

FLORIDA ATLANTIC UNIVERSITY CHRISTINE E.
LYNN COLLEGE OF NURSING COURSE SYLLABUS

SEMESTER: Spring 2016

COURSE NUMBER:	NSP1195
COURSE TITLE:	Being Cared For: Reflections from the Other Side of the Bed
COURSE FORMAT:	Live
CREDIT HOURS:	3
COURSE SCHEDULE:	Section
PREREQUISITES:	ENC 1101; admission to BSN program
COREQUISITES:	None
FACULTY:	TBA
OFFICE HOURS:	TBA

COURSE DESCRIPTION: This general education course focuses on exploring the lived experience of being cared for through various cultural and societal lenses. Caring theories and concepts of nursing are examined critically and explicated in a variety of writing assignments.

Course Objectives: Upon completion of NSP 1195, the student will be able to create caring nursing responses in:

- **Becoming competent**
 1. Express in writing an understanding of “being cared for” as illustrated in literature, poetry and art.
- **Becoming Compassionate**
 1. Discuss the writing process as a way of coming to know others.
- **Demonstrating comportment**
 1. Use writing as a means of expressing acceptance and respect of others
- **Becoming confident**
 1. Embrace ambiguity, uncertainty and unpredictability exhibited in situations of being cared for.
- **Attending to conscience**
 1. Demonstrate an understanding of what it means to be vulnerable.

- **Affirming commitment**

1. Confirm coming to know other in what matters most to other.

This course serves as one of two "Gordon Rule" classes that must be taken within the curriculum before you may take two additional required 2000-4000 level writing intensive courses. This is designated as a WAC (Writing Across the Curriculum) course which is a writing intensive course. Students will participate in weekly writing activities to facilitate learning. Writing to learn activities will include critical thinking exercises, writing and revision of your work, scholarly dialogue, reader reactions and peer reviews. Please refer to the university catalogue.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

This is a writing intensive course that serves as the equivalent of ENC 1102. You must achieve a grade of C or better to receive credit. Furthermore, this class meets the University-wide writing across the curriculum (WAC) criteria which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

TEACHING LEARNING STRATEGIES:

Assigned readings, lectures, dialogue, scholarly written assignments and peer reviews.

GRADING AND EVALUATION METHODS:

GRADING CRITERIA	WEIGHT
In class writings (5 @ 2 % each)	10%
Scholarly Paper 1 Draft	5%
Scholarly Paper 1 Final Revision	15%
Scholarly Paper 2 Draft	5%
Scholarly Paper 2 Final Revision	15%
Scholarly Paper 3 Draft	5%

Peer Review (for Scholarly Paper 3)	5%
Scholarly Paper 3 Final Revision	15%
Attendance	5%
Scholarly Paper 4 Draft	5%
Scholarly Paper Final Revision	15%
TOTAL / WEIGHT	100%

GRADING SCALE: Grade below C is not passing in the Undergraduate program

93 - 100 = A

90 - 92 = A-

87 - 89 = B+

83 - 86 = B

80 - 82 = B-

77 - 79 = C+

73 - 76 = C

70 - 72 = C-

67 - 69 = D+

63 - 66 = D

60 - 62 = D-

0 - 59 = F

REQUIRED TEXTS:

American Nurses Association. (2010). *Nursing: Scope and standards of practice (2nd ed.)*.

Silver Spring, MD: American Nurses Association. ISBN-13: 978-1-55810-282-8

American Nurses Association. (2010). *Nursing's social policy statement: The essence of the profession (3rd ed.)* Silver Spring, MD: Author. ISBN-13: 978-1-55810-270-5

American Psychological Association (APA) (2009). *Publication manual of the American*

Psychological Association (6th. Ed.). Washington, D. C.: American Psychological

Association [3rd printing].

Fowler, M. (Ed). (2010). *Guide to the code of ethics for nurses: Interpretation and application*.

Silver Spring, MD: American Nurses Association. ISBN-13:978-55810-258-3

Skloot, R. (2011). *The immortal life of Henrietta Lacks*. New York: Broadway Paperbacks.

TOPICAL OUTLINE:

1. Scholarly writing including APA format, structure and organization
2. Academic integrity in scientific writing
3. Ethical issues in health care
4. Social justice in health care
5. Vulnerability in health care
6. Human subject research
7. Peer review of scholarly work

COURSE ASSIGNMENTS**Scholarly Papers**

This course will include four scholarly papers. Each paper is organized according to APA format with a title page, introduction (opening), body (argument), conclusion, and reference list. Each paper must be between 800 – 1000 words. Due dates for each scholar paper draft and revision are found in the course schedule.

Successful papers will be those that fully articulate and support a well-thought out argument expressed in a thesis, demonstrate effective use of carefully chosen textual support, and communicate ideas in clearly written, organized prose that is free of error. Ideally, the papers should present fresh, creative approaches based on your own ideas. Grading rubrics will be provided for each scholarly paper.

Each paper will consist of a draft and a final draft. The student will submit a draft and receive extensive feedback from the faculty. Based on the feedback, the students will make revisions and submit a final draft. Part of the revision will include submission of an error log. The purpose of the error log is to keep track of common writing errors that are seen in the paper. The error log is to be used in the revision of the paper and submitted with the final paper. (An error log template will be provided on Blackboard).

In addition to faculty review, Scholarly Papers #1 and #2 will include in class peer reviews guided by faculty. A formal peer review will be done on Scholarly paper #3. The draft will be exchanged with one peer and feedback will be received prior to the revision.

The four scholarly papers will revolve around themes found in the book *The Immortal Life of Henrietta Lacks*. These themes are: ethics in health care, ethics in human subject research, social

justice in health care, and vulnerability in health care.

Scholarly Paper #1

Although a right to privacy is not explicitly mentioned in the Constitution, the Supreme Court has established that it is inherently protected by the Constitution. Explain some ways that the Lacks family's right to privacy was violated. In the context of the readings in Skloot (2011) and the ANA Code of Ethics, discuss the importance of the right to privacy. How has this right evolved over the course of American history? How is it being challenged by emergent technologies? How have groups of people such as African Americans, women, children, the disabled, and most recently, immigrants, fought for legislation protecting their right to privacy?

Scholarly Paper #2

Skloot (2011) begins the book with the following quote from Elie Wiesel: "We must not see any person as an abstraction. Instead, we must see in every person a universe with its own secrets, with its own treasures, with its own sources of anguish, and with some measure of triumph." Analyze the readings in Skloot (2011), the ANA *Social Policy Statement* and the *Code of Ethics* in light of this quote. Explain various ways in which both the scientific community and the media are guilty of having viewed Henrietta and her family as abstractions. What are the consequences of this perspective? How is Skloot (2011) different perspective evident in the way she conducted her research and wrote the book?

Scholarly Paper #3

For this assignment, read Skloot (2011) Part III, Scalesse (2013), and Cooper and Severson (2013) and view the following TEDTalk

http://www.ted.com/talks/jay_bradner_open_source_cancer_research#t-496734

One of the arguments against giving people legal ownership of their tissues is summarized in the following quote from David Korn, vice provost for research at Harvard University: "I think people are morally obligated to allow their bits and pieces to be used to advance knowledge to help others. Since everybody benefits, everybody can accept the small risks of having their tissue scraps used in research." However, in a profit-driven health care system, all citizens do not have equal access to the treatments and medications made possible by tissue and cell research. Argue pros/cons as to the intended and unintended consequences of a profit-driven health care system?

Scholarly Paper #4

Scientific misconduct is evident throughout history. Examples include Henrietta and Tuskegee syphilis trial. Assert the role of the nursing discipline in the ethical conduct of research on humans. Support your argument using ANA Code of Ethics, Social Policy Statement, Scope and Standards of Practice, and Fierz, et. al (2014).

In-Class Writings

Throughout the semester five in-class writings will be assigned. Prompts will be given and responses will be based on class dialogue and readings.

COURSE LITERATURE:

- Cooper, C.A. & Severson, M.R. (2013). Cord blood and tissue banking: Supporting expectant parent's decision making. *International Journal of Childbirth Education*, 28(2), 62-68.
doi:10.1542/peds.2008-0436
- Fierz, K., Gennaro, S., Dierickx, K., Van Achterberg, T, Morin, K., & De Geest, S.
(2014). Scientific misconduct: Also an issue in nursing science? *Journal of Nursing Scholarship*, 46(4), 271-280. doi: 10.1111/jnu.12082
- Fouka, G., & Mantzorou, M. (2011). What are the major ethical issues in conducting research?: Is there a conflict between the research ethics and the nature of nursing? *Health Science Journal* 5(1), 3-14.
- Scalesse, M (2013). The great debate: For profit vs. non-profit. *Nursing Management*, (November), 38-43. DOI-10.1097/01.NUMA.0000432220.71510.72
- ESSENTIAL LITERATURE ON CARING**
- Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Mississauga, Ontario: Jones & Bartlett.
- Buber, M. (1970). *I and thou*. New York: Scribner
- Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. New York: Springer Publishing Company
- Johns, C. (2013). *Becoming a reflective practitioner* (4th ed). Hoboken, N.J.: Wiley- Blackwell.

ISBN: 978-0470674260

- Leininger, M. & McFarlane, M.R. (2002). *Transcultural nursing: Concepts, theories, research, and practice*. New York: McGraw-Hill, Medical Publishing Division.
- Locsin, R.C. (2005). *Technological competency as caring in nursing: A model for practice*. Indianapolis, Indiana, USA: Sigma Theta Tau International Honor Society of Nursing.
- Mayeroff, M. (1971). *On caring*. New York: HarperCollins.
- Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. New York: National League for Nursing.
- Roach, M.S. (1984). *Caring: The human mode of being: Implications for nursing*. Toronto: Faculty of Nursing, University of Toronto.
- Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Ottawa: Canadian Hospital Association.
- Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. New York: Springer Publishing Company.
- Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. New York: Springer Publishing Company.
- Watson, J. (2008). *The philosophy and science of caring*. Revised edition. Boulder: University Press of Colorado.

COURSE POLICIES & GUIDELINES

COURSE POLICIES:

1. This class is face to face. Arrive on time and expect to stay for the full class. Attendance may be taken at the beginning and/or the end of each class.
2. Students are expected to read the instructions for learning for each unit and carefully complete assignments in a timely manner. Work submitted late will result in a 5 point deduction, per day. If you are having difficulty you should meet with your faculty member.
3. Students must use their FAU email only and all messages will be sent **only** to the FAU address. Students are expected to check their FAU email regularly and check the course website.
4. Operating tape recorders, cameras and phones, or any other visual or auditory recording or retention device is prohibited in this class by a combination of state law and university and instructor policy. Exceptions are made in writing only, and for students with documented accommodation only.

5. There is to be no cell phone use during class which includes texting or surfing the internet/google. Cell phone ringers are to be turned off and screens left out of view in the classroom. If this policy is violated, students may be dismissed from the class and marked as absent.
6. Laptops are to be used during class when students are instructed to look up information that will contribute to the discussion or answer a question about writing or formatting. Otherwise, all laptops and electronic devices are to be off with covers closed.
7. **Etiquette: In person and via e-mail:** Communication via the internet and e-mail is more difficult than face-to-face or verbal communication. Please follow these guidelines:
 - Always provide a greeting and an appropriate sign-off with your signature (or typed name).
 - Do not put text in all capital letters or use bolded letters or use a font size greater than 12.
 - Do not provide a knee-jerk response. In other words, first compose your email in a word document; read and re-read your e-mail whether you've initiated the e-mail or you're responding to an e-mail before pushing that send button.
 - It's a good idea to compose your initial e-mail or response to an e-mail in a word document first -- then you can check for grammar, spelling, tone, etc.
 - If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you.

Another word about e-mail: The faculty and teaching assistants will respond to e-mail within 48 hours Monday through Friday 9:00 a.m. - 5:00 p.m. e.s.t. This means, that e-mail sent after 5:00 p.m. will more than likely not be responded to before 9:00 a.m. the following morning. E-mail will not be responded to between Friday 5:00 p.m. through Monday 9:00 a.m. and when the University is not in session.

8. All students are expected to follow proper Netiquette and all communication must be respectful and within keeping of the caring philosophy of the College. Please do your best to begin to remove slang and other non-formal ways of communicating from your vocabulary.
9. Check the gradebook for all grades and comments. There will be no "rounding up" in the determination of final points.
10. Blackboard will be utilized in this course. All assignments must be submitted via Blackboard as a .doc or .docx file by the specified due date: save the document with

your last name and the assignment title (i.e. Smith scholarly paper 1.) NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL or in person. Assignments submitted only through email will not be graded.

- 11. All assignments must be created originally for this course. Assignments 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.**
12. Safe Assign will be used for written assignments. All assignments will be submitted to Safe Assign prior to being submitted for a grade. Based on the Safe Assign report, the student is responsible for correcting any referencing issue prior to submitting the paper for a grade. Failure to correct the issues can result in an infraction of the Code of Academic Integrity and result in an “F” on the assignment or for the class. Acts of plagiarism are taken seriously for this course so make sure you are familiar with the College of Nursing and University policies regarding this issue.

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.phpp> 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 - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures.
<http://osd.fau.edu/>

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced and can be found at
<http://nursing.fau.edu/index.php?main=3&nav=762> .

ATTENDANCE POLICY:

The University and College of Nursing Attendance Policies are found at
<http://nursing.fau.edu/index.php?main=3&nav=756> . 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:**Religious Observance Policy**

The College of Nursing recognizes that students, faculty and staff observe a variety of religious faiths and practices. Although many religious holidays are observed with time off, a few of the religious days of observance may be part of the academic calendar. The College will follow the established FAU policy regarding absences due to personal observances of religious holidays. A student who must be absent from a class requirement due to religious beliefs or practices will not be penalized.

FAU Regulation 2.007 Religious Observances

(1) The University recognizes and values students' rights to observe and practice their religious beliefs. This regulation provides a procedure in which students may seek reasonable accommodation of their religious observances, practices, and beliefs in regard to admission, class attendance, the scheduling of examinations, major class events, major University activities, and work assignments.

(2) The University will reasonably accommodate a student's religious observances, practices, and beliefs as they pertain to the following:

a. Admissions: The University will not deny admission to any student because of the religious observance, practice, or belief of the student.

b. Class Attendance: Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course.

c. Work Assignments: Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term.

d. Examinations, Major Class Events, Major University Activities: The University, by and through itself and its instructors, shall use reasonable efforts not to schedule major examination, major class events, or major University activities on a recognized religious holy day. A recognized religious holy day is a significant day of religious observance as recognized

by the highest governing body of that particular religious faith. Evidence of such recognition shall be provided by the student unless the holy day has been previously recognized by the University on its University Calendar as a day of observance in which the University is closed in observance of the holiday.

(3) Any student who believes that he or she has been unreasonably denied an educational benefit due to his or her religious belief or practices may seek redress of the decision by filing a complaint for failure to provide a religious accommodation with the Office of Equal Opportunity Programs. Any such complaint will be processed and investigated in accordance with the University's established procedure regarding alleged discrimination and harassment.

COURSE SCHEDULE

Week Date	Class Content	Assignments/Readings
1 (1/11)	1. Course introduction and overview 2. Review WAC requirements 3. APA formatting 4. Plagiarism 5. Code of ethics in Nursing	ANA Code of Ethics (Read introduction pg. viii-xx)
2 (1/18)	Part I, Skloot Provisions 1, 2, and 3 in the ANA Code of Ethics Review criteria for Scholarly Paper #1	Read Skloot Part I Read Provisions 1, 2, and 3 in the ANA Code of Ethics (completed for class on 1/18)
3 (1/25)	Peer review in class prior to receiving faculty review	Draft Scholarly paper #1 due at 11:59 p.m.
4 (2/1)	Social Justice Writing exercise constructing thesis statements;	Read Policy Overview (pg 1) and Social Context of Nursing (pgs. 3-7) in the ANA Social Policy Statement
5 2/8	Part II Skloot Review criteria for Scholarly Paper #2	Read Skloot Part II Scholarly paper #1 due 11:59 p.m.
6 2/15	Peer review in class prior to receiving faculty review	Draft Scholarly Paper #2 due
7 2/22	ANA Code of Ethics Provision 8 Coming to know other as vulnerable	Read Provision 8 in the ANA Code of Ethics

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Week Date	Class Content	Assignments/Readings
8 2/29	Self-determination of care: Access to and ownership of care Review criteria for Scholarly Paper #3	Read Standards of Professional Practice (pg. 31-61), in ANA's Scope and Standards of Practice Scholarly Paper #2 due at 11:59 p.m. midterm eval; portfolio work
3/7-3/13	<i>Spring Break</i>	
9 3/14	Part III Skloot Peer review in class prior to receiving faculty review	Read Skloot Part III Read Scalesse (2013), Cooper & Severson (2013) View TED Talk Draft Scholarly Paper # 3 due
10 3/21	Continue Part III Skloot	
11 3/28	History of Research Ethics Review criteria for Scholarly Paper #4	Scholarly Paper #3 due
12 4/4	Peer review in class prior to receiving faculty review Scientific Misconduct	Draft Scholarly Paper #4 due Read article by Fierz et al. (2014) and Fouka & Matzorou (2011)
13 4/11	Cases of research integrity/misconduct	Movie
14 4/18	Meaning of being cared for	Scholarly Paper #4 due
4/25	Reading Days	
4/28		Final Portfolios Due



CHRISTINE E. LYNN COLLEGE OF
NURSING
STATEMENT OF PHILOSOPHY

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

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

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected,

nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

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

revised April, 20