

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 6006L	CURRENT COURSE TITLE: Direct Care Focus Practicum
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2015	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: NGR 6141; NGR 6002; NGR 6002L; NGR 6172 <i>Prerequisite or Corequisite: NGR 6006</i> OLD PREREQUISITES: NGR 6141; NGR 6002; NGR 6002L; NGR 6172 <i>Corequisite: NGR 6006</i> CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO:

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. ³
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Faculty contact, email and complete phone number:
 Joy Longo, jlongo5@fau.edu, 561-297-2457

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: 2/9/15 2/11/15 2/9/15 2/18/15 2/25/15 2/26/15 _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING**

**COURSE -SYLLABUS
Fall 2015**

<u>COURSE NUMBER:</u>	NGR 6006L
<u>COURSE TITLE:</u>	Direct Care Focus Practicum
<u>COURSE FORMAT:</u>	Live
<u>CREDIT HOURS:</u>	3 credits
<u>COURSE SCHEDULE:</u>	Clinical Practicum (180 hours) during semester
<u>PLACEMENT IN CURRICULUM:</u>	Need to obtain departmental permission, required course at end of program
<u>PREREQUISITE/S: COREQUISITE/S:</u>	NGR 6141, NGR 6002, NGR 6002L, NGR 6172 Prerequisite or corequisite: NGR 6006 Advanced Concepts in Direct Care Nursing Situations
<u>FACULTY:</u>	Kathryn B. Keller, PhD, RN. CNE Associate Professor Office 320 in the CEL College of Nursing Phone: 297-2919 kkeller@fau.edu
<u>OFFICE HOURS:</u>	Thursdays 10-4

COURSE DESCRIPTION: Students will apply advanced conceptual knowledge within their individual direct care focus practice areas, i.e. adult, pediatrics, maternal/child, mental health or another specific care area.

COURSE OBJECTIVES: Upon completion of NGR 6006L, the student will be able to create caring nursing responses in: *

Being competent:

1. Provide direct care for persons experiencing complex situations integrating an understanding of human development, pathophysiology, pharmacology including

multiple patterns of knowing to build a foundation within a substantive area of practice. [Essential I]

2. Implement the role of the expert nurse educator in the co-creation of plans of care within complex nursing situations across practice settings. [Essentials VII, VIII]
3. Evaluate how person-centered, culturally appropriate, evidence-based knowledge impacts care in the practice setting. [Essentials I, IV]

Becoming compassionate:

1. Link a caring framework to advanced nursing care strategies and technological competence in the practicum/practice setting. [Essential V]
2. Integrate an evolving personal philosophy of nursing and healthcare into one's substantive area of expert practice. [Essential IX]
2. Design strategies to promote a culture of safety and quality for patients and their families within practicum/practice setting. [Essential II, III]

Demonstrating comportment:

1. Examine a professional practice environment that includes interprofessional communication & collaborative practice competencies while nurturing the wholeness of persons. [Essential II, VI, VII]

Becoming confident:

1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives into the practicum/practice setting. [Essentials I]
2. Translate relevant research for direct care application within the nurse educator's substantive area of practice. [Essentials IV, VIII]
3. Apply advanced knowledge of direct care in complex nursing situations in which the wholeness of others is nurtured through caring within the practicum/practice setting. [Essentials VIII, IX]

Attending to conscience:

1. Assess and evaluate concepts of quality and safety throughout the practice setting that impacts direct patient care and interprofessional learning activities. [Essentials II, III]
2. Apply the best available evidence from nursing and other sciences as the foundation for practice. [Essential IV]

Affirming commitment:

1. Synthesize advanced knowledge of a substantive area of direct care by developing a portfolio which documents an area of practice unique to the nurse educator's expertise. [Essentials I – IX]
2. Demonstrate an understanding of conscience and commitment while nurturing the wholeness of others using evidence-based practice in complex nursing situations [Essential IX]

TEACHING LEARNING STRATEGIES:

Dialogue with faculty and practicum preceptors.

EVALUATION METHODS: (See course assignments for detailed breakdown of grading percentages within portfolio)

Completed Portfolio (25%) including work from didactic NGR 6930:

Best Practice Presentation (25%)

Final Practicum Practice Evaluation: (50%)

GRADING SCALE: A grade below C is not passing in the Graduate 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:

Hall, J. (2011). Guyton & Hall textbook of medical physiology 12th Ed. Philadelphia: Saunders. ISBN: 978-1-4160-4574

Duffy, J. (2009). Quality caring in nursing. New York: Springer ISBN: 978-0-8261-2128-8

Institute of Medicine. (2011). The future of nursing: Leading change, advancing health. Washington, DC: The National Academies Press. ISBN 9780309158237IOM

TOPICAL OUTLINE/COURSE SCHEDULE:

Course objectives and learning outcomes identified-week one of clinical
Best practice presentation scheduled by week 3. Due by end of semester
Midterm evaluation midway through hours (90 hours out of 180)
Final evaluation at end of 180 hours
Portfolio for didactic and practicum merged and completed by week of final exams

COURSE COMPONENTS/ASSIGNMENTS:

A. Completion of Direct Care Focus Portfolio

The Portfolio required for the didactic 6930 will be further augmented to display specific clinical learning objectives and outcome materials of direct care focus hours. This portfolio will showcase the substantive area of the direct care focus and specific population.

The student will explore and develop practicum objectives and an outline of actions/activities that will build and enhance this area of clinical focus. Upon consultation with the clinical preceptor a proposal of clinical activities, practicum objectives and schedule will be submitted to the faculty of record. These activities and any developed materials will be added to the portfolio that was begun in the didactic direct care course NGR 6930. (The completed portfolio will be 15% of practicum grade)

B. Caring Science/Evidence-Based Best Practice Presentation Guidelines:

This presentation should be on a clinical practice topic related to your area of direct care focus. It should include the following:

1. Include and discuss pertinent nursing research that support and inform this area of clinical practice.
2. Discuss where your standards and guidelines were obtained from.
3. Demonstrate the importance of why these evidence-based guidelines should be implemented into nursing practice.
4. What tools do nurses need to appropriately implement this standard.
5. What is the state of caring science in this area? Present related caring literature that impacts practice in this area of nursing. **(To be presented in clinical practice area for 25% of practicum grade)**

C. Practicum final evaluation completed by practice preceptor and signed off by faculty of record 65% of practicum grade).

BIBLIOGRAPHY

AACN. (1999). Position Statement on Defining Scholarship for the discipline of nursing. <http://www.aacn.nche.edu/Publications/positions/scholar.htm>

COURSE POLICIES AND GUIDELINES:

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignment, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address. You are responsible for checking your FAU email at least three times/week throughout the semester. If you forward emails from your FAU address to another account, you may miss important information. You may obtain an FAU email account at: <http://accounts.fau.edu/> or by going to a computer lab on campus. The faculty will not respond to email from a non-FAU email address.
3. The faculty uses the 'Announcement' section of the course as a means to communicate any changes in assignments, important information, etc. Students are encouraged to check the Blackboard site several times a week.

COLLEGE OF NURSING AND UNIVERSITY 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 Graduate Handbook located at: <http://nursing1.fau.edu/index.php?main=3&nva=457>
- c. Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/catalogRevs/academics.php>

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 of 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.

DIABILITY 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 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 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.



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'