FAU
FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department DOCTOR OF NURSING PRACTICE

College NURSING

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Current Course Prefix and Number	NGR 7124	*Current* Course Title THEORY GUIDED MODELS FOR ADV. PRACTICE NURSING

Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to: Theoretical Grounding for Caring Based Practice	**Change description to:** This course examines the philosophical and theoretical foundations of caring as essential for Doctor of Nursing Practice (DNP). Students explore insight into the human health experience as explicitly presented in grand, mid-range
Change prefix From: To:	**Change prerequisites/minimum grades to:**
Change course number From: To:	
Change credits* From: To:	**Change corequisites to:**
Change grading From: To:	**Change registration controls to:**
Academic Service Learning (ASL) ** Add ☐ Remove ☐	
* Review Provost Memorandum ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes: MAY 2022	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone S. Bulfin sbulfin@fau.edu 561 297 3600

Approved by		**Date**
Department Chair	*Susan Bulfin*	12/6/21
College Curriculum Chair	*Kyndall D. Pritchard*	12/06/2021
College Dean	*[signature]*	12/6/21
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

FAUchangecourseGR. revised Fall 2019

COURSE TITLE: Theoretical Grounding for Caring-Based Practice

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:

COURSE NUMBER: NGR 7124

COURSE TITLE: Theoretical Grounding for Caring-Based Practice

COURSE FORMAT: Hybrid, CANVAS assisted

CREDIT HOURS: 3

PREREQUISITES: Admission to DNP Program

COREQUISITES: None

FACULTY: TBD

OFFICE: TBD

OFFICE HOURS: TBD

COURSE DESCRIPTION: This course examines the philosophical and theoretical foundations of caring as essential for Doctor of Nursing Practice (DNP). Students explore insight into the human health experience as explicitly presented in grand, mid-range, practice theories. Students apply theory to guide DNP practice and create innovative models of healthcare that are grounded in caring.

COURSE OBJECTIVES:
Becoming Competent
1. Translate evidence from multiple ways of knowing in nursing science with consideration of the relationship between advanced nursing situations and nursing theory grounded in caring. (1.1.e)

Becoming Compassionate

2. Demonstrate the use of theories for guiding advanced practice in caring relationships to effect positive outcomes. (2.1d; 4.2g)

Demonstrating Comportment

3. Communicate nursing's unique disciplinary knowledge and professional identity grounded in caring theory to strengthen interprofessional partnerships. (6.1j; 9.5f)

Becoming Confident

4. Demonstrate leadership in critiquing and translating theories from nursing and other disciplines to advance caring in practice. (1.2j)

Attending to Conscience

5. Identify opportunities to model ethical and moral courage to utilize substantive theory-based knowledge of person-centered care to influence team decision-making. (9.5h)

Affirming Commitment

6. Develop a theoretically based advanced nursing practice integrating advanced scientific knowledge and caring science to guide decision making. (2.4g)

TEACHING LEARNING STRATEGIES: Online teaching/learning strategies include interactive lectures, discussion boards, readings, caring dialogues, focused learning modules, reflective analysis, presentations and written assignments based on nursing situations.

Discussion Board Topics: multiple ways of knowing in nursing science, advanced nursing situations, nursing's unique disciplinary knowledge and professional identity grounded in caring theory, demonstrate leadership to advance caring in practice, ethical and moral courage, theoretically based advanced nursing practice to guide decision making.

GRADING AND EVALUATIONS:

Assignment	Objective Evaluated	Percentage of Grade
Discussion Boards	1, 3, 5, 6	10%
Caring Dialogue #1	1	15%
Caring Dialogue #2	2	15%
Nursing Situation Synthesis Paper: Integrating Theory and Caring Concepts	3, 4	25%
Aesthetic Re-Presentation	3, 4	10%
Paper-Application of Middle Range Theory to Practice/Clinical Project	6	25%
Total		100

GRADING SCALE:
94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D
61 - 63 = D-
0 - 60 = F

REQUIRED TEXTS

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832161

Barry, C. D., Gordon, S. C. & King, B. M. (2015*). Nursing Case Studies in Caring: Across the Practice Spectrum*. New York: Springer. [ISBN 9780826171788]

Boykin, A., & Schoenhofer, S. O. (2001). *Nursing As Caring: A Model for Transforming Practice*. Sudbury, MA: **(available as a free download within LMS)** http://www.gutenberg.org/files/42988/42988-

Mayeroff, M. (1971). *On Caring*. NY: Harper. ISBN 9780060920241

Roach. S. (1992). *Caring: The Human Mode of Being* (revised ed.) Ottawa, CA: Canadian Hospital Association Press. **(available as a free download within LMS)**.

Smith, M. (2020). *Nursing Theories and Nursing Practice* (5th ed.). Philadelphia: F. A. Davis Co. ISBN 9780803679917

Butts, J.B. & Rich, K. (2018). Philosophies and theories of advanced nursing practice (3rd ed.).Burlington, MA: Jones & Bartlett Learning. ISBN: 9781284112245

RECOMMENDED TEXTS: None

TOPICAL OUTLINE
- Ways of knowing in nursing
- Philosophy of nursing science
- Structure and function of theory
- Components and levels of abstraction
- Grand and middle-range theories
- Framework for evaluation of middle range theories
- Caring as foundational to nursing praxis
    - Nursing as a practice discipline in the human science and humanities tradition
    - Conceptual development of caring as unique in nursing
    - Ways of knowing caring in nursing
    - Authentic presence and knowing self as caring
    - Spirituality as integral to caring
    - Caring as the ethical grounding in Nursing
- Imagining caring in nursing theories
    - Comparison of unique views and theoretical frameworks for nursing practice grounded in caring science
    - Foundations for advanced knowledge of caring theories in nursing
- Synthesizing advanced knowledge of caring in nursing practice, research, and education
    - Synthesis advanced knowledge of caring
    - Aesthetic knowing as foundational to critical thinking
    - Aesthetic expression as fundamental to creative nursing
- Developing theory guided practice

COURSE ASSIGNMENTS

ASSIGNMENT #1: DISCUSSION BOARDS (10%)

Discussion Board Topics: multiple ways of knowing in nursing science, advanced nursing situations, nursing's unique disciplinary knowledge and professional identity grounded in caring theory, demonstrate leadership to advance caring in practice, ethical and moral courage, theoretically based advanced nursing practice to guide decision making.

Discussion boards are based on course content for the module in which they are contained and are based upon readings or other media sources. Each activity/discussion board will contain specific instructions and a grading rubric.

Due dates are be posted. Discussion boards will have two due dates: 1) the first date is when an original response is due, and 2) the second date is when all responses to peers should completed. Posts beyond the second due date will not be graded.

The following requirements must be met to ensure full credit for discussion boards:
- It is expected that students remain active in the discussion boards and respond to all questions from the instructor or peers regarding their post. Points are awarded at the close of the discussion board and are based on substance and completeness.
- Ensure that all postings are detailed responses relating to course and/or chapter content. Responses should be a minimum of 2-3 paragraphs.
- For responses to peer postings:
  - Indicate the name of your peer or instructor when posting responses.
  - Provide substantive response. The response should be substantive.
  - Be sure to include your position on whether you agree or disagree with your peers' statements and why.
  - Correct grammar, spelling, and punctuation are expected in all posts. Adhere to the most recent APA standards for citing and formatting references (citations should be used in-text with a corresponding reference list included). Follow the basic rules of Netiquette: https://www.fau.edu/oit/student/netiquette.php

ASSIGNMENTS #2 CARING DIALOGUES (15% each = 30%)

What are Caring Dialogues? Caring Dialogues are a focused learning activity posted at specific times. Questions will be posed that require a response based on readings and citations of the readings. One thorough response is required, as well as one response to a colleague's posting. **Dialogue** is guided by multiple patterns of knowing as a framework for discussion such as personal, ethical, aesthetic, empirical, socio-political, spiritual, and unknowing. Other ways of knowing may be introduced and explored.

Critical analysis of assigned readings is expected. Reflection on nursing questions and knowledge inspires critical review and analysis.

Integration of readings with current practice facilitates personal and professional growth in caring processes. Understandings from readings are to be integrated into group discussions each Module.

Process:
Caring Dialogue # 1: Nursing Situation
A nursing situation is the shared lived experience in which the caring between the nurse and the one nursed nurtures wholeness and well-being. Reflect on your own nursing situation from practice in which the caring between you and the one nursed nurtured wholeness and well-being.

Post that nursing situation. Identify the caring concepts you feel guided your nursing from Mayeroff's 8 Caring Ingredients and Roach's 6 C's, or others studied this semester. Describe the ways of knowing that guided your nursing. The Barry, Gordon, King textbook has good descriptions of the various ways of knowing.

Caring Dialogue # 2: Theory Guided Practice
Reflect on the Nursing situation that you submitted and thoughtfully consider which theoretical approach to caring in nursing is most congruent with your practice. Briefly apply Dr. Smith's analysis of nursing theories (in Chapter 2 & 3 of textbook *Theories for Practice*) to your nursing situation and describe the purpose, values, metaparadigm and environment. This will be the outline/framework for your Synthesis Paper in which you situate your nursing situation in a theory grounded in caring science that you studied this term from the following list: **Boykin & Schoenhofer, Watson, Leininger, Ray, Locsin, Parker, Barry & King, Duffy, or Smith.**

EVALUATION of Caring Dialogues: You will be evaluated on your developing understandings, reflections, integration, discussion of critical analyses, and creative inquiry in group discussions. You will also be evaluated for your contribution and responses to dialogue initiated by your colleagues.
Two posts for each Module of study are required. One with your responses to the questions posed and citations to your learning resource and one in response to a colleague's response.
Use at least one primary reference for discussion, none required for responses. Limit direct quotes in discussion to no more than 2 sentences. No direct quotes in response.

Each Caring Dialogue is 15 points: 10 for main discussion; 4 for response to colleague; 1 for references. Please review the rubric:

Caring Dialogues	Possible Points	Achieved Points
Response to posed questions: thoughtfulness, demonstrated understanding	10	
Response to colleague's Discussion	4	
*APA format (Grammar/spelling/ References) [references cited in text and in the reference list]	1	
Total	15	

Note: *Each APA error will be counted even if it is the same repeating error.
Caring Dialogues as Individual Work vs. Plagiarism
Creation of a caring dialogue represents an individual's reflections, critical thinking and integration of readings. Using the content of any previous course work or another person's work including caring dialogues is plagiarism. Please review the University and CELCON's policies on cheating/plagiarism.

ASSIGNMENT #3: NURSING SITUATION SYNTHESIS PAPER: INTEGRATING THEORY AND CARING CONCEPTS (25%)
Purpose: The purpose of this assignment is to facilitate an integrated understanding of caring as foundational to advanced nursing practice. This paper is an expression of scholarly and aesthetic understanding of caring in nursing, integrating a lived experience, a theoretical perspective, and scholarly artful communication of a synthesized whole picture that is personally relevant and

professionally sound. Go back and read some of the nursing situations in the *Nursing Case Studies in Caring* book that will enhance the quality of your nursing situation and your scholarly paper. They are beautiful examples written by your peers when they took this class.

Process: Review your nursing situation previously submitted and specifically identify the essence of caring (as a one- or two-word concept). **The last sentence of your nursing situation** is: *The essence of caring in this nursing situation is....* Identifying **one concept** will enhance the clarity of your paper. Use Mayeroff, Roach and other concepts of caring identified by theorists studied in this course. Examples: Hope, Trust, Authentic Presence, Competence, Listening, Silence etc. Do not use multiple concepts. **Caring cannot be chosen as the concept.**

Identify the call for nursing and your response. Discuss how a particular way of knowing or multiple ways of knowing guided your practice, such as empirical, personal, ethical, aesthetic, spiritual, socio-political, unknowing or emancipatory.

1. **The Nursing Situation**

Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being (FAU-CON Philosophy, 2012).

Create a quiet space in which you can reflect and read your submitted nursing situation.

   a. You are to include your nursing situation in its entirety with integration of multiple ways of knowing, call and response for nursing, Mayeroff's ingredients and Roach's concepts or others that emerged within your nursing situation.

   b. At the end of your nursing situation, write a closing sentence that begins: The essence of caring in this nursing situation is _____ ...then fill in the blank with one word from your sense of the situation. (See Example, Page 80 in Chapter 6 or page 100 in Chapter 9 in *Nursing Case Studies in Caring*).

2. **The Theoretical Perspective:**

Select and reflect upon **a caring theory** of nursing studied this term and describe how it guided your nursing in the nursing situation. Describe the essential concepts of the theory and explain how these concepts are present in your nursing situation. Include the phenomena central to nursing (elements of the metaparadigm) person, nursing, environment, and health. Many times these concepts are not spelled out, you may have to interpret them from the theorist's work. Describe other concepts of the theory as well.

Use primary sources (literature written by the theorist) to describe this theory as well as related sources written by others that explicate, extend, or affirm the specific theoretical perspective. Use a minimum of 3 primary (written by the theorist) and a limit of 2 secondary references.

The focus of this paper is more on how the theory guided your practice versus describing the theory. For example, if you used Watson's theory you don't describe all ten caritas processes but you identify the ones that guided your nursing situation.

3. **The Essence of Caring in the Nursing Situation**

   a. Identify and describe the central one-word caring concept (the essence of caring) that was expressed in your selected nursing situation from Module 1.

   b. Describe the identified caring concept by drawing upon sources from the literature and describe how the identified caring concept reflects the theoretical perspective used in your paper. While there is no magic number of reference sources needed to properly explicate the caring concept you have selected from your Nursing Situation, a minimum of 3 primary sources and no more than 2 secondary sources are adequate to achieve the task effectively. For example, if you chose Watson's theory and your concept was *love* then define how other nursing theorists define love – i.e. Boykin and Schoenhofer's Theory of Nursing as Caring.

4. **Personal Relevance**

a. Write a concluding paragraph addressing the relevance of practicing nursing from a theoretical perspective and describing your personal understanding of caring as foundational to advanced nursing knowledge; be direct and specific and use the first person, "I".

b. *How* will you integrate this new understanding into your practice of nursing? This is all about you, no references or direct quotes in this paragraph).

5. Formatting:

All formatting is to be in APA 7th Edition Manual of Style and must include correct in-text citations and references, page formatting, correct spelling, punctuation, grammar, and nonsexist language. It is your responsibility to ensure that your assignment provides evidence of your <u>caring scholarship.</u>

EVALUATION OF NURSING SITUATION SYNTHESIS: INTEGRATION OF THEORY AND CARING

Criteria	Points
Nursing Situation, include call for nursing and response to that call; and multiple ways of knowing. 3 page limit.	5
Theoretical perspective, explication of concepts, integration of these concepts into your nursing situation (well organized, links relevant readings, minimum 3 primary references). 1-page limit.	5
Adequate support of the central concept from relevant scholarly literature (well organized, links relevant readings, minimum 3 primary [as stated above] and no more than 2 secondary references). 1-page limit.	5
Personal Relevance (direct, specific, first person). 1 paragraph	5
Format: Accurate APA, Title Page, spelling, grammar, Reference List (not counted in the page limit; references correctly cited in text and in the reference list)	5
Total Points	25

Note: *Each APA error will be counted even if it is the same repeating error.

<u>*ASSIGNMENT #4: AESTHETIC RE-PRESENTATION (10%)*</u>

Purpose: Your aesthetic representation will express the central one-word caring concept of your Nursing Situation from Learning Module 1 and the Nursing Situation Synthesis Paper.

Create a 150 - 200-word abstract (about 1/2 page double spaced) telling *why* you chose to do this particular re-presentation, and the *meaning* that it has for you. **Start with the sentence, "The aesthetic representation reflects the one-word caring concept of___".**

Describe how you felt in the process of creation, and the particular meaningfulness of aspects of your project.

a. Aesthetic re-presentations may take any form; examples include but are not limited to pottery, song, poetry, dance, needlework, painting, poster, sculpture, etc.

b. **The aesthetic representation must be your original work, <u>created for this course,</u> and not work done by others.** No collages from magazines, or downloaded pictures are acceptable. This is

an opportunity to allow yourself to be creative, to express your understanding of caring in nursing in perhaps unfamiliar ways…remember that courage, trust and humility are ingredients of caring!

    c. Submit online via Group Discussion Board. You may have to photograph your aesthetic expression to share it with your colleagues.

EVALUATION OF AESTHETIC RE-PRESENTATION:

Criteria	Points
Illustrates Caring Concept expressed in your nursing situation and concept explicated in paper.	7
Aesthetic quality	3
Total	10

Note: If the aesthetic re-presentation does not satisfactorily meet the requirements as stated, a grade of zero will be earned.

ASSIGNMENT #5: PAPER-APPLICATION OF MIDDLE RANGE THEORY TO PRACTICE/CLINICAL PROJECT

PART 1

Present nursing situation: You should consider what is the issue of concern?

For example, the phenomenon of fear, how does this relate to the nursing situation.

Perhaps this is a patient who is concerned he/she may have COVID-19 and has expressed this concern. Even though you are not evaluating a theory at this point you should consider what theory could guide practice? If you were a PhD student, what theory could guide a study exploring fear of impending diagnosis?

The introduction will guide the rest of your paper, but as stated should consider a theory. For DNP students should choose a middle range theory.

Next consider the health problem, so using the above example the health problem is COVID-19 why is this a problem and why would someone fear having a positive diagnosis?

You must discuss the best available evidence which means having statistics that support that this is a health problem. If fear is the phenomenon you can discuss fear, what is fear and why would this be important to consider

If you have questions we can schedule a phone conference call, just email me to schedule.

This part of the paper is 2-4 pages in length

Part 1 Evaluation	

Nursing Situation
 	
    • Relates to advanced practice
    • Congruent with health problems identified
    •
	0.5 point
	
	0.5 point

Health Problem/Why a problem	
• Presentation of health problem	1 point
• Supportive evidence of why this is problem and the significance to advance practice nursing	
• Phenomenon is described	1 point
• Theory identified (evaluation of the theory will be done in paper two) [state name of theory and that will provide a framework for application of interventions to practice and/or clinical DNP project (research if PhD student)]	1 point
	0.5 point
APA format, grammar	0.5 point
Total points	5 points

PART 2

This is the second part of your paper. The first was the introduction to the phenomenon of interest and a theory that could guide an intervention to address the phenomenon. Even though your grades are not based on the paper as a whole, each part supports the other. So please make sure you are congruent throughout the paper.

In this paper you should evaluate a middle range nursing theory (approval for other theories must be approved by me). You will be evaluating the theories worthiness to be used as a guide for inquiry and practice. Chapter 3 of Smith & Liehr's books provides a framework for evaluation of middle range theories. please follow this guide.

Part 2 Evaluation	
Substantive foundation	2.5 points
Structural integrity	2.5 points
Functional adequacy	2.5 points
Judgement of the fit of the theory to guide a DNP project	1.5 points
APA format, grammar	1 point
Total	10 points

PART 3

This is the third part of the Application Paper. It is important to consider how the theory can guide your DNP project.

Part 2 Evaluation

First you should identify how the theory has been applied to practice and any outcome studies related to application to practice approaches or models related to the theory. You should briefly discuss these studies.	5 points
Next present, based on your nursing situation, theory evaluation, and propose outcomes that may be measured.	3 points
Implications for advanced nursing practice	1.5 points
APA format 1 point	0.5 point
Total	10 points

Please make sure submit part one and two with this paper

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE: Caring Literature

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum.* Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice.* Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring.* Springer.

Buber, M. (1970). *I and thou.* Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science.* Springer.

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

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.).* Silliman University Press.

Mayeroff, M. (1971). *On caring.* HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.).* Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing.*

National League for Nursing.

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

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*
    Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm.* Springer.

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

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences.*
    Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing.*
    University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE POLICIES & GUIDELINES

Course modules open on Sundays and close on Saturdays unless otherwise posted. Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogs apply to this course. To obtain a passing grade, all course requirements and objectives must be successfully met. Students are expected to log on to the course website **at least three times weekly** to obtain reading materials and check on course updates and announcements. Students are expected to turn in assignments using Canvas on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit (Saturdays at 11:59 pm).
Points may be deducted for late assignments/exams. In exceptional circumstances, students may contact the faculty member to request an extension prior to the assignment/exam due date. Please note, technical difficulties are not considered exceptional circumstances. All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail submissions will not be accepted. All assignments must be completed in APA format: (Publication Manual of the American Psychological Association, 7th edition). All students are required to use their FAU e-mail address and have regular access to the internet. All course communications must be made through the canvas platform inbox. Platforms for personal communications include Canvas Inbox, phone, or SKYPE.
A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly.

COLLEGE OF NURSING POLICIES
The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20%20Rev%20June%202012.pdf

b). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/FAUcatalog/academics.php and http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information,
see: http://www.fau.edu/ctl/AcademicIntegrity.php

CON Academic Integrity: http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/academic-integrity-policy.php

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

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at http://www.fau.edu/sas/

To apply for SAS accommodations: http://www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a

grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)
Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION:
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information,
see: https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf
CON Religious Accommodation: http://www.fau.edu/sas/New.php

USE OF STUDENT COURSE MATERIAL

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

COURSE SCHEDULE:

Module	Content
Module 1	• Ways of knowing in nursing • Philosophy of nursing science • Structure and function of theory
Module 2	• Components and levels of abstraction • Grand and middle-range theories • Framework for evaluation of middle range theories

Module 3	• Caring as foundational to nursing praxis
	   o Nursing as a practice discipline in the human science and humanities tradition
	   o Conceptual development of caring as unique in nursing
	   o Ways of knowing caring in nursing
	   o Authentic presence and knowing self as caring
	   o Spirituality as integral to caring
	   o Caring as the ethical grounding in Nursing

Module 4	• Imagining caring in nursing theories
	   o Comparison of unique views and theoretical frameworks for nursing practice grounded in caring science
	   o Foundations for advanced knowledge of caring theories in nursing

Module 5	• Synthesizing advanced knowledge of caring in nursing practice, research, and education
	   o Synthesis advanced knowledge of caring
	   o Aesthetic knowing as foundational to critical thinking
	   o Aesthetic expression as fundamental to creative nursing

Module 6	• Developing theory guided practice

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

FAU

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

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

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

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

Revised 11/9/2021
Approved 11/12/2021