FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NUR 4861 L	CURRENT COURSE TITLE: PROFESSIONAL DEVELOPMENT IN NURSING IV: MEMBER OF A CARING PROFESSION

CHANGE(8) ARE TO BE EFFECTIVE (LIST TERM):	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO:	CHANGE DESCRIPTION TO:
CHANGE PREFIX FROM: TO:	
CHANGE COURSE No. FROM: L TO: C [ERROR IN PROCESSING SYLLABUS BY CON: LECTURE COMPONENT IS ALREADY INCLUDED IN COURSE FORMAT (LIVE) AND COURSE DESCRIPTION]	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE CREDITS[2] FROM: TO:	
CHANGE GRADING FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE WAC/GORDON RULE STATUS[3] ADD*_____ REMOVE _____	
	CHANGE REGISTRATION CONTROLS TO:
CHANGE GENERAL EDUCATION REQUIREMENTS[4] ADD*_____ REMOVE _____ *WAC and General Education criteria must be clearly indicated in	*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

Approved by:	Date:	
Department Chair: _Sharon L. Damice_	9-24-2013	1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo
College Curriculum Chair: _Purnell_	9/24/2013	
College Dean: _Kareth Edward_	9/24/2013	2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
UUPC Chair: _____	10/4/13	
Undergraduate Studies Dean: _____	10/7/13	3. WAC approval (attach if necessary)
UFS President: _____		4. Gen. Ed. approval (attach if necessary)
Provost: _____		5. Consent from affected departments (attach if necessary)

Email this form and syllabus to mjenning@fau.edu **seven business days before** the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

FAUchange—Revised September 2012

COURSE NUMBER: NUR 4861 C

COURSE TITLE: Professional Development in Nursing IV: Member of a Caring Profession

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 1 credit

COURSE SCHEDULE: Days of week, times, location, campus, room, CRN
e.g. Thursdays 9-11:50AM, Boca (12549), NU 201

PLACEMENT IN
CURRICULUM: Required course offered in senior year
Summer semester for Accelerated Option Students and
Spring semester for Traditional Program Students
Varies for RN-BSN students

PREREQUISITES: NUR 4833 (Professional Development II)

COREQUISITES: 4860 C

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

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

Contemporary issues confronting the nursing profession are discussed and methods to advocate for patients and the profession are investigated. The profession's impact on the dynamic evolution of health care will be explored. Professional skills, such as portfolio development, interviewing, peer evaluation and the advancement of nursing's role will be emphasized. Professional issues related to self-care of the nurse, such as work-life balance, healthy work environments, and resource assistance in building a nursing career are also considered.

COURSE OBJECTIVES: The six subjectives based on Roach's (2002) work serve as themes that organize the course objectives. Upon completion of NUR 4861 C, the student will be able to create nursing responses in:

Becoming competent

1. Apply critical thinking strategies in the analysis of issues that influence contemporary nursing and health care. (SLO 8; Essential IX).

Becoming Compassionate

2. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. (SLO 6, 14, 16; Essentials 1, II).

Demonstrating comportment

3. Apply principles of evaluation to assess peers in practice as well as to identify personal strengths with the goal of nurturing professional development in nursing. (SLO 1, 3, 19; Essentials 1, II).

4. Develop a holistic plan of caring for self for first year of practice. (SLO 1, 19; Essentials VII1, IX).

Becoming confident

5. Identify role models in the practice environment who nurture the wholeness of others through caring. (SLO 12, 17; Essentials II, VI).

Attending to conscience

6. Identify contemporary global calls for nursing for health promotion, disease, and injury prevention across the life course for individuals and populations. (SLO 14, 15, 18; Essential VII, IX).

7. Provide constructive review of peer resumes and job interview role-play as assigned. (SLO 10; Essential II).

Affirming commitment

8. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development. (SLO 19; Essential III, IV, VI).

9. Discuss the impact of advanced education and professional certification in nursing on health outcomes, nursing practice, and development of nursing knowledge. (SLO 19; Essential VIII, IX).

10. Articulate issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas through a nursing perspective. (SLO 14, 15; Essential VIII, IX).

TEACHING LEARNING STRATEGIES:

Individual and group problem-solving activities and presentations, role playing, peer critiques, independent study, internet research, writing assignments, Blackboard enhancement.

GRADING AND EVALUATION METHODS:

Professional Resume
Professional Organization review
Mock interview applicant
Mock interview panel member
Advocacy Debate
Advocacy letter

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of satisfactory signifies that the work is of C quality or better and meets expectations. An unsatisfactory grade indicates that the work is below C quality and no credit will be given for the work undertaken. A grade below C is not passing in the Undergraduate program.

REQUIRED TEXTS:

Marquis & Huston. (2012). Leadership roles and management functions in nursing. (7th ed). Wolters Kluwer: Lippincott Williams & Wilkins. ISBN 9781608316854

Masters, K. (2013). Role Development in Professional Nursing Practice (3rd. Ed.). Burlington, MA: Jones & Bartlett.

RECOMMENDED TEXTS:

Chitty, K. K and Black, B. P. (2010). *Professional nursing: Concepts and challenges* (6th ed.). St. Louis: Elsevier Saunders. ISBN: 978-1-4377-0719-9

LaChance, L. A., Kumagai, C. K., & Bartz, B. (2006). *Prioritization, delegation, & assignment: Practice exercises for medical-surgical nursing.* Philadelphia: Mosby/Elsevier Health Science.
(Recommended as additional NCLEX study guide)

TOPICAL OUTLINE:

Characteristic Behaviors of the Bachelor's Prepared Nurse

Professional Nursing Practice
- Standards of Excellence
- Nursing Practice Act
- Standardized testing
- NCLEX-RN
- Life long learning
- Stress management

Career Management.
- Resume
- Professional image of nursing

- Interviewing
- Organization (workplace) evaluation

Politics and Policy Making
- Professional organizations and regulatory entities
- Role of professional nurse in politics: Political Activism
- Impact of legislation on funding
- Health Care Reform
- Policy development
- Economics

Nursing Impact In and On Society • Social contract with society
- Caring and Compassion
- Standards of care
- Bioethical issues
- Global health care issues and trends
- Vulnerability and Safety

Technology Competence
- Integrating Informatics into practice
- Telehealth
- Licensure compacts

Shaping Professional Development
- Self Reflection
- Continuous professional engagement
- Lifelong learning: Continuing education and graduate studies
- Self care

Nursing in the Future

COURSE ASSIGNMENTS:

Prepare a professional resume

Professional Organization Review: Identify a professional nursing organization closely aligned with your professional practice interests. Research the organization mission and membership details. Determine if a local chapter exits. Attend a meeting and write a summary of the fit between your expectations and your assessment of what you could gain from membership.

Mock interviews:
1. Work with assigned team to develop a set of interview questions.
2. Prepare for and participate in a mock interview for a staff nurse position both as the applicant and as a member of the hiring team.
3. Provide constructive feedback to peers to enhance their interviewing skills.

Health Care Advocacy: Prepare for a formal debate on a health care issue in the legislature or public policy venue using the rubric provided. Demonstrate a well-rounded and in-depth understanding of the issue and proper debate skills in debate and an in-depth understanding of

various perspectives of the issue. Also, write an e-mail to a legislator or appropriate authority to advocate for your position on the issue as a nursing professional.

Resume	25%
Professional Organization	10%
Mock interview panel	10%
Mock applicant	20%
Advocacy Debate	25%
Advocacy letter	10%
	100%

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.

American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements.* Silver Springs, MD: Author.

American Nurses Association. (2004). *Nursing scope & standards of practice.* Silver Springs, MD: Author.

Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice,* (commemorative ed.). Upper Saddle River NJ: Prentice Hall

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), 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.

FAU

FLORIDA ATLANTIC UNIVERSITY

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 patters 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