

FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—NEW COURSE PROPOSAL¹

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| DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING | | COLLEGE: NURSING | UUPC APPROVAL _____ UFS APPROVAL _____ SCNS SUBMITTAL _____ CONFIRMED _____ BANNER POSTED _____ CATALOG _____ |
| RECOMMENDED COURSE IDENTIFICATION: PREFIX NUR COURSE NUMBER 4824L LAB CODE (L or C) <u>L</u> <small>(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)</small> | | | EFFECTIVE DATE <small>(first term course will be offered)</small> MAY 2013 WITH NEW ADMISSION CYCLE |
| COMPLETE COURSE TITLE: Professional Development in Nursing II: Designer of Caring Environments | | | |
| CREDITS: ² 1 CREDIT | TEXTBOOK INFORMATION: Creasia, J.L., & Parker, B.J. (2007). <i>Conceptual foundations: The bridge to professional nursing</i> (4 th ed.). St. Louis, MO: Mosby Elsevier. Fowler, M. ed. (2008). <i>Guide to the code of ethics for nurses</i> . Silver Springs, Md.: American Nurses Association. Guido, G. (2010). <i>Legal and ethical issues in nursing</i> . (5 th ed.). Upper Saddle River, NJ: Pearson. Masters, K. (2013). <i>Role Development in Professional Nursing Practice</i> (3 rd . Ed.). Burlington, MA: Jones & Bartlett. | | |
| GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR _____ PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY <u>X</u> _____ | | | |
| COURSE DESCRIPTION, NO MORE THAN THREE LINES: The professional identity of the nurse as an advocate and a member of the interdisciplinary team is examined using concepts and theories of nursing, chaos and complexity, organizational design, QSEN and IPE competencies as foundational to quality care and patient safety. Explores caring models of leadership, team work, decision-making, and priority setting in nursing situations. | | | |
| PREREQUISITES W/MINIMUM GRADE*: NUR4822L | COREQUISITES*: NONE | REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: | |
| <small>*DEFAULT MINIMUM PASSING GRADE IS D. PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.</small> | | | |
| MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORATE OR MASTER'S DEGREE WITH A MINIMUM OF 18 GRADUATE SEMESTER HOURS IN NURSING. | | | |
| WAC/GORDON RULE COURSE YES <u> </u> NO <u> X </u> | GENERAL EDUCATION REQUIREMENT (MARK X IN FRONT OF SELECTION): _____ Written Communication _____ Society/Human Behavior _____ Mathematics/Quant. Reas. _____ Global Citizenship _____ Science/Natural World _____ Creative Expression | | |
| WAC/Gordon Rule criteria must be indicated in syllabus. Guidelines: www.fau.edu/WAC | Must attach the appropriate General Education Course Approval Request: www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php | | |
| Faculty contact, email and complete phone number: Beth King bking@fau.edu 561-297-3249 | Please consult and list departments that might be affected by the new course and attach comments. <u>3</u> None, nursing course | | |

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| Approved by: | Date: | |
| Department Chair: <u>Sharon L. Doemae</u> | <u>3-1-13</u> | 1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo |
| College Curriculum Chair: <u>Beth K.</u> | <u>3-1-13</u> | 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf |
| College Dean: <u>Karen A. Edwards</u> | <u>3-1-13</u> | 3. WAC approval (attach if necessary) |
| UUPC Chair: <u>J. Scott M.</u> | <u>3/22/13</u> | 4. Gen. Ed. approval (attach if necessary) |
| Undergraduate Studies Dean: <u>Edmund D. Bratt</u> | <u>3/27/13</u> | 5. Consent of affected departments (attach if necessary) |
| UFS President: _____ | _____ | |
| Provost: _____ | _____ | |

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.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SEMESTER AND YEAR**

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| <u>COURSE NUMBER:</u> | NUR 4824L |
| <u>COURSE TITLE:</u> | Professional Development in Nursing II: Designer of Caring Environments |
| <u>COURSE FORMAT:</u> | Live, Web assist |
| <u>CREDIT HOURS:</u> | 1 credit |
| <u>COURSE SCHEDULE:</u> | Days of week, times, location, campus, room, CRN e.g. Thursdays 9-11:50AM, Boca (12549), NU 201 |
| <u>PLACEMENT IN CURRICULUM:</u> | Required course offered in junior year Fall semester for Accelerated Track Program Spring semester for Traditional Track Program |
| <u>PREREQUISITES:</u> | NUR4822L |
| <u>COREQUISITES:</u> | None |
| <u>FACULTY:</u> | Name and credentials: Title: Office Location: Phone: E-mail |
| <u>OFFICE HOURS:</u> | Day of week X-X PM |

COURSE DESCRIPTION:

The professional identity of the nurse as an advocate and a member of the interdisciplinary team is examined using concepts and theories of nursing, chaos and complexity, organizational design, QSEN and IPE competencies as foundational to quality care and patient safety. Explores caring models of leadership, team work, decision-making, and priority setting in nursing situations

COURSE OBJECTIVES: Upon completion of NUR 4824L, the student will be able to create nursing responses to:

Becoming competent

1. Explore theoretical frameworks and research related to power, change, conflict, and leadership. (SLO 3, 8; Essential III)

2. Generate a range of strategies to enhance quality, safety and cost-effectiveness in practice including effective team communication and functioning, conflict resolution, and active involvement of patients and families in the process. (SLO 10, 13, 17; Essentials II, VI).
3. Apply decision-making and priority setting models to enhance the quality and safety in selected nursing situations. (SLO 3, 8, 13; Essential IX).

Becoming Compassionate

4. Differentiate leadership and caring leadership. (SLO 16; Essential II).

Demonstrating comportment

5. Analyze the impact of leadership and communication style on the ability to delegate and manage conflict. (SLO 10, 16; Essential II).

Becoming confident

6. Explore the professional identity of the baccalaureate-prepared nurse as the leader of the team. (SLO 16, 19; Essential II).
7. Examine interdisciplinary practice issues, appraise related evidence, and evaluate interdisciplinary outcomes through the lens of caring science. (SLO 8, 10, 16; Essentials III, VI).

Attending to conscience

8. Analyze how the structure, mission, vision, philosophy, and values of various healthcare delivery systems influence quality care and patient safety. (SLO 7, 13, 16; Essential II).
9. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. (SLO 6, 17; Essential VIII).

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 19; Essential IX).
11. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. (SLO 1, 5, 19; Essential IX).

TEACHING LEARNING STRATEGIES:

Examination of nursing situations, guided group discussions, assigned readings, guest and peer presentations, group problem-solving activities, independent study, writing assignments, Blackboard enhancement and enrichment activities.

GRADING AND EVALUATION METHODS:

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|------------------------------------|-----|
| Class attendance and participation | 10% |
| Legal questions | 10% |
| Legal case analysis | 30% |
| Values / Code of Ethics paper | 15% |
| Ethical case analysis | 35% |

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 grade of U 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:

Creasia, J.L., & Parker, B.J. (2007). *Conceptual foundations: The bridge to professional nursing* (4th ed.). St. Louis, MO: Mosby Elsevier.

Fowler, M. ed. (2008). *Guide to the code of ethics for nurses*. Silver Springs, Md.: American Nurses Association.

Guido, G. (2010). *Legal and ethical issues in nursing*. (5th ed.). Upper Saddle River, NJ: Pearson.

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

RECOMMENDED TEXTS:

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

TOPICAL OUTLINE:

1. BSN as leader
 - a. Professional Responsibilities
 - b. Managing time and the Nursing Environment
 - c. IOM *The Future of Nursing*
 - d. IPE competencies
 - e. The Nurse as a Communicator
2. Leadership
 - a. ANA's *Principles for Delegation by Registered Nurses to Unlicensed Assistive Personnel*
 - b. Understanding the diverse perspectives of the health care team
 - c. Decision-making
 - i. Decision Making, Problem Solving, and Critical Thinking

- ii. Theoretical Approaches to Problem Solving and Decision Making
- iii. Critical Elements in Problem Solving and Decision Making
- iv. Individual Variations in Decision Making
- v. Overcoming Individual Vulnerability in Decision Making
- vi. Decision-Making Tools
- vii. Pitfalls in Using Decision-Making Tools

d. Ethical foundations of leadership

- i. Types of Ethical Issues
- ii. Ethical Frameworks for Decision Making
- iii. Principles of Ethical Reasoning
- iv. American Nurses Association Code of Ethics and Profession Standards
- v. Ethical Problem Solving and Decision Making
- vi. Ethical Dimensions in Leadership and Management
- vii. Working Toward Ethical Behavior as the Norm

e. Legal foundations of nursing leadership

- i. Legal Accountability
- ii. Practicing within Regulatory Frameworks
- iii. Legal Doctrines and the Practice of Nursing
- iv. Professional Negligence
- v. Avoiding Malpractice Claims
- vi. Incident Reports
- vii. Intentional Torts

f. Advocacy

- i. Becoming an Advocate
- ii. Patient Advocacy and Patient Rights
- iii. Whistle-Blowing as Advocacy
- iv. Professional Advocacy

3. Complex organizations

- a. HMOs, proprietary, academic medical centers, religious, community
- b. Magnet organizations

4. Quality and Safety

- a. Quality Control
 - i. Defining Quality
 - ii. Quality Control as a Process
 - iii. The Development of Standards
 - iv. Audits as a Quality Control Tool
 - v. Quality Improvement Models
 - vi. Quality Measurement as a Organizational Mandate
 - vii. Medical Errors: An Ongoing Threat to Quality of Care
- b. Defining QSEN

- c. QSEN strategies
- 5. Managing Conflict
 - a. Categories of Conflict
 - b. The Conflict Process
 - c. Conflict Management
 - d. Managing Unit Conflict Negotiation
 - e. Alternative Dispute Resolution
 - f. Seeking Consensus

COURSE ASSIGNMENTS:

1. Class attendance: Students are expected to attend and participate in the large group discussion. Role will be taken for each class. You are expected to be conversant with the case under review and be able to respond to questions and discourse regarding the cases.
2. Questions on legal aspects from course materials will be presented on the date assigned. You may use Sakai to submit these responses or submit a typed hard copy to your professor. (See p.1 & 2 in course materials).
3. You will be given a case to analyze for cause of action. Discuss foreseeability and provide rationale for the answers attached to the case example. Use APA format and provide two references other than your textbook. You may use the same method of submission as #2.
4. You will be given an ethics case to analyze using the decision-making model discussed in class. Use APA format and provide two references to support your rationale for your decision as the moral agent.
5. Select two parts of the ANA Code of Ethics that correspond to values that are important to you.
 - a. Write a three-page paper describing examples of violations of the code that you have witnessed or experienced. **Do not identify the service, agency, staff or patient(s) specifically.**
 - b. Describe how these experiences might have been done differently so that the Code was honored.

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.

American Nurses Association. (2003). *Nursing's social policy statement* (2nd ed.). Silver Springs, MD: 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](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.



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

NUR 4824L COURSE SCHEDULE

| Date | Topic | Activity |
|-------------|--|---|
| Week 1 | Professional identity of the baccalaureate-prepared nurse as a team leader | |
| Week 2, 3 | Theoretical frameworks and research related to power, change, conflict, and leadership | |
| Week 4 | Ethical reasoning and actions to provide leadership in advocacy, collaboration, and social justice. | View Health care ethic videos and three 2 minute reflective responses to the vignettes on 5 x 7 index cards |
| Week 5 | Leadership and communication style on the ability to delegate and manage conflict. | Work in small groups for 90 minutes. Return to classroom what all questions on the “Focus on Leadership” worksheet have been answered. Johari Window of Opportunity activity |
| Week 6 | Organization and regulation of healthcare delivery systems | Coaching Learning Activity |
| Week 7 | Understanding of healthcare organizational structure, mission, vision, philosophy, and values | Culture and climate learning activity |
| Week 8 | Organizational and systems leadership principles for quality care and patient safety | |
| Week 9, 10 | Influence of knowledge and skills in information and patient care technology on quality in patient care. | |
| Week 11 | Interprofessional team functioning; roles, contributions and expertise of various health care professionals in the delivery of health care | |
| Week 12, 13 | Delegation | Coaching learning activity |
| Week 14, 15 | The baccalaureate-prepared nurse’s role in interprofessional communication and collaboration for improving outcomes. | Human behavior models activity |
| Week 16 | Debate: Impact of interprofessional work in patient outcomes. | |