

FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING

COLLEGE: NURSING

COURSE PREFIX AND NUMBER: NUR 3115

CURRENT COURSE TITLE: INTRODUCTION TO NURSING AS A DISCIPLINE AND PROFESSION

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2013

TERMINATE COURSE (LIST FINAL ACTIVE TERM): _____

CHANGE TITLE TO: FOUNDATIONS OF CARING IN NURSING SITUATIONS

CHANGE DESCRIPTION TO: This course provides an introduction to nursing as a distinct discipline of knowledge and a unique professional practice. The evolution of professional nursing is examined. Emphasis is placed on introducing the student to the caring philosophy of Christine E. Lynn College of Nursing as the foundation for practice and developing a personal philosophy to guide practice. Caring theories of nursing and other nursing theories are examined. Responsible scholarship and caring interpersonal communication is emphasized

CHANGE PREFIX FROM: _____ TO: _____

CHANGE COURSE NO. FROM: _____ TO: _____

CHANGE CREDITS² FROM: _____ TO: _____

CHANGE GRADING FROM: _____ TO: _____

CHANGE WAC/GORDON RULE STATUS³
 ADD* _____ REMOVE _____

Rationale: Course description change due to reorganization of curriculum to meet AACN/CCNE standards

CHANGE GENERAL EDUCATION REQUIREMENTS⁴
 ADD* _____ REMOVE _____

CHANGE PREREQUISITES: NONE

*WAC and General Education criteria must be clearly indicated in attached syllabus. For WAC Guidelines: www.fau.edu/WAC. Please attach General Education Course Approval Request: www.fau.edu/undergraduate/CollegeofNursing/GeneralEducation/GeneralEducationCourseApprovalRequest

CHANGE COREQUISITES TO*: NONE

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.
 None

Please consult and list departments that might be affected by the change(s) and attach comments.⁵

Faculty contact, email and complete phone number:
 Beth King bking@fau.edu 561-297-3249

Approved by:

Department Chair: *Sharon A. Dornier*

College Curriculum Chair: *Beth King*

College Dean: *Karoly Edwards*

UUPC Chair: *J. E. King*

Undergraduate Studies Dean: *Elizabeth*

UFS President: _____

Provost: _____

Date:

3-1-13

3-1-13

3-1-13

3/22/13

3/27/13

1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist www.fau.edu/academic/registrar/UUPCinfo

2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. WAC approval (attach if necessary)

4. Gen. Ed. approval (attach if necessary)

5. Consent from affected departments (attach if necessary)

Current Catalog Description:

Introduction to Nursing as a Discipline and Profession (NUR 3115) 3 credits

An introduction to Nursing as a distinct discipline of knowledge and a unique professional service. Concepts introduced in this course are foundational to the program and include: Images of the nurse and nursing, nursing as a discipline of knowledge, nursing as a profession, wholeness of persons connected with others and with the environment, and nursing as nurturing the wholeness of persons through caring

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SEMESTER AND YEAR**

COURSE NUMBER: NUR 3115

COURSE TITLE: Foundations of Caring in Nursing Situations

COURSE FORMAT: Various Formats

CREDIT HOURS: 3 credits

COURSE SCHEDULE: TBD

PLACEMENT IN CURRICULUM: Required course, First semester of Program

PREREQUISITES: None

COREQUISITES: None

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

This course provides an introduction to nursing as a distinct discipline of knowledge and a unique professional practice. The evolution of professional nursing is examined. Emphasis is placed on introducing the student to the caring philosophy of Christine E. Lynn College of Nursing as the foundation for practice and developing a personal philosophy to guide practice. Caring theories of nursing and other nursing theories are examined. Responsible scholarship and caring interpersonal communication is emphasized

COURSE OBJECTIVES: Upon completion of NUR 3115, the student will be able to create caring nursing responses in:

1. Becoming competent:
 - a. Distinguish the attributes of the discipline and of the profession of nursing. (SLO 2, 3; Essential I).
 - b. Examine the caring theories of nursing and their relevance for holistic nursing practice. (SLO 3; Essential IX).
 - c. Demonstrate mastery of information literacy and scholarly writing skills. (SLO 2; Essential I).
 - d. Discuss historical development of nursing knowledge and its impact on development of the profession. (SLO 3, 7, 8; Essential I, VIII).
2. Becoming compassionate
 - a. Practice considerate, caring, and effective peer review processes to enhance scholarship. (SLO 5, 10, 11; Essential VIII).
3. Demonstrating comporment
 - a. Collaborate with peers in group assignments. (SLO 5, 10, 11; Essential VI, VIII).
 - b. Actively engage as a group member. (SLO 5, 10, 11, 17; Essential VI, VIII).
4. Becoming confident:
 - a. Give examples of the multiple roles that professional nursing practice encompasses including caregiver/healer, teacher, leader, and researcher. (SLO 19; Essential VIII).
 - b. Employ multiple communication skills for clarity. (SLO 10; Essential I).
5. Attending to conscience
 - a. Employ interpersonal and communication skills with patients, peers, faculty and other professionals that reflect the thoughtful the ideas of a caring professional. (SLO 10, 11, 12; Essential I, II, VIII).
 - b. Examine the personal and professional consequences of plagiarism. (SLO 1, 5, 19; Essential VIII).
6. Affirming commitment
 - a. Synthesize knowledge from nursing, humanities, sciences, and the arts as a basis for a personal philosophy of professional nursing. (SLO 2, 3; Essential I, VIII).
 - b. Select a caring theory as the lens to guide decision-making related to assessment, interpretation of data, and development of nursing responses in selected nursing situations. (SLO 1, 3, 4; Essential IX).

TEACHING LEARNING STRATEGIES:

Lecture, nursing situations, written assignments, group presentations, discussions, examinations, and enrichment activities.

GRADING and EVALUATION METHODS

Course Participation/Attendance	200 points
Scholarly Reflective Analysis	250 points
Examinations	300 points
Nursing Theory Project	250 points

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

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0 – 59 = F

REQUIRED TEXTS:

- American Psychological Association (2009). *Publication Manual of the American Psychology Association* (6th ed). ISBN 1-4338-0561-8.
- Boykin, A. & Schoenhofer, S. (2001). *Nursing as Caring: A model for transforming practice*. Mississauga, Ontario: Jones & Bartlett. ISBN: 076371643X
- Chitty, K.K., & Black, B.P. (2010). *Professional nursing: Concepts & challenges* (6th ed). St. Louis: Saunders Elsevier. ISBN 9781437707199
- Smith, M.C., Turkel, M.C. & Wolf, Z.R. (2013). *Caring in Nursing Classics: An Essential Resource*. New York: Springer Publishing Company.

RECOMMENDED TEXTS:

- Mayeroff, M. (1971). *On caring*. New York: HarperCollins. ISBN: 9780060920241
- Nightingale, F. (1969). *Notes on nursing: What it is and what it is not*. Toronto: General Publishing. ISBN: 9780486223407
- Reverby, S. M. (1987). *Ordered to care: The dilemma of American nursing, 1850-1945*. Cambridge: Cambridge University Press. ISBN: 9780521335652
- Roach, M. S. (2002). *Caring, the human mode of being: A blueprint for the health professions* (2nd ed.). Ottawa, ON: CHA Press. ISBN: 9781896151441

Topical Outline:

1. Images of Nurse and Nursing
 - a. Personal perspectives
 - b. Historical and philosophical perspectives
 - c. Social construction of roles
 - d. FAU Christine E. Lynn College of Nursing philosophy
2. Nursing as a Discipline
 - a. Characteristics of disciplines
 - b. Theory development process
 - c. Major conceptualizations of nursing
 - d. Patterns of knowing
 - e. Patterns of inquiry in nursing
 - f. Nursing as a Profession
3. Nursing as a Profession
 - a. Characteristics of professions
 - b. Ethical foundations of nursing
 - c. Internal and external governance systems
 - d. Social roles and patterns of preparation in nursing
 - e. Social contexts
4. Nursing as Caring
 - a. Caring as the human mode of being
 - b. Valuing and choosing as expressions of caring
 - c. Process of nurturing the wholeness of persons through caring
 - d. Authentic presence
 - e. Nursing situations
 - f. Calls and responses in nursing situations
 - g. Aesthetic knowing in nursing

COURSE ASSIGNMENTS:

COURSE PARTICIPATION AND ATTENDANCE : Possible 200 pts

Guidelines:

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The expression of caring through courteous, scholarly communication in collegial relationships supports well-being, and is a requirement for participation in this course.

Evaluation:

Participation grades are earned through regular attendance and student involvement in all the activities of the class, both live and Blackboard. These activities include collegial interactions in fulfillment of required course work. Each student is expected to demonstrate professional comportment, caring collegiality, and personal accountability:

Interact courteously and constructively with colleagues.

1. Contribute substantively and regularly to class discussions, both live and online.
2. Share pertinent comments that reveal evidence of reflective preparation and understanding of key points of assigned readings and learning modules.
3. Demonstrate independent, open thinking in discussions. This means that merely saying "I agree" or "I do not agree" is insufficient to earn grade percentage points.
4. Prepare assignments thoughtfully and present for grading by due dates.

SCHOLARLY REFLECTIVE ANALYSES: Possible 250

Guidelines:

A reflective essay is a 3 page minimum length, formal, scholarly composition formatted in the APA (6th ed.) Manual of Style. You will thoughtfully consider and write 2 essays exploring topics of concern in professional nursing practice from among the required/ assigned list of scholarly journals.

Evaluation:

1. Introduction to each scholarly reflective analysis is appropriate and fluid. The main idea is introduced.
2. The body of the essay is clearly organized. Main concepts, themes, and meanings are drawn from article and analyzed. These are expressed with understanding, accuracy, and clarity.
3. Appropriately cited examples illuminate understandings.
4. Conclusions are summarized, and subjective reflections convey new understandings, depth of thought, creative thinking, questions, possibilities, and insights. Implications for practice, research, and education are shared that arise from your new understandings.
Conclusion is creative and satisfying.
5. Correct and appropriate use of APA (6th ed.) formatting, punctuation, spelling, and grammar
6. Formal language style is used, without slang or contractions.
7. Submitted to Safe Assign (accessed through Blackboard). Please use results to revise/review your paper.

EXAMINATIONS: Possible 300 pts

Examinations are intended to be learning experiences that review and integrate student learning. In this course, a Mid-Term and a Final Examination will be given. Exams are usually 60 – 90 minutes in length and may be a combination of multiple choice questions, true-false questions, matching answer questions, and essay-type questions. Material included in exam content is derived from required texts and assigned readings, class lectures, activities, dialogues, power point presentations, and other content. The final examination must be taken and students must receive a passing grade on the final exam in order to pass the course.

NURSING THEORY PROJECT: Possible 250 Points

Guidelines: The purpose of this assignment is to explore the theoretical concepts surrounding the practice of nursing from the perspective of various nursing theorists. You will work in small groups and create a Power Points tutorial on an assigned nursing theorist/philosopher. The tutorial must include a bibliography.

Evaluation: The tutorial will be presented in class. Your group will be expected to promote and sustain dialogue about the theory. An evaluation guideline will be available.

BIBLIOGRAPHY:

- Boykin, A., & Schoenhofer, S. O. (1991). Story as link between nursing practice, ontology, epistemology. *Image: Journal of Nursing Scholarship*, 23(4), 245-248.
- Boykin, A., & Schoenhofer S. O. (1997). Reframing outcomes: Enhancing personhood. *Advanced Practice Quarterly*, 3(1), 60-65.
- Boykin, A., & Schoenhofer, S. O. (2000). Is there really time to care? *Nursing Forum*, 35(4), 36-38.
- Boykin, A., & Schoenhofer, S. (2005). Anne Boykin and Savina Schoenhofer's nursing as caring theory. In M. E. Parker (Ed.), *Nursing theories and nursing practice* (pp. 334-348). Philadelphia: F. A. Davis Co.
- Brown, C., Maloney, J. & Gobson, C. (2005). Caring in action: The patient care facilitator role. *International Journal for Human Caring*, 9 (3), 51-58
- Carper, B. A. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-23.
- Jett, K. (2005). The senior health project: Caring for ethnic elders, one neighborhood at a time. *International Journal for Human Caring*, 9(3), 59-64.
- Kleinman, S. (2005). Josephine Paterson and Loretta Zderad's humanistic nursing theory and its applications. In M. E. Parker, (Ed.), *Nursing theories and nursing practice* (pp. 125-137). Philadelphia: F. A. Davis Co.
- Leininger, M. (2005). Madeline M. Leininger's theory of culture care diversity and universality. In M. E. Parker, (Ed.), *Nursing theories and nursing practice* (pp. 309- 320). Philadelphia: F. A. Davis Co.

- Locsin, R. (2005). Technological competency as caring and the practice of knowing persons as whole. In M. E. Parker, (Ed.), *Nursing theories and nursing practice* (pp. 380- 388). Philadelphia: F. A. Davis Co.
- Lowe, J., & Struthers, R. (2001). A conceptual framework of nursing in Native American culture. *Journal of Nursing Scholarship*, 33(3), 279-283.
- McFarland, M. (2005). Application of Leininger's theory of culture care diversity and universality. In M. E. Parker, (Ed.), *Nursing theories and nursing practice* (pp. 321-333). Philadelphia: F. A. Davis Co.
- Parker, M. E. (2005). Studying nursing theory: Choosing, analyzing, evaluating. In M. E. Parker (Ed.), *Nursing theories and nursing practice* (pp. 14-22). Philadelphia: F. A. Davis Co.
- Parker, M. & Barry, C. (2005). Developing a community nursing practice model. In M. E. Parker (Ed.), *Nursing theories and nursing practice* (pp. 389-396). Philadelphia: F. A. Davis Co.
- Pharris, M. D. (2005). Margaret A. Newman: Health as expanding consciousness. In M. E. Parker (Ed.), *Nursing theories and nursing practice* (pp. 217-234). Philadelphia: F. A. Davis Co.
- Purnell, M. J. (2005). Nursing as caring: A model for transforming practice. In A. R. Tomey & M. R. Alligood (Eds.), *Nursing theorists and their work* (6th ed.). St. Louis: Mosby..
- Ray, M. A. (1994). A framework and model for transcultural ethical analysis. *Journal of Holistic Nursing*, 12(3), 251-264.
- Roch, G., Dallaire, C. & Roy, M. (2005). The politics of caring: Using a political tool to analyze and intervene in the implementation of a caring philosophy in a Montreal hospital. *International Journal for Human Caring*, 9(3), 9-14.
- Shirley, M. (2005). Nurturance: Concept clarification and theory for nursing administration. *International Journal for Human Caring*, 9(3), 65-72.
- Smythe, E. (2008). Feeling like a nurse: Recalling the spirit of Nursing. *Journal of Holistic Nursing*, 26(4), 243-252.
- Touhy, T., Strews, W. & Brown, C. (2005). Expressions of caring as lived by nursing home staff, residents and families. *International Journal for Human Caring*, 9(3), 31-37.
- Watson, J. (2005). Jean Watson's theory of human caring. In M. E. Parker (Ed.), *Nursing theories and nursing practice* (pp. 295-302). Philadelphia: F. A. Davis Co..
- White, J. (1995). Patterns of knowing: Review, critique, and update. *Advances in Nursing Science*, 17(4), 73-86.

COURSE POLICIES AND GUIDELINES

1. Attendance: Attendance/class activities points will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor. A student who misses a class is responsible for content presented during an absence.

2. Assignments: Written assignments are due by midnight on the date specified on the course schedule. Three points per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.

3. Use of Electronic and Personal Communication Devices in the classroom. In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day.

4. Email: FAU email is recognized as the only email system that may be used for course correspondence. It is the responsibility of each student to periodically check their FAU email as important class information may be sent via this route.

In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student's responsibility to periodically check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.

All course requirements and objectives must be met in order to earn a passing grade.

COLLEGE OF NURSING 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 Undergraduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

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

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the 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 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.

COURSE SCHEDULE

Date	Topic	Assignment
Week 1	Orientation to NUR 3115 community of students Collegial Communication How to get ready for your first scholarly assignment	
Week 2	Images of Nurse and Nursing Historical Perspectives: From the trained nurse to the emergence of the modern nurse. Contemporary Perspectives Philosophical Bases of Nursing <ul style="list-style-type: none"> • Influence of world philosophies on early nursing knowledge development • Concepts: Ontology, Epistemology 	Gordon, S. (2002). Thinking like a nurse: You have to be a nurse to do it. <i>Nursing Inquiry</i> , 9(1), 57-61. Spence, D. & Smythe, E. (2008). Feeling like a nurse: Recalling the spirit of Nursing. <i>Journal of Holistic Nursing</i> , 26(4), 243-252.
Week 3	Social construction of roles FAU Christine E. Lynn College of Nursing philosophy Scholarly Writing and Professional Papers APA Writing Workshop Complete plagiarism tutorials as posted on Blackboard	Bring APA manual 6 th edition Bring your class requirements for assigned papers
Week 4	Major concepts of nursing Evolution of the Definition of Nursing - through the words of nursing scholars, beginning with Nightingale Evolution of Nursing Knowledge Characteristics of nursing as a discipline	Robert, R.R. & Pape, T.M. (2011). Scholarship in Nursing: Not an Isolated Concept. <i>Med/Surg Nursing</i> , 20(1), 41-44.
Week 5	Patterns of knowing Patterns of inquiry in nursing Paradigms Metaparadigms - Basic beliefs Perspective of Wholeness of person	
Week 6	Generating Nursing Knowledge: - Philosophy-Theory-Practice-Research Linkages	Fawcett, J., Watson, J., Neuman, B.,

Date	Topic	Assignment
	- Importance of research Simultaneity/Totality Paradigms	Walker, P. H., & Fitzpatrick, J. J. (2001). On nursing theories and evidence. <i>Journal of Nursing Scholarship</i> , 33(2), 115-119.
Week 7	Caring: Mayeroff's Caring Ingredients Roach's 6 Attributes of Caring Nursing Situations Christine E. Lynn College of Nursing Philosophy	
Week 8	MID-TERM EXAM	Assign Theories for Student Presentation
Week 9	Theory development process Examine caring theories of nursing <ol style="list-style-type: none"> 1. Watson 2. Leininger 	Leininger, M. (2005). Madeline M. Leininger's theory of culture care diversity and universality. In M. E. Parker, (Ed.), <i>Nursing theories and nursing practice</i> (pp. 309-320). Philadelphia: F. A. Davis Co.
Week 10	Examine caring theories of nursing Rogers Smith	
Week 11	Examine caring theories of nursing Boykin and Schoenhofer's <i>Theory of Nursing as Caring</i> Roach Benner	Boykin, A. & Schoenhofer, S. (2005). Anne Boykin and Savina Schoenhofer's nursing as caring theory. In M. E. Parker (Ed.), <i>Nursing theories and nursing practice</i> (pp. 334-348). Philadelphia:

Date	Topic	Assignment
		F. A. Davis Co.
Week 12	Examine caring theories of nursing Swanson Wiedenbach Ray	APA exam
Week 13	Presentation skills http://www.uth.tmc.edu/schools/video/video/develop.htm http://www.bandwidthonline.org/images/Presentations/lib/playback.html	Work in groups on assigned topic for oral presentation
Week 14	Holistic Nursing Art and Aesthetics in Nursing Storytelling in Nursing Peer review The concept of peer review Significance to the profession Professional development Challenges	In class work: Develop evaluation criteria for your group presentation based on the type of project.
Week 15	Student group presentations	Critique scholar presentations and provide verbal feedback
Week 16	Final exam as scheduled by the registrar's office	