

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

COURSE NUMBER: NUR4936

COURSE TITLE: RI: Honors Seminar III in Nursing

COURSE FORMAT: Live

CREDIT HOURS: 1-3 (variable credit)

COURSE SCHEDULE: Tuesdays 2:30pm-3:20pm (see schedule for meeting days)
Rm. 209
Boca Raton Campus

PREREQUISITES: NUR 4935 Honors II in Nursing

COREQUISITES: None

FACULTY: TBD

OFFICE HOURS: TBD By appointment

COURSE DESCRIPTION: This is the third and final course in the Honors in Nursing Program. The student will conduct an approved independent research project under the direction of the faculty mentor. At the completion of the project, the student will submit a written paper and present the work in an oral or poster format.

COURSE OBJECTIVES: Upon completion of NUR4936, the student will be able to create caring nursing responses in: *

Becoming competent

1. Carry out pre-approved research under the direction of a faculty mentor. (Program Outcomes 1,2,3,4,5,6,7,8,11,12; Essentials III, VI, VIII).
2. Analyze data using appropriate quantitative or qualitative methodologies. (Program Outcome 1,2,3,4,5,6,7,8,11; Essentials III, VI, VIII).

Demonstrating comportment

3. Collaborate with members of the health care team in order to conduct research and disseminate the findings. (Program Outcome 1,2,3,4,5,6,7,8,11,12; Essentials III, VI).
4. Demonstrate the ability to work cohesively with a team (Program Outcomes 1,2,3,4,5,6,7,8,11; Essentials III, VI).

Becoming confident

5. Compare research findings to previous research studies. (Program Outcomes 1,2,3,4,5,6,7,8,11; Essentials III).

Attending to conscience

6. Employ ethical principles when conducting research. (Program Outcome 1,2,3,4,5,6,7,8,11; Essential I, III, VIII).

Affirming commitment

7. Defend research findings using written and oral communication. (Program Outcomes 1,2,3,4,5,6,7,8,11, 12; Essential I, III, VIII).

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

GRADING AND EVALUATION METHODS:

Assignment	Potential Points	Percentage of Grade
Draft Chapter 4	100	10%
Draft Chapter 5	100	10%
Final Theses	100	50%
Research Symposium Abstract/Poster	100	25%
Attendance/Participation	50	5%

TEACHING LEARNING STRATEGIES:

In-class discussion, presentations, participation in College and University research activities, readings, written work, and in-class activities.

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:

Current edition of Publication Manual of the American Psychological Association

RECOMMENDED TEXTS:

Polit, D.F. & Beck, C.T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed.). Philadelphia: Wolters Kluwer.

TOPICAL OUTLINE:

1. Ethical conduct in research
2. Recruitment of participants for research
3. Data collection
4. Data analysis
5. Evaluation of findings
6. Written, oral and/or poster dissemination of research project
7. Peer Review

COURSE ASSIGNMENTS:

Assignments-

Draft of Chapter 4: Results (100 points/10% of grade) Chapter 4: Results. For this assignment each student will submit a draft of Chapter 4. Faculty feedback will be provided for revisions.

Draft of Chapter 5: Discussion (100 points/10% of grade) Chapter 5 : Discussion. For this assignment each student will submit a draft of Chapter 5. Faculty feedback will be provided for revisions.

Thesis (50 points/50%)

Final version of thesis which includes a cover page, a table of contents, chapters 1-5 (revised as needed), a reference list, and appendices will be submitted for final review. The thesis must adhere to APA 6th edition formatting including proper use of citations and references.

Abstract/Poster for Undergraduate Research Symposium (100 points/25% of grade)

All students will submit an abstract to the FAU Undergraduate Research Symposium. Guidelines for the abstract as posted by OURI will be followed. Abstract must be approved by faculty prior to submission. Upon acceptance, a poster will be created for presentation. . Use the following link for information: http://www.fau.edu/our/undergrad_symposium.php

Attendance/Participation in Class Activities (50 points/5% of grade)

Students are expected to be prepared and to attend class, arrive on time and stay for the entire class. Important course content and concepts will be discussed, and the concepts are to be applied in all course work. Students are expected to be respectful of others and work together as assigned. Both attendance and participation in class activities contribute to earning points/grade.

RI DESIGNATION COURSE

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

Course Alignment with Office of Undergraduate Research and Inquiry (OURI) Student Learning Outcomes (SLOs)	
SLOs	Assignment Requirements/Assessments
SLO 1: Knowledge	Students will demonstrate NUR 4936 course objectives through formal and informal activities/assignments. Students will integrate knowledge from courses and practical experience into development of independent research project under the direction of the faculty mentor.
SLO 2: Formulate Questions	Students will develop a formal research question to guide research inquiry. This question will serve as the bases to direct the research from development to dissemination of research. Students will also formulate informal questions throughout the course related to search terms for literature review, appropriate measures for outcome criteria and relevant information for dissemination of knowledge.
SLO 3: Plan of Action	Through continuous scaffolding, students will formulate a research plan to answer the identified research question. This will include development of a research protocol, recruitment of participants as appropriate to the research protocol, data collection, data analysis, and structure for disseminating the knowledge.
SLO 4: Critical Thinking	Through continuous scaffolding, students will demonstrate critical thinking by evaluating current research literature, making connections between ways of knowing and research questions, searching literature to identify gaps, discerning appropriate research methods to answer research questions.
SLO 5: Ethical Conduct	All students will complete CITI training. Students will adhere to ethical conduct related to informed consent for research, integrity of stored research data to maintain anonymity of participants, maintenance of anonymity of participants during dissemination of results.
SLO 6: Communication	Communication is an inherent component of all aspects of the scaffolding within research project, including informal communication between student to student, student to faculty, student to research participants, formal assignments, and formal presentation of recommendations for practice.

BIBLIOGRAPHY:

Kohltz, C., Hymer, C., & Humbles-Pegues. (2017). Poster creation: Guidelines and tips for success. *Nursing* 2017, 47(3), 43-46. doi:

10.1097/01.NURSE.0000512875.68515.8e

Russell, C.L. & Ponferrada, L. (2012). How to develop an outstanding conference research abstract. *Nephrology Nursing Journal*, 39(4), 307-311, 342.

<https://www.annanurse.org/resources/products/nephrology-nursing-journal>

COURSE SPECIFIC LITERATURE:

Essential Literature on Caring Science (Revised 2017)

- Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing case studies in caring: Across the practice spectrum*. New York: Springer.
- Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Mississauga, Ontario: Jones & Bartlett.
- Boykin, A. & Schoenhofer, S. & Valentine, K. (2013). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. New York: Springer.
- 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.
- Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. New York: Springer.
- Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice*. Dumaguete City, Philippines: Silliman University Press.
- Mayeroff, M. (1971). *On Caring*. New York: HarperCollins.
- McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Burlington, MA: Jones & Bartlett.
- Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. New York: National League for Nursing.
- Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. Philadelphia: FA Davis.
- Roach, M.S. (2002). *The human act of caring: A blueprint for the health professions (2nd rev. ed)* Ottawa, Ontario: Canadian Health Association Press.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. New York: Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. New York: Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*. Boulder, CO: University Press of Colorado.

COURSE POLICIES & 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.

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

1. ***Class attendance and participation in class activities:*** Students are expected to be prepared and to attend class, arrive on time and stay for the entire class. Important course content and concepts will be discussed, and the concepts are to be applied in all course work. Students are expected to be respectful of others and work together as assigned. Both attendance and participation in class activities contribute to earning points/grade.

2. ***Assignments:*** Assignments are due by midnight on the date specified on the course schedule. Two 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.

Canvas will be utilized in this course. All written assignments must be submitted via Canvas as a .doc or .docx file by the specified due date. Downloaded articles can be submitted as PDF files. UNLESS SPECIFICALLY INSTRUCTED BY THE FACULTY, NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL. Assignments submitted only through email will not be graded unless specifically instructed to submit via this route by the faculty.

The maintenance of academic integrity is crucial for all assignments, particularly the proper use of citations and references. Failure to properly cite or reference is a form of plagiarism. During the course we will be reviewing the proper APA formats for both citations and references in written work. Points are assigned for use of APA for each assignment, and the use of citations and references will be monitored. It is expected that if comments are made regarding errors in citations or references, these errors are addressed in subsequent assignments. If these are not addressed, it may result in a zero for an assignment.

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. For emergency purposes, cell phones may be on vibrate, but if a student needs to answer a call or text, they must leave the classroom. Students who are in violation of this may be asked to leave the class and will lose attendance points for the day.

5. ***Communication, Virtual Office, and Email:*** Announcements will be occasionally posted on Canvas. It is the responsibility of each student to check the Canvas site throughout the week to receive course information.

6. ***Grading:*** For final grades in the course, normal rounding rules will be used. A final grade of 92.4 will round to a 92, or an A-, and 92.6 will round to a 93, or an A.

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<http://www.fau.edu/academic/registrar/FAUcatalog/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/ctl/AcademicIntegrity.php>

CON Academic Integrity:

<http://nursing.fau.edu/academics/student-resources/graduate/policies-regulations/academic-integrity-policy.php>

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 POLICY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at: <http://www.fau.edu/sas/>
To apply for SAS accommodations : <http://www.fau.edu/sas/New.php>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

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 absences 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. For more information, see: <https://www.fau.edu/provost/resources/files/religious-accommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

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	Activity/Reading	Assignment
January 9th	Meet with faculty mentor to discuss semester timeline, activities	Post update to discussion board by January 14th
January 16th	Class meeting	
January 22 nd , 29th	Work with mentor on research; work on draft of Chapter 4	Post update to discussion board by February 5th
February 6th	Class Meeting-Data Analysis	
February 13th	Class Meeting- Abstract Workshop#	
February 20 th	Work with mentor on research; work on draft of Chapter 4	Post update to discussion board by February 28 th Draft of Chapter 4 is due by 11:59pm February 27th
February 27th	Class Meeting-Chapter 5	
March 6th	Spring Break	
March 13th	Class Meeting- Poster Workshop#	
March 20th	Class Meeting- Putting Together the Thesis	Submit Draft of Chapter 5 by 11:59pm March 27th
March 27th	Work with mentor on research	
March 30th	Undergraduate Research Symposium	
April 3 rd , April 10th	Finalize work on research; work on putting together thesis	
April 17th, April 23rd		Submit final theses by 11:59pm April 23rd
May 1st 1:15pm-3:45pm	Final- Presentation of Poster	

*Meeting dates may change as required; small group meetings may take place on any Tuesday 2:30pm-3:20pm so keep date and time open

Due dates for abstracts and posters based upon OURI requirements for the Undergraduate Research Symposium

Professional Statement

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



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, 2012.'