

FLORIDA ATLANTIC UNIVERSITY™

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Undergraduate Programs—COURSE CHANGE REQUEST¹

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| DEPARTMENT: NURSING | COLLEGE: NURSING |
| COURSE PREFIX AND NUMBER: NUR 4824 L | PROFESSIONAL DEVELOPMENT IN NURSING I : ETHICAL AND LEGAL PERSPECTIVES OF CARING |
| CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014 | ____ TERMINATE COURSE (LIST FINAL ACTIVE TERM): |
| CHANGE TITLE TO: CHANGE PREFIX FROM: L TO: C [ERROR IN PROCESSING SYLLABUS BY CON: LECTURE COMPONENT IS ALREADY INCLUDED IN COURSE FORMAT (LECTURE/LAB) AND COURSE DESCRIPTION] CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE WAC/GORDON RULE STATUS ³ ADD* _____ REMOVE _____ CHANGE GENERAL EDUCATION REQUIREMENTS ⁴ ADD* _____ REMOVE _____ | CHANGE DESCRIPTION TO: 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-). |
| 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. | Please consult and list departments that might be affected by the change(s) and attach comments. ⁵ |

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7 -3262

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| Approved by: Department Chair: <u>Sharon L. Armin</u> College Curriculum Chair: <u>Barrel</u> College Dean: <u>Karoth Edwards</u> UUPC Chair: <u>J. E. Mh</u> Undergraduate Studies Dean: <u>Elizabeth</u> UFS President: _____ Provost: _____ | Date: <u>9/24/2013</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/4/13</u> <u>10/7/13</u> _____ _____ | <ol style="list-style-type: none"> 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) |
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**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
FALL 2014**

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| <u>COURSE NUMBER:</u> | NUR 4824C |
| <u>COURSE TITLE:</u> | Professional Development in Nursing I: Ethical and Legal Perspectives of Caring |
| <u>COURSE FORMAT:</u> | Live, Web assist |
| <u>CREDIT HOURS:</u> | 1 Lecture/Lab credit |
| <u>COURSE SCHEDULE:</u> | Wednesday, 4 - 5:50 PM Boca, NU 202, (96091 & 96092) |
| <u>PLACEMENT IN CURRICULUM:</u> | Required course offered in junior year Summer semester for Accelerated Option and Fall semester for Traditional Track |
| <u>PREREQUISITES:</u> | None |
| <u>COREQUISITES:</u> | None |
| <u>FACULTY:</u> | Sharon L. Dormire, PhD, R.N. Associate Professor & Assistant Dean for Undergraduate Programs NU 101F 561-197-2535 sdormire@fau.edu |
| <u>OFFICE HOURS:</u> | Wednesday, 1 to 4 PM |

COURSE DESCRIPTION:

This course provides an introduction to the profession of nursing with emphasis on professional and personal accountability and theory-guided practice. Legal and ethical principles are examined and applied in nursing situations. Provides opportunities to establish personal and professional boundaries, examine individual beliefs and values, and develop a personal philosophy of nursing emerging from the College of Nursing philosophy of caring.

COURSE OBJECTIVES: The six subjectives based on Roach's (2002) work organize the course objectives. Upon completion of NUR 4824C, the student will be able to create caring nursing responses in:

Becoming competent

1. Identify the critical value of a liberal education as a foundation for baccalaureate generalist nursing practice. (SLO 2; Essential I).
2. Explain the significance of information and patient care technology in delivering quality patient care. (SLO 9, 10, 13; Essential IV).

Becoming Compassionate

3. Explore ethical knowing in nursing as nurturing the wholeness of others through caring. (SLO 6, 12; Essential I, VIII).

Demonstrating comportment

4. Examine professional and personal accountability and responsibility in nursing and apply to situations. (SLO 1, 6, 19, 19; Essential VIII).
5. Recognize the significance of protecting patient privacy and confidentiality of patient records and other privileged communications. (SLO 5, 6, 10, 12; Essential IX).

Becoming confident

6. Identify the legal foundations, theories and principles of nursing as caring. (SLO 3, 4; Essential V and VIII).
7. Examine professional and personal accountability and responsibility in nursing and apply to nursing situations. (SLO 5, 13, 19; Essential IX).

Attending to conscience

8. Identify the ethical foundations for nursing practice. (SLO 3, 6; Essential VIII).
9. Describe state and national statutes, rules, and regulations that authorize and define professional nursing and differentiated practice. (SLO 6; Essential V).

Affirming commitment

10. Discuss the professional identity of the baccalaureate prepared registered nurse as a provider of care, manager of care, and member of a profession. (SLO 1, 19; Essential VIII, IX).
11. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. (SLO 10, 16, 19; Essential IX).

Roach, M.S. (2002). *Caring, the human mode of being: A blueprint for the health professions*. Ottawa, ONT: CHA Press.

TEACHING LEARNING STRATEGIES:

Guided group discussions, nursing situation analysis, minute papers, interviews, clinical ethics seminar participation (if available in clinical site) and assigned readings

GRADING AND EVALUATION METHODS:

Course performance evaluation is based upon:

1. Completing all course assignments with work at least C quality or better and meets expectations including:
 - a. Assigned ATI modules.
 - b. Developing a personal philosophy of nursing as caring.
 - c. Preparing for and participating in a nursing ethical/legal issues debate as assigned with peer team.
 - d. Journaling reactions to readings, class discussions and personal development across the semester.
2. Participating in class experiences live or virtual as scheduled.
3. Adhering to the ANA Code of Ethics for Nurses in all course behavior.

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A U grade indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

REQUIRED TEXTS:

- American Nurses Association. (2010). *Nursing scope & standards of practice*. (2nd ed.). Silver Springs, MD: Author.
- American Nurses Association. (2010). *Nursing's social policy statement: The essence of the profession*. (3rd ed.). Silver Springs, MD: Author.
- Dossey, BM, Selanders, LC, Beck, DM, & Attewell, A. (2005). *Florence Nightingale Today: Healing, Leadership, Global action*. Silver Springs, MD: American Nurses Association.
- Fowler, M. ed. (2010). *Guide to the code of ethics for nurses*. Silver Springs, Md.: American Nurses Association.

RECOMMENDED TEXTS:

- Davis, A., Fowler, M. & Aroskar, M. (2010). *Ethical dilemmas and nursing practice*. (5th ed.). Upper Saddle River, NJ: Pearson.

TOPICAL OUTLINE:

1. Definitions of nursing
2. Development of nursing as a profession, including major nursing organizations
3. College of Nursing Philosophy and Conceptual Framework
4. Values of professional nursing, to include those identified in AACN Essentials of Baccalaureate Education
5. Academic degrees and roles
 - a. BSN (Teacher of clients, Advocate, Practitioner, Consumer of research)
 - b. MSN (Teacher, Advanced Practice Nurse, Clinical Nurse Leader, Consumer of research, Participant in research)
 - c. PhD (Educator, Researcher)
 - d. DNP (Expert Clinician, Educator)
6. Ethical foundations for nursing
 - a. Ethical parameters, to include ANA Code of Ethics
 - b. Ethical theories and principles
 - c. Ethical frameworks for decision-making
 - d. Ethical principles used in nursing situations
 - e. Ethical reasoning in the ethical decision-making process.
 - f. Rights-based issues across the lifespan
7. Legal parameters, to include Florida Nurse Practice Act and Health Insurance Portability and Accountability Act Information (HIPAA)
 - a. Legal concepts relevant to health care
 - i. Negligence
 - ii. Malpractice
 - iii. Intentional Torts
 - b. Liability for actions in practice
 - i. Consequences For Negligence
 - ii. Privacy
 - iii. Advocacy
 - iv. Peer Review
 - v. Legal issues related to torts, informed consent and DNR orders
8. The nurse's role in the most pressing ethical issues confronted today in professional practice.

COURSE ASSIGNMENTS:

- ATI modules as scheduled
- Poll of practicing nurses
- Two-minute Essay: Position statement regarding basic education for nurses
- Wiki dialogue: Analysis of legal and ethical principles in a nursing situation
- Explore legal/ethical issues in a nursing situation in your clinical setting
- AACN *4A's to Rise Above Moral Distress* applied to a nursing situation
- Time capsule contribution: Social responsibility/personal calling

BIBLIOGRAPHY:

American Association of Colleges of Nursing. (2008). *The essentials of Baccalaureate education for professional nursing*. Washington, DC: Author.
<http://www.aacn.nche.edu/Education/essentials.htm>

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Smith, M.C., Turkel, M.C. & Wolf, Z.R. (2013). *Caring in Nursing Classics: An Essential Resource*. New York: Springer Publishing Company.

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.

| | Class Discussion Topics | Assignments |
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| Week 1 | The BSN prepared Nurse and the art /science of caring; | Baccalaureate Essentials (see blackboard) ANA Scope and Standards of Practice pp.1-15 |
| Week 2 | Differentiated practice | ANA Scope of Practice Chitty and Black Ch. 7 The education of nurses. http://www.aacn.nche.edu/media-relations/fact-sheets/impact-of-education |
| Week 3 | Liberal education as a foundation for nursing | Baccalaureate Essentials ANA Scope of Practice Dorsey Ch. 1 |
| Week 4 | Legal and ethical foundations of nursing. State an national statutes, rules and regulations that authorize and define professional nursing practice | ANA Code of Ethics: Discuss assigned Provision in small group and post your interpretation to the WIKI Watch <i>Call the Midwife</i> on PBS Dorsey Ch. 2 |
| Week 5-6 | The professional identity of the baccalaureate prepared registered nurse. Provider of care, Advocate, Educator, Ethicist. | ATI Nurse's Touch: Profession and Professional Identity Nursing's Social Policy Statement: The Essence of the Profession: pp. 1 – 35. |
| Week 7-8 | The professional identity of the baccalaureate prepared registered nurse: Designer, manager, coordinator of care: Leader, Collaborator, Coordinator, Researcher | ATI Nurse's Touch: Professional Nursing Practice Florida Nurse Practice Act (See the Blackboard) |
| Week 9-10 | The professional identity of the baccalaureate prepared registered nurse: Member of a profession, political activist, scholar, scientist, life-long learner | Beck (2013). Global action: reigniting the flame of Nightingale's legacy, in Dorsey, et al, Florence Nightingale Today: Healing, Leadership, Global Action. pp. 127-141. (See Blackboard). Develop a list of the "musts" have you identified for yourself in nursing? Dorsey Ch. 3 |

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| Week 11 | Ethical knowing in nursing as nurturing the wholeness of others through caring. Ethical epistemology in nursing. Foundations, theories, and principles of ethical decision-making. | ANA Guide to the Code of Ethics for Nurses. Use your group blog area to prepare debate points for case study. |
| Week 12 | Philosophy of nursing as caring congruent with the Christine E Lynn College of Nursing's Philosophy: Theory driven practice. | Carefully review the philosophy of the College of Nursing Read: Stewart (2014). Philosophy of nursing in <i>Role Development in Professional Nursing Practice</i> (Ch. 3) |
| Week 13 | Meta-analysis and summary | <i>Philosophy due</i> |



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.

April 2012