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FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Graduate Programs

Department Nursing

College Nursing

(To obtain a course number, contact erudolph@fau.edu)

Prefix NGR	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)*	**Type of Course** Lecture/	**Course Title** Scholarship Practicum
Number 7946	**Lab Code** C		

Credits *(Review Provost Memorandum)*

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Effective Date *(TERM & YEAR)*

Summer, 2019

Grading *(Select One Option)*

Regular ●

Sat/UnSat ○

Course Description *(Syllabus must be attached; see Guidelines)*

Emphasizes scholarship processes of discovery, application, teaching and integration that create the context for coursework, discussion, and practicum.

Prerequisites	**Corequisites**	**Registration Controls** *(Major, College, Level)*
NGR 7815; NGR 7818	None	

Prerequisites, Corequisites and Registration Controls are enforced for all sections of course

Minimum qualifications needed to teach course:	**List textbook information in syllabus or here**
Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)	see syllabus

Faculty Contact/Email/Phone	**List/Attach comments from departments affected by new course**
Christine Williams cwill154@health.fau.edu 561 297 0005 ⊞	

Approved by	**Date**
Department Chair *Christine Williams*	10/08/18
College Curriculum Chair *Signature*	
College Dean *Marlaine Smith*	
UGPC Chair _____	_____
UGC Chair _____	_____
Graduate College Dean _____	_____
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 2 9 2018

Received

COURSE SYLLABUS
SEMESTER AND YEAR
Summer, 2019

COURSE NUMBER: NGR 7946

COURSE TITLE: Scholarship Practicum

COURSE FORMAT: Hybrid: once/monthly in-person meetings and canvas online

CREDIT HOURS: 3 credits

COURSE SCHEDULE: Saturday or Sunday monthly meetings and online instruction on canvas

PLACEMENT IN CURRICULUM   Summer, Year 1, PhD Nursing Program

PREREQUISITES: Admission to the PhD program

COREQUISITES: None

FACULTY: TBA

Christine E. Lynn College of Nursing
Office: NU
Phone:
Fax:
Email:

OFFICE HOURS: TBA

COURSE DESCRIPTION: Emphasis on scholarship processes of discovery, application, teaching and integration that create the context for coursework, discussion, and practicum.

COURSE OBJECTIVES: Upon completion of NGR 7946, the student will be able to create caring responses in:*

Becoming competent

1. Develops foundational knowledge in the responsible conduct of research
2. Begins to envision self as scholar with a substantive area of research focus
3. Synthesizes scholarly ideas in a publishable paper
4. Gains experience in accomplishing practical research activities, including development of research proposal.

Becoming Compassionate

5. Respectfully engages with peers in scholarly critique of each other's ideas
6. Contributes to accomplishment of the research goals of another, with attention to care-fully raising questions, addressing concerns and seeking guidance as appropriate.
7. Co-creates caring environment in scholarly endeavors with colleagues.

Demonstrating Comportment

8. Evaluates the relevance of dignity, purpose, and passion as core values of one's scholarship path
9. Considers challenges that may arise in the responsible conduct of research
10. Adheres to co-created plan for supporting the research endeavors of another during the practicum experience.

Becoming Confident

11. Gains ability to express ideas in a clear and logical manner.
12. Builds strength in at least one area of research activity (eg: protocol development; data collection; data cleaning; presentation preparation)
13. Develops enhanced understanding of processes essential for the responsible conduct of research.
14. Develops basic understanding regarding the development of an extramural research proposal.

Attending to Conscience

15. Applies ethical approaches to research practicum experience.
16. Completes all components of the responsible conduct of research as a foundation for research integrity
17. Considers the ethics of publication, specifically issues related to authorship

Affirming Commitment

18. Identifies an idea that personally matters for the content of a publication

19. Identifies a possible funding source for dissertation research with understanding of proposal components necessary for funding application.

20. Establishes an ongoing relationship with research practicum mentor to assure completion of agreed upon goals

21. Weaves the thread of caring science throughout work on publication.

*The 6 subjectives based on Roach's (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:
Lecture, nursing situation, case study, group discussions, enrichment activities.

GRADING AND EVALUATION METHODS:

Research Practicum (90 mentored hours)	30%
Discussion Board Reflection on Practicum	10%
Online RCR modules	10%
Final paper (could be scholarly paper for publication or proposal for funding submission)	50%

GRADING SCALE:
The following grading scale will be used. A grade below B is not passing in the Graduate Program.

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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
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REQUIRED TEXTS:

Belcher, W. (2009). Writing your journal article in 12 weeks: A guide to academic publishing success. Thousand Oaks: Sage.

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the Professoriate.* New York: The Carnegie Foundation. ISBN 0-7879-4069-0

RECOMMENDED TEXTS:

Funk, S. G. & Tornquist, E. M. (2016). Writing winning proposals for nurses and health care professionals. New York: Springer.

Oermann, M.H. & Hays, UJ. (2015). *Writing for publication in nursing (3rd ed.)* New York: Springer. ISBN-13:978-0826119919

Nicoll. L., & Chinn, P.L. (2015). *Writing in the digital age: Savvy publishing for healthcare professionals.* Philadelphia: Lippincott, Williams, & Wilkins. ISBN:978-1-4963-2297-5

VIDEO SOURCES:

NINR Early Career Grantsmanship Workshop
Videos: https://www.ninr.nih.gov/training/grantsmanship

Online Grantsmanship: Developing Nurse Scientists. Free, online training course that provides an introduction to research grantsmanship for new doctoral graduates and early career scientists. https://www.ninr.nih.gov/training/online-developing-nurse-scientists

TOPICAL OUTLINE:

1. Scholarship for the Profession of Nursing (Boyer and AACN White Paper)
   - Scholarship of Application
   - Scholarship of Teaching
   - Scholarship of Integration
   - Scholarship of Discovery

2. Studying serious intellectual problems

3. Responsible conduct of research

4. Identification of potential funding sources and exploration of proposal components.

5. Dissemination techniques
   - Components of a scholarly paper
   - Dissemination vehicle (papers, presentations, posters) and appropriate use of each

6. Processes to enhance writing success – whether application for funding or scholarly paper.

7. Identifying research mentorship team member for practicum experience

8. Productive critique (sharing/receiving) constructive guidance.

COURSE ASSIGNMENTS:

Research Practicum (90 mentored hours) (30%):
Students are required to complete 90 hours of a supervised research practicum with faculty who are conducting research. The purpose of the practicum is to develop student research skills through engagement with active research projects. Research practicum activities and may include any or all of the following aspects of the research process:

- developing research proposals and study protocol
- recruiting and consenting of research participants
- collecting/generating/analyzing data
- participating in developing presentations and papers disseminating research findings (e.g., tables, figures, charts, products to display research findings).

Please refer to the full research practicum guidelines...available on the College of Nursing website: http://nursing.fau.edu/academics/student-resources/resources-phd/Research%20Practicum%20Guidelines2017.pdf

To receive a Passing grade in the Practicum the student is expected to accomplish objectives identified in a first meeting with the faculty mentor. These will include satisfactory performance related to:

- Specific research activities that were agreed upon (eg: contributing to proposal development; recruiting and consenting participants; collecting/generating/analyzing data; dissemination activities)
- Consistent engagement with the research mentor to assure satisfactory accomplishment of research activities, and;
- Accepting critique and guidance that informs ongoing development as a research scholar.

Reflection on Practicum (10%):
This Discussion Board assignment will provide an opportunity for students to critique their practicum experience, noting areas that will require further self-development as they move on toward their dissertation research. The discussion board assignment will emphasize the ability of the student to engage in honest self-critique. It will be the foundation for an end-of-semester dialogue session that includes the faculty member teaching the course and the research mentor with whom the student is engaged.

RCR Modules (10%)
There are 16 modules (introduction; authorship; collaborative research; conflicts of interest; data management; financial responsibility; mentoring; peer review; plagiarism;

research involving human subjects; research misconduct; using animals in research; export controls and national security; research ethics and society; environmental and social dimensions of engineering research; reproducibility of research results) in the CITI Responsible Conduct of Research online course. Students will be required to achieve an 80% pass rate on each of the 16 modules. Certification of passing completion of the 16 modules will be submitted via CANVAS.

Final Paper (50%): This will be a highly individual assignment depending on the most meaningful scholarly accomplishment for the student at the time. The paper will take the form of a publishable scholarly paper or a research proposal for extramural funding for dissertation research. The research proposal option will only be considered "meaningful" if the student has already published in his/her area of scholarship interest.

    Scholarly paper: With the option, the student will write a publishable paper that focuses on one dimension of the students' area of research interest (eg: population; methodology approach; practice problem). The paper will be accomplished incrementally so that each component will be critiqued (eg: introduction; body; critique & discussion) with guidance for improvement over the course of the semester.

    Research proposal: With this option the student will identify a source of possible funding for dissertation research and write a proposal that has potential for submission. The proposal will be accomplished incrementally so that each component will be critiqued (eg: specific aims; relevant literature; methods) with guidance for improvement over the course of the semester.

BIBLIOGRAPHY

AACN (2018). White paper: AACN Developing Scholarship for the Discipline of Nursing

Banks, J. (2012). Development of scholarly trajectories that reflect core values and priorities: A strategy for promoting faculty retention. *Journal of Professional Nursing, 28*(6), 351-359. doi:10.1016.j.profnurs.2012.04.002

Bunkers, SS. (2005) A community of scholars: What is it? *Nursing Science Quarterly, 8,* 117-119.

Heinrich, K.T. (2001). Doctoral women as passionate scholars: An exploratory inquiry of passionate dissertation scholarship. *Advances in Nursing Science, 23*(3), 88-103.

Stockhausen, L.. & Turale, S. (2011). An exploratory study of Australian nursing scholars and contemporary scholarship. *Journal of Nursing Scholarship, 43,* 89-96.

COURSE POLICIES AND GUIDELINES

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.

1. *Attendance:* The student is expected to attend each class and participate in all online activities. A student who misses a class is responsible for class content presented during an absence.

2. *Assignments:* 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.

   a. All papers for this course are to be typed and presented in the format of a professional paper including title page, margins, font size and grammar as described in the 6th edition of the APA Manual of Style. All papers must be submitted as a .doc or .docx file in Blackboard. Written assignments are due by midnight on the date specified on the course syllabus.

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 including cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class.

4. *Email:* FAU email is recognized as the only email system. It is the responsibility of each student to periodically check their FAU email as important class information may be sent via this route. Instructor emails are checked Monday-Friday. Please allow 24 hours for a response.

5. *Course Communication:* In addition to being a portal for assignments, Canvas will be utilized in this course as a form of communication. Course announcements will periodically be posted, so it is the student's responsibility to periodically check the board for class updates/clarifications.

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

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 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.

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/

DISABILITY STATEMENT:
In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (561-799-8585) —and follow all SAS 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 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.

COURSE SCHEDULE

Week	Topic	Assigned Readings	Assignment DUE

1 & 2	Course Introduction Overview of scholarship processes: • Discovery • Teaching • Application • Integration	Boyer and AACN White Paper	Consider the relationship between the process of application and the process of discovery
3 & 4	Introduction to research practicum with consideration of potential mentors as well as activities associated with mentorship experience.	http://nursing.fau.edu/academics/student-resources/resources-phd/Research%20Practicum%20Guidelines2017.pdf	Identification of research mentor
5 & 6	Studying serious intellectual problems Responsible conduct of research	Banks, J. (2012). Development of scholarly trajectories that reflect core values and priorities. Heinrich, K.T. (2001). Doctoral women as passionate scholars: An exploratory inquiry of passionate dissertation scholarship. See Canvas for Additional Article Assignments	RCR completion documents

7, 8, 9, & 10	Identifying funding sources and exploring proposal components. Identifying focus for a scholarly paper, journal for publication and manuscript components Beginning critique of proposal/manuscript components.	**NINR Early Career Grantsmanship Videos**: https://www.ninr.nih.gov/training/grantsmanship Online Grantsmanship: Developing Nurse Scientists. Free, online training course that provides an introduction to research grantsmanship for new doctoral graduates and early career scientists. https://www.ninr.nih.gov/training/online-developing-nurse-scientists Funk, S. G. & Tornquist, E. M. (2016). Writing winning proposals See Canvas for Article Assignments	Submission of proposal/ manuscript components to CANVAS Ongoing critique of colleagues work
11, 12 & 13	Best practices in dissemination techniques • Papers • Presentations • posters	See Canvas for Article Assignments	Ongoing critique of colleagues work.
14	Fine-tuning processes to enhance writing success – whether application for funding or scholarly paper.	Belcher, W. (2009). Writing your journal article in 12 weeks. See Canvas for Article Assignments	Ongoing critique of colleagues work.
15	Discussion of plans for completion of practicum experience.	See Canvas for Article Assignments	Final paper due

FAU
FLORIDA ATLANTIC 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.

Approved by faculty: xxxx, xx, 2018