

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>2/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Nursing College Nursing	
Current Course Prefix and Number NUR 4930	Current Course Title Special Topics	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour. **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>. ***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small>	Change description to: Add Academic Service Learning designation (see attached certification). Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Summer 2023	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Maria Ortega, ortegam@health.fau.edu, 561-297-0506		
Approved by Department Chair <u>[Signature]</u> College Curriculum Chair <u>Lisa Wiese</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date _____ 02.24.2023 _____ 2/24/23 _____ 02.27.2023 _____ 2/27/23 _____ 2/27/23 _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SUMMER SESSION II 2023**

<u>COURSE NUMBER:</u>	NUR 4930
<u>COURSE TITLE:</u>	Interprofessional Education and Practice in Armenia, Colombia
<u>COURSE FORMAT:</u>	Live
<u>CREDIT HOURS:</u>	3 credits
<u>COURSE SCHEDULE:</u>	Pre-departure in person meeting May 24. Throughout the study tour—classroom instruction will take place from 9:00 AM-12:00 PM and clinical, community, cultural site visits will occur in the afternoon beginning at 1:00 PM
<u>PLACEMENT IN CURRICULUM:</u>	Not required
<u>PREREQUISITES:</u>	None
<u>COREQUISITES:</u>	None
<u>FACULTY:</u>	María de los Ángeles Ortega, DNP, APRN, GNP-BC, PMHNP-BC, CDP, FAANP, FAAN Associate Dean of Clinical Practice and Professor Director, Louis and Anne Green Memory and Wellness Center Office Location: AZ-79 119c 561-235-6819 ortegam@health.fau.edu
<u>OFFICE HOURS:</u>	See Course Itinerary
<u>COURSE DESCRIPTION:</u>	This course aims to enhance knowledge of interprofessional education & practice in diverse clinical, multilingual and multicultural communities. Includes consideration of distribution and determinants of health and illness in Colombia and the United States.

ACADEMIC SERVICE-LEARNING STATEMENT:

This course is designated as an “**academic service-learning**” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor and completion of the required survey. Please click on the following link after submitting your hours to complete the [Academic Service-Learning Post-Survey](#).

Assumption of Risk Statement for Student

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

COURSE OBJECTIVES: Upon completion of NUR 4930, the student will be able to accomplish:

1. Being competent

- a. Examine the images of nurse and nursing in course specific nursing situations from multiple perspectives: diverse clinical multilingual and multicultural communities.
- b. Understand foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions in the practice setting.
- c. Apply the interprofessional competencies (e.g., values and ethics, professional roles and responsibilities, communication, and teamwork) required to be an effective health and mental healthcare provider in a multicultural and multilingual treatment environment.
- d. Evaluate the role of culture in health care delivery.
- e. Examine relevant literature around a selected population of interest.

2. Being compassionate

- a. Explore innovative images of culturally competent nursing practice grounded in caring.
- b. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
- c. Assess caring strategies in the clinical setting which reflect appreciation of the persons' and families' cultural and spiritual beliefs.

- d. Examine selected health issues of populations living in Colombia, such as depression, suicide, Alzheimer's disease and related dementias, child and adolescent health, pediatric nutrition, and maternal and family health from a culturally competent and caring perspective.

3. Demonstrating comportment

- a. Describe the role, function, and impact of nursing, social work, and medicine in the delivery of interprofessional health and biopsychosocial care.
- b. Discuss appropriate professional behaviors to enhance communication and health literacy with members of diverse cultures.
- c. Study patient centered care respectful of the cultural beliefs and behaviors of persons served/cared for.
- d. Evaluate and revise effective communication strategies in the clinical setting that foster interprofessional partnerships to improve health outcomes for persons and communities.

4. Becoming confident

- a. Demonstrate an understanding of healthcare systems within a global perspective and the main differences and similarities between the United States and Latin America healthcare system with a specific emphasis on the country of Colombia.
- b. Distinguish the unique role of the nurse in the health care system in culturally competent care for persons of diverse backgrounds.

4. Attending to conscience

- a. Discuss cultural factors which may contribute to marginalization of populations.
- b. Examine ways in which providers may consciously or subconsciously create barriers to equitable care.
- c. Explore nursing strategies to improve health equity for vulnerable and disenfranchised populations.

5. Affirming commitment

- a. Actualize evidence-based health care practice, grounded in nursing research, as nurturing the wholeness of others through caring.
- b. Evaluate the role and scope of practice of the nurse in Colombia in providing safe, ethical, efficient, cost effective, quality care in diverse clinical care and community settings.
- c. Identify the social, cultural, economic, and political factors which have shaped the delivery of health and mental health services across the life span in Colombia as compared to the United States from a person, family, and community-centered perspective.

TEACHING LEARNING STRATEGIES:

Course objectives will be accomplished through the instructor’s provision of a stimulating schedule of readings, class lectures, article analyses, discussions by class participants, reflective journaling, and selected clinical, cultural, and community site visits. Each lecture is based on a textbook, supplementary book chapters, and articles.

GRADING AND EVALUATION METHODS:

The final grade of the course will be based on the successful completion of the following assignments:

	Percent of total grade	Date due/given
Active Course Participation & Class Presentation	30%	June 10, 2023
Journal Assignment	30%	June 24, 2023
Final Paper	<u>40%</u>	July 21, 2023
	100%	

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

- 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:

Ortega, P. (2016). *Spanish and the medical interview: A textbook for clinically relevant medical Spanish* (2nd ed.) Elsevier. ISBN: 978-0-323-37114-8

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Ray, M. (2016). *Transcultural caring dynamics in nursing and health care* (2nd. ed.), F. A. Davis Company.
This book is used as the main resource on culture and transcultural nursing and caring at F. A. Davis Publishers

Skolnik R. (2021) *Global health 101* (4th ed.). Jones & Bartlett Learning. ISBN: 978-443-5000

TOPICAL OUTLINE:

Kindly note that—throughout the study tour—classroom instruction will take place from 9:00 AM-12:00 PM and clinical, community, cultural site visits will occur in the afternoon beginning at 1:00 PM

Class Date	Topic	Required Readings
May 24, 2023 1:00-3:00 PM	<ul style="list-style-type: none"> • Predeparture Meeting and Introduction to the Course • Use of Language Interpreters in Clinical Practice • Health Care and the Law 	<p>In preparation for this class session, and addition to the required readings, students must review the following videos:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=pVm27HLLiiQ • https://www.youtube.com/watch?v=Q4voquDnkbM <p>Nester, J. (2016). The importance of interprofessional practice and education in the era of accountable care. <i>North Carolina Medical Journal</i>, 77(2), 128-132.</p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i> (2nd ed.) Chapter 1, Basic conversational Spanish, Chapter 2, Setting the stage for the clinical encounter, and Chapter 14, Knowing your limitations: When and how to use a medical interpreter.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i> (4th ed.) Chapter 3, The global burden of disease.</p>
June 4, 2023 6:00-8:00 PM	<ul style="list-style-type: none"> • Arrival Meeting and Orientation to the Study Abroad Week 	
June 5, 2023	<ul style="list-style-type: none"> • Interprofessional Competencies in Healthcare • Cultural 	<p>González, M.J. & Acevedo, G. (2021). Practice with Hispanic individuals and families. In E. Congress & M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i></p>

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<p>9:00 AM-12:00 PM</p>	<p>Competency in Health and Mental Healthcare</p> <ul style="list-style-type: none"> • Communication in Pediatric Medicine (Child and Adolescent Health) 	<p>(4th ed.), pp. 181-194.</p> <p>Hellquist, K., Bradley, R., Grambart, S., Kapustin, J., & Loch, J. (2012). Collaborative practice benefits patients: An examination of interprofessional approaches to diabetes care. <i>Health, Interprofessional Practice & Education, 1</i>(2), 1-8.</p> <p>Interprofessional Education Collaborative. (2016). Core Competencies for Interprofessional Collaborative Practice: 2016 Update. Author. https://hsc.unm.edu/ipe/resources/ipec-2016-core-competencies.pdf</p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i> (2nd ed.). Chapter 10, Pediatrics.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i> (4th ed.) Chapter 7, Culture and health, Chapter 11, The health of young children, and Chapter 12, The health of adolescents and young adults.</p>
<p>June 6, 2023</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> • Intimate Partner Violence and Maltreatment Across the Lifespan 	<p>Aymer, S. (2022). <i>Intimate partner violence: Clinical interventions with partners and children</i>. Rowman and Littlefield.</p> <p>Brownell, P., et al. (2021). Practice with immigrant victims of domestic violence. In E. Congress & M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4th ed.), pp. 347-384.</p>
<p>June 7, 2023</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> • Brain Health Across the Lifespan 	<p>Heyman J. & White-Ryan, L. (2021). Working with culturally diverse older adults. In E. Congress & M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4th ed.), pp. 153-168.</p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i> (2nd ed.) Chapter 8, Mental health and cognition, and Chapter 12, Procedures and informed consent.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i> (4th ed.), Chapter 14, Noncommunicable diseases and mental disorders.</p>

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<p>June 8, 2023</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> • Cultural Competence in Mental Healthcare • Culturally-Bound Syndromes • Diagnostic and Statistical Manual of Mental Disorders (DSM-5) Cultural Formulation • Depression and Suicidality Across the Lifespan 	<p>García, B. & Feher, Z.M. (2021). The DSM-5 from a multicultural perspective. In E. Congress & M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4th ed.), pp. 55-68.</p> <p>Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. <i>Social Work</i>, 46(1), 39-49.</p> <p>Ortega, P. (2016). <i>Spanish and the medical interview: A textbook for clinically relevant medical Spanish</i> (2nd ed.), Chapter 8, Mental health and cognition</p> <p>Sadock, B.J., Sadock, V.A., & Ruiz, P. (2015). <i>Kaplan & Sadock's synopsis of psychiatry</i> (11th ed.). Wolters Kluwer. Chapter, 3, Contributions of the sociocultural sciences, Chapter, 8, Mood disorders, and Chapter 23, Emergency psychiatric medicine.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i> (4th ed.), Chapter 14, Noncommunicable diseases and mental disorders.</p>
<p>June 9, 2023</p> <p>9:00 AM-12:00 PM</p>	<ul style="list-style-type: none"> • Course Review and Conclusion • Students' Reflections and Presentations 	<p>Congress, E.P. (2021). Health beliefs, care, and access of individuals and families from diverse backgrounds. In E. Congress & M.J. González (Eds.), <i>Multicultural perspectives in working with families: A handbook for the helping professions</i> (4th ed.), pp. 279-293.</p> <p>Pullon, S., Morgan, S., Macdonald, L., McKinlay, E., & Gray, B. (2016). Observation of interprofessional collaboration in primary care practice: A multiple case study. <i>Journal of Interprofessional Care</i>, (30), 787-794.</p> <p>Skolnik, R. (2021) <i>Global Health 101</i> (4th ed.), Chapter 15, Intersectional approaches to enabling better health.</p>

COURSE ASSIGNMENTS:

Active Course Participation and Class Presentation

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30 points (or 30%) of the final course grade will be predicated on your professional participation in the study tour program and a final class presentation. Professional participation includes your punctuality, attendance, and contributions in the classroom and related study tour events—such as clinical, community, and cultural site visits and required pre-departure and arrival meetings. It also includes your professional overall conduct on the trip. In evaluating your course participation, the following will be considered: Were you on time and prepared for each class session, meeting, and site visit? Were you attentive to course lectures, classroom discussions, site visits, and required meetings as evidenced by your comments, questions, and shared observations? Did you engage professional speakers and guides with thoughtful questions? Did you engage the faculty and your peers in thoughtful conversations about content pertaining to the course? The class presentation—which will take place on the last day of study abroad program—will give you an opportunity to share with peers and faculty what you have learned specific to interprofessional practice within a culturally competent and biopsychosocial perspective. Students will be given a guide for the class presentation.

Journal Assignment

The purpose of this journal assignment is two-fold: 1) to stimulate your professional understanding of selected health and mental health issues within the context of the country of Colombia (and as compared with the United States), and 2) to develop and communicate—from a biopsychosocial, culturally competent, and caring perspective—an integrated understanding of the objectives of the course and the noted interprofessional competencies.

In your journal, record your reflections of your study tour experiences. Note how these reflections influence your understanding of health and mental health issues across the life span. Link these reflections with the assigned required readings, class lectures and discussions, clinical community, and cultural site visits, interactions with peers, faculty, and other relevant individuals during the study tour. Note the impact of these reflections on your professional growth as an emerging health and mental healthcare provider. Think about the following questions as you write each journal entry: How are these experiences influencing your study of nursing, social work, or medicine? What insights/thoughts/ perspectives have you gained from these experiences and how has it affected your understanding of nursing, social work, or medicine as a discipline and a profession? How do these experiences, insights, thoughts, or perspectives relate to your discipline-specific role within an interprofessional team? How will your noted experiences influence patient care within a biopsychosocial and culturally competent perspective and family and community context? What is your biggest lesson learned about interprofessional team-based care? In addition to your discipline, what did you learn about the roles and responsibilities of other healthcare professionals on the interprofessional team?

You should have one daily journal entry during the study tour. Your journal entries must be typed and written in accordance with the Publication Manual of the American Psychological Association (APA Manual). Follow the APA Manual's instructions for formatting of your journal entries, citations, and references. All journal entries are due on June 24, 2023, by no later than 5:00 PM.

The journal assignment constitutes 30 points (or 30%) of your final course grade.

Final Assignment

Select a health, mental health, or social problem (or need) (e.g., cardiovascular disease, Alzheimer's disease and related dementias, poor pediatric nutrition, depression and suicidality, intimate partner violence, child maltreatment, inadequate access to health and mental healthcare) that you learned about during your study tour in Colombia. Once you have selected a specific area of inquiry (e.g., depression and suicidality among Colombian youth), conduct research and write a paper that: a) describes (or defines) the problem; b) provides the most current prevalence and incidence rates of the identified problem in Colombia and its etiology from a biopsychosocial and cultural perspective; c) underscores the clinical, social, and community interventions that have been developed in Colombia to address or alleviate the problem; d) specifically notes how interprofessional team-based care and practice may ameliorate the reverberating effects of the problem; and e) compares the differences and similarities in the management and treatment of the problem in Colombia and the United States.

The final paper should be 8-10 pages in length (excluding title page and reference list), informed by 7-10 references (which may include required readings assigned in the course), and it must be typed and written in accordance with the 7th edition of the Publication Manual of the American Psychological Association (APA Manual). Follow the APA Manual's instructions for formatting this assignment and its citations and references.

The final paper constitutes 40 points (or 40%) of your course grade and it is due on July 21, 2023.

BIBLIOGRAPHY

COURSE SPECIFIC LITERATURE:

Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative healthcare teams. *Health & Social Work, 41*(2), 101-109. doi: 10.1093/hsw/hlw006

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) DSM-5. American Psychiatric Association. ISBN-13: 978-0890425558.

Ashcroft, R., McMillan, C., Ambrose-Miller, W., McKee, R., & Brown, J. B. (2018). The Emerging role of social work in primary health care: A survey of social workers in Ontario Family Health Teams. *Health & Social Work, 43*(2), 109-117. doi: 10.1093/hsw/hly003

Aymer, S. R. (2022). *Intimate partner violence: Clinical interventions with partners and their children*. Rowman and Littlefield. ISBN: 9781538124956

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- Congress, E.P. & González, M.J. (Eds.). (2021). *Multicultural perspectives in working with families: A handbook for the helping professions* (4th ed.). Springer. ISBN: 978-0-8261-5414-9
- de Saxe Zerden, L., Lombardi, B. M., Fraser M. W., Jones, A., & Rico, Y. G. (2018). Social Work: Integral to Interprofessional education and integrated practice. *Journal of Interprofessional Education and Practice*, (10), 67-75. <https://doi.org/10.1016/j.xjep.2017.12.011>
- Hellquist, K., Bradley, R., Grambart, S., Kapustin, J., & Loch, J. (2012). Collaborative practice benefits patients: An examination of interprofessional approaches to diabetes care. *Health, Interprofessional Practice & Education*, 1(2), 1-8. <http://doi.org/10.7772/2159-1253.1017>
- Interprofessional Education Collaborative. (2016). Core Competencies for Interprofessional Collaborative Practice: 2016 Update. Author. <https://hsc.unm.edu/ipe/resources/ipec-2016-core-competencies.pdf>
- Lucasa, C., Power, T., Hayes, C., & Ferguson, C. (2020). “Two heads are better than one”- Pharmacy and nursing students' perspectives on interprofessional collaboration utilizing the RIPE model of learning. *Research in Social and Administrative Pharmacy*, 16(1), 25-32. <https://doi.org/10.1016/j.sapharm.2019.01.019>
- Malgady, R.G. & Zayas, L.H. (2001). Cultural and linguistic considerations in psychodiagnosis with Hispanics: The need for an empirically informed process model. *Social Work*, 46(1), 39-49. doi:<http://dx.doi.org/10.1093/sw/46.1.39>
- Nester, J. (2016). The importance of interprofessional practice and education in the era of accountable care. *North Carolina Medical Journal*, 77(2), 128-132. <https://doi.org/10.18043/ncm.77.2.128>
- Pullon, S., Morgan, S., Macdonald, L., McKinlay, E., & Gray, B. (2016). Observation of interprofessional collaboration in primary care practice: A multiple case study. *Journal of Interprofessional Care*, (30), 787-794. doi: 10.1080/13561820.2016.1220929.
- Sadock, B.J., Sadock, V.A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry* (11th ed.). Wolters Kluwer. ISBN: 13- 9781609139711
- Walmsley, L., Fortune, M., & Brown, A. (2018). Experiential interprofessional education for medical students at a regional medical campus. *Canadian Medical Education Journal*, 9(1), e59-e67. <https://doi.org/10.36834/cmej.42175>

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2022):

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- 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. ISBN: 0-7637-1643-X
- Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer. ISBN: 978-8261-9643-9
- Buber, M. (1970). *I and thou*. Touchstone, Simon & Schuster. ISBN: 0-684-10044-4
- Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer. ISBN-13: 978-0826125873
- Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer. ISBN: 978-0-8261-8119-0
- Locsin, R. C. (2005). *Technological competency as caring in nursing: A model for practice* (1st ed.). *Sigma Theta Tau International*. ISBN: 1-930538-12-X
- Mayeroff, M. (1971). *On caring*. HarperCollins. ISBN: 0-06-092024-6
- McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's culture care diversity and universality: A worldwide theory of nursing* (3rd ed.). Jones & Bartlett. ISBN-13: 978-1284026627
- Paterson, J. & Zderad, L.T. (2021). *Humanistic nursing*. Collector's Edition. National League ' for Nursing. ISBN: 9798474428277
- Ray, M.A. (2018). *Transcultural caring dynamics in nursing and health care* (2nd ed.). FA Davis. ISBN: 978-0-8036-7754-8
- Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions* Canadian Hospital Association. ISBN: 0919100643
- Rosa, W., Horton-Deutsch, S, & Watson, J. (2018). *A handbook for caring science: Expanding the paradigm* (1st ed.). Springer. ISBN: 978-0-8261-3388-5
- Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource* (1st ed.). Springer. ISBN-13: 978-0826171115
- Watson, J. (2008). *Assessing and measuring caring in nursing and health sciences* (2nd ed.). Springer. ISBN: 978-0826121967

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Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.
University Press of Colorado. ISBN: 978-1607327554

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 AND GUIDELINES

On-line Learning: Please read Important Information for specific guideline and rules for the on-line learning adventure. Review the Canvas tutorials.

Assignments: Assignments are due on the date specified by the faculty on the course syllabus. The course syllabus is the official schedule for course activities. (I suggest you print a copy and have it accessible to you during the duration of this course). Late work is not acceptable and will receive a grade of zero. If the student is unable to submit work on the designated date, arrangements must be made with the course faculty in advance of the due date. Extensions will only be considered in extreme circumstances and only for individual assignments.

All course work and correspondence must be submitted within this Canvas course site unless discussed by Professor.

Course work must be saved in the format and submitted via the course tool as described with the assignment guidelines.

Class Participation: Students are expected to participate in class and group activities and discussions. Students who do not participate in these activities will receive a grade of zero for that component of their course grade. Because of the nature of class activities and group projects, there will be no alternative assignments or opportunities for make-up experiences or assignments.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>
- b). 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

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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

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 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 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.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the 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 human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

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