit. Participation in the course is evaluated via threaded discussions and time spent in the course. As this is a 3-credit hour graduate level course, the minimum amount of time to spend in the course materials, reading and discussions per week to earn a 'C' is 9 hours. Once a discussion board thread is closed, **discussions cannot be made up**. It is expected that you will participate in the course at least twice a week.
4. Students agree that by taking this course all required papers may be subject to submission for textual similarity review for detection of plagiarism. All submitted papers may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers.
5. **Assignments:**
 - a. All papers are to be submitted via the assignment function on Blackboard. For every day late, the grade is reduced by one letter grade. After 5 days, the work will not be accepted and a grade of '0' will be recorded.

- b. For the group presentation, each member of the group must submit the power point presentation and completed group evaluation via the assignment function as well.
 - c. Group presentations will be done via collaborate and all group members must participate.
6. **Regularly scheduled collaborate sessions:** The faculty will lead a discussion and answer questions on a regularly scheduled date via collaborate in Blackboard. Although this is **not mandatory**, students are encouraged to participate. All collaborate sessions are recorded.
 7. **Online Office:** Students are to post their questions re: the course in general or specific assignments in the online office instead of sending individual e-mails to the faculty. If there is a private issue that the student needs to share with the faculty, then e-mail or call.
 8. Email will be answered within 24 hours with the exception of the following:
 - a. Between Friday 5:00 p.m. and Monday 9:00 a.m.
 - b. During holidays and/or when the university is not in session.
 9. **Web and e-mail etiquette:** Communication via the internet and e-mail is more difficult than face-to-face or verbal communication. Please follow these guidelines:
 - a. Always provide a greeting and an appropriate sign-off with your signature (or typed name). For example, a greeting might be 'Good morning, John (fellow classmate)' or 'Hello, Dr. France'. An appropriate sign-off might be 'take care, Sharon' or 'thank you, Bill'.
 - b. Do not put message in all capital letters or use bolded letters.
 - c. Do not provide a knee-jerk response. In other words, read and re-read your e-mail whether you've initiated the e-mail or you're responding to an e-mail before pushing that send button.
 - d. It's a good idea to compose your initial e-mail or response to an e-mail in a word document first – then you can check for grammar, spelling, tone, etc.
 - e. If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you. Under 'options' you will see 'delayed delivery'. This is a very handy function in that while you compose your e-mail at midnight you can set it to be delivered at 8:00 a.m.
 10. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address. You are responsible for checking your FAU email at least three times/week throughout the semester. If you forward emails from your FAU address to another account, you may miss important information. You may obtain an FAU email account at: <http://accounts.fau.edu/> or by going to a computer lab on campus. The faculty will not respond to email from a non-FAU email address.

11. The faculty uses the 'Announcement' section of the course as a means to communicate any changes in assignments, important information, etc. Students are encouraged to check the Blackboard site several times a week.

COLLEGE OF NURSING AND UNIVERSITY 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://nursingl.fau.edu/index.php?main=3&nva=457>
- c. Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>

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 of 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

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.

DIABILITY 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), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at Treasure Coast – CO 128 (772-873-3305), 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 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.



Nursing is a discipline of knowledge and professional practice grounded in caring.

Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well being of persons inextricably connected within a diverse global society.

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

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

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

'revised April 2012'