

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 7934	CURRENT COURSE TITLE: DOCTORAL SEMINAR IN ADVANCED NURSING 2
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2015	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: DOCTORAL SEMINAR IN KNOWLEDGE DEVELOPMENT 2 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*: OLD PREREQUISITES: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
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

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

Approved by: Department Chair: <u><i>Candace Williams</i></u> College Curriculum Chair: <u><i>[Signature]</i></u> College Dean: <u><i>Karen Edwards</i></u> UGPC Chair: <u><i>[Signature]</i></u> P.R.P. Graduate College Dean: <u><i>[Signature]</i></u> UFS President: _____ Provost: _____	Date: <u><i>1/6/15</i></u> <u><i>1/2/15</i></u> <u><i>1/2/15</i></u> <u><i>1/14/15</i></u> <u><i>1/21/15</i></u> _____ _____	<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. LYNN COLLEGE OF NURSING**

Fall Semester 2014

- COURSE NUMBER:** NGR 7934
- COURSE TITLE:** Doctoral Seminar in Knowledge Development II
- COURSE FORMAT:** Hybrid
- CREDIT HOURS:** 1 Credit
- COURSE SCHEDULE:** Saturday 2pm-4pm: August 24th, September 21st, October 19th, and November 16th
- PLACEMENT IN CURRICULUM:** Fall semester, second year of doctoral program
- PREREQUISITE/S:** NGR 7932
- FACULTY:** Joy Longo, PhD, RN
Associate Professor
Boca Raton Campus, Room 327
561-297-2457
jlongo5@fau.edu
- OFFICE HOURS:** Tuesdays 8am-9am and 12 pm- 2pm
and Saturdays 12pm-2pm (class days) or by
appointment
- COURSE DESCRIPTION:** Critique and synthesize literature to identify gaps in disciplinary nursing knowledge and formulate a research question.

COURSE OBJECTIVES: The six subjectives based on Roach's (2002) work organize the course objectives.¹

Upon completion of the course, the student will demonstrate evidence of

Becoming competent

1. Analyze state of the science and national and global issues that create the context for developing nursing knowledge focused on selected research interest.

Becoming compassionate

2. Integrate nursing and multidisciplinary perspectives to create the foundation for the research question through the lens of caring.

Becoming confident

3. Engage in the role of nurse as scholar through preparation of a thorough literature review matrix that guides identification of a research question.

Demonstrating comportment

4. Explore and develop innovative images of nurse as researcher.

Attending to conscience

5. Create a synthesis of caring literature that articulates a lens for viewing nursing and multidisciplinary literature relevant to research interest area.

Affirming commitment

6. Search, evaluate and synthesize literature to highlight the gaps that create the foundation for the research question.

TEACHING LEARNING STRATEGIES:

Lecture, group discussion, Blackboard assignments, presentations

GRADING AND EVALUATION METHODS:

A grade of “Satisfactory” or “Unsatisfactory” will be awarded at the end of each semester of doctoral seminar. To receive a grade of “Satisfactory” all elements must be completed at the level of doctoral work.

1. Prepare for class by actively and meaningfully participate in seminar discussions, evidencing preparation from appropriate readings.
2. Complete Blackboard assignments by the Friday prior to class (see course calendar). Meaningful and thought-provoking responses to peers are posted on discussion boards.
3. Prepare a comprehensive literature review matrix which includes caring literature.
4. Present a synthesis of the literature review and your proposed research question to the class.

GRADING SCALE:

To receive a grade of “Satisfactory” in this course all elements of the student’s work must be at level of doctoral work and demonstrate active participation.

Discussion Board: Active participation is defined as providing complete and accurate postings related to the assignments with citations from assigned and supplementary readings and at least 3 thoughtful comments that relate to the assignments and readings.

Seminar Participation: Active participation in seminar is defined as being present in the seminar and contributing to the discussion with thoughtful comments which reflect preparation for class and relate to the assignments and readings.

REQUIRED TEXT:

American Psychological Association. (2009). *Publication manual* (6th ed.). Washington, DC: Author.

Garrard, J. (2007). *Health sciences literature review made easy* (3rd ed.). Sudbury, MA: Jones and Bartlett Publishers.

Roberts, C.M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing and defending your dissertation*. Thousand Oaks: Sage ISBN 978-1-4129-7798-2

Other readings as assigned.

TOPICAL OUTLINE:

Purpose and essential elements of a literature review

Conducting a literature search that incorporates nursing and multidisciplinary content

Preparation of a review matrix

Preparing a synthesis of the literature using a review matrix

Analysis and critique of published research to create a foundation for a research question

COURSE ASSIGNMENT:

In this course you will begin the preparation for a literature review of your chosen dissertation topic. It is expected that the review contains caring literature to articulate a meaningful lens for viewing your area of research interest. This process will begin with identifying research you have already located on your topic of interest. The next step will be to appraise the research. The next step will be to begin the synthesis by means of preparing a literature table. The final assignment will be a posting in which you summarize the literature by identifying a gap in what is known. The paper will be formatted following APA (6th edition) guidelines and include a title page and a reference page.

BIBLIOGRAPHY:

Law, R. (2004). From research topic to research question: A challenging process. *Nurse*

Researcher, 11(4), 54-66.

Manzoukas, S. (2008). Facilitating research students in formulating qualitative research questions. *Nurse Education Today, 28*, 371-377. doi: 10.1016/j.nedt.2007.06.012

Tappen, R.M. (2011). *Advanced nursing research: From theory to practice*. Sudbury, MA: Jones & Bartlett Learning

COURSE POLICIES AND GUIDELINES

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

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 handouts and 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.
- b. The software program SAFEASSIGN will be utilized in this course. This is a copyright material detection program and is available directly through Blackboard. Each student must submit their papers to SafeAssign and will have the opportunity to review their originality reports. Based on these reports, the student may make corrections to their paper and submit for final review.

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.

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://nursing.fau.edu/index.php?main=3&nav=457>
- 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 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.

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

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Course Calendar

**NGR 7934
Fall, 2012**

Doctoral Seminar II

Class	Date	Topic	Assignments
I		Course Overview Refining Your Topic	Garrard Chapters 1 and 2
		Blackboard Assignment	<ul style="list-style-type: none"> a. Write a topic sentence for your literature review. This sentence should clearly identify the topic of focus for your dissertation. b. Comments on your classmates' uploaded sentences. Suggest different terms and/or ask clarifying questions.
		Blackboard Assignment	<ul style="list-style-type: none"> a. Using articles that you have already located on your dissertation topic, prepare a comprehensive reference list. Next to each listing, identify the article as a report of a qualitative or quantitative study, a theoretical article, a literature review article, or an antidoctoral article. Include relevant literature on caring. Post the list. b. Conduct an up-to-date literature search on your topic of interest. Include the new articles on your reference list but identify them with an asterisk. c. In a posting, discuss your search and what challenges you have encountered. Post comments to your peers regarding strategies for conducting a review.
II		Preparing a Research Matrix	Garrard, Chapters 3, 4, and 5 Roberts Chapter 8
		Blackboard Assignment	<ul style="list-style-type: none"> a. Prepare a literature review matrix of the research studies you have already identified.

			<ul style="list-style-type: none"> b. Each student will peer review one student's paper and provide comments. c. Based on peer comments, revisions will be made and the paper will be submitted for instructor review.
		Blackboard Assignment	<p>Conduct a search for new literature on your topic based on gaps identified in your literature review and new publications. Include relevant literature on caring. Bring list of articles to class.</p>
III		Synthesizing the Literature	<p>Garrard, Chapters 6 and 9 Roberts Chapter 9</p>
			<ul style="list-style-type: none"> a. Based on your appraisal and synthesis of the literature, post a summary of what you have found and gaps that exist in the literature. b. Based on what you have learned from the literature, develop and discuss a possible research question for your dissertation. c. Provide critique to your peers regarding their summary and proposed research question.
IV		Student Presentations	



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 guide 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