

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: NURSING

COLLEGE: NURSING

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX \_\_\_\_\_ NGR \_\_\_\_\_ COURSE NUMBER 6055 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [MJENNING@FAU.EDU](mailto:MJENNING@FAU.EDU))

COMPLETE COURSE TITLE: Advanced Concepts for Direct Care Nursing Situations

**EXPIRES DATE:**  
 (If not applicable, write "N/A")

CREDITS<sup>2</sup>: 3

**TEXTBOOK INFORMATION: RECOMMENDED:**

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

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:**

Students will explore how advanced level physiological concepts, assessment, and pharmacology build a substantive knowledge base within their area of practice. Students will apply advanced conceptual knowledge to their individual direct care focus in nursing situations, i.e. adult, pediatrics, maternal/child, mental health or another specific care area.

**PREREQUISITES\*:**

NGR 6141, NGR 6002, NGR 6002L,  
 NGR 6172

**COREQUISITES\*:** NGR 6990L

6055L

**REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:**

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: INSTRUCTIONAL PERSONNEL TEACHING GRADUATE COURSES HOLD THE DOCTORATE OR APPROPRIATE TERMINAL DEGREE IN THE TEACHING DISCIPLINE OR RELATED DISCIPLINE**

Faculty contact, email and complete phone number:

[Mpurnell@fau.edu](mailto:Mpurnell@fau.edu)  
 561-297-3262

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

**Approved by:**

Department Chair: Shelley Grier

College Curriculum Chair: Carolann

College Dean: Karen Edwards

UGPC Chair: [Signature]

Graduate College Dean: [Signature]

UFS President: \_\_\_\_\_

Provost: \_\_\_\_\_

**Date:**

9/25/13

9/25/2013

9/25/2013

10/9/17

10/16/13

1. Syllabus must be attached; see guidelines for requirements: [www.fau.edu/provost/files/course\\_syllabus.2011.pdf](http://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](http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf)

3. Consent from affected departments (attach if necessary)

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

**COURSE -SYLLABUS  
Fall 2013**

**COURSE NUMBER:** NGR ~~6930~~ 6055

**COURSE TITLE:** Advanced Concepts for Direct Care Nursing Situations

**COURSE FORMAT:** Hybrid

**CREDIT HOURS:** 3 credits

**COURSE SCHEDULE:** Blackboard on-line & Face-to-Face meetings (30 hours) during semester

**PLACEMENT IN CURRICULUM:** Need to obtain departmental permission, required course at end of program

**PREREQUISITE/S:** NGR 6141, NGR 6002, NGR 6002L, NGR 6172

**COREQUISITE/S:** NGR 6930L

**FACULTY:** Kathryn B. Keller, PhD, RN, CNE  
Associate Professor  
Office 320 in the CEL College of Nursing  
Phone: 297-2919  
kkeller@fau.edu

**OFFICE HOURS:** Thursdays 10-4

**COURSE DESCRIPTION:** Students will explore how advanced level physiological concepts, assessment, and pharmacology build a substantive knowledge base within their area of practice. Students will apply advanced conceptual knowledge to their individual direct care focus in nursing situations, i.e. adult, pediatrics, maternal/child, mental health or another specific care area.

**COURSE OBJECTIVES:** Upon completion of NGR 6390, the student will demonstrate evidence of:

**Being competent:**

1. Examine 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. Discuss 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. Examine 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. [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 across healthcare settings. [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 healthcare and nursing education settings. [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 a substantive area of direct care in complex nursing situations in which the wholeness of others is nurtured through caring. [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. Critique current literature in a substantive direct care area of nursing science that relates to the specific area of the nurse educator's practice. [Essential IV]
3. 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]
3. Demonstrate a commitment to the process of acquiring and organizing current knowledge as a nurse educator. [Essential IX]

**TEACHING LEARNING STRATEGIES:**

On-line learning activities, lecture, group dialogue, researching expert/content area in a substantive area of direct care, literature review, annotated bibliography of relevant resources, dialogue with faculty and learners.

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

Completed Portfolio including:

- \* Professional Development Plan (10%)
- \* Annotated Bibliography (within direct care focus area 20%)
- \* Best Practice Presentation (20%)

Online activities/participation: (20%)

Participation in face to face sessions: (20%)

Final Exam: (10%)

**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

**RECOMENDED 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:**

Advanced Concepts For Direct Care Nursing Situations		
Session Dialogue In Advance Care Focus Areas Will Revolve Around The following Key Areas: <ul style="list-style-type: none"> <li>○ Standards of Care/Best Practice</li> <li>○ Assessment and Evaluation Literature</li> <li>○ Any Timely Evidence-Based/State Of The Art Literature</li> <li>○ Culturally Relevant Care</li> <li>○ Caring Literature</li> </ul>		
Week	Assignment	Assignment Due Dates
Week 1  8/24/2013	Research standards of care relevant to pain in your direct care area of expertise. Specifically assessment and evaluation literature as well as the latest evidence-based research. Explore culturally relevant care issues and related caring literature.	Due August 31, 2013
Week 2  8/31/2013  Classroom	Caring Science related to direct care focus  Building expertise by credentialing  Devising a professional development plan pertaining to the area of direct focus  Competencies for direct focus area	Note: You are required to post 1 annotated bibliography each week totaling 6 posting. Please refer to assignment schedule for required topics. The first post will be due September 14, 2013. The next 4 post are due as follows: September 21, 2013/September 28,

	<p>Best Practice Concept</p> <p>Guidelines for Best Practice Presentations</p> <p>Dialogue on advanced concept of pain and key areas.</p> <p>Begin research on advanced concepts in shock and hypertension focusing on the designated 5 key areas. Complete of minimum of 3 annotated bibliographies on the concepts.</p>	<p>2013/October 5, 2013/October 12, 2013/October 19, 2013.</p>
<p>Week 3 9/7/2013</p>	<p>Begin research on advanced concepts in heart failure, arrhythmia focusing on the designated 5 key areas. Complete a minimum of 3 annotated bibliographies.</p>	<p>Due September 14, 2013</p> <p>Post 1 annotated bibliography on advanced concepts in shock and hypertension focusing on the designated 5 key areas</p>
<p>Week 4 9/14/2013</p>	<p>Begin research on advanced concepts in embolic phenomena focusing on the designated key areas. Complete of minimum of 3 annotated bibliographies pertaining to the designated concepts</p>	<p>Due September 21, 2013</p> <p>Post 1 annotated bibliography on advanced concepts in heart failure, arrhythmia focusing on the designated 5 key areas</p>
<p>Week 5 9/21/2013 Classroom</p>	<p>Bring prepared annotated bib and articles pertaining to the designated concepts for session 2. Be prepared for dialogue. Bring in completed professional development plan. Be ready to dialogue about your professional trajectory. Begin research on advanced concepts in oxygenation focusing on the above key areas. Complete a minimum of 3 annotated bibliographies.</p>	<p>Due September 28, 2013</p> <p>Post 1 annotated bibliography on advanced concepts in embolic phenomena focusing on the designated key areas</p>
<p>Week 6 9/28/2013</p>	<p>Begin research on advanced concepts in oxygenation and, fluid and electrolytes/acid-base concepts focusing on the above key</p>	<p>Due October 5, 2013</p> <p>Post 1 annotated bibliography on advanced</p>

	areas. Complete a minimum of 3 annotated bibliographies on the designated concepts.	concepts in oxygenation focusing on the designated key areas
Week 7 10/5/2013	Begin research on advanced concepts in diabetes and sensory/motor focusing on the above key areas. Complete a minimum of 3 annotated bibliographies on designated concepts.	Due October 12, 2013  Post 1 annotated bibliography on advanced concepts in oxygenation and, fluid and electrolytes/acid-base concepts focusing on the designated key areas
Week 8 10/12/2013 Classroom	Bring prepared annotated bib and articles pertaining to the designated concepts. Be prepared to dialogue on advanced concepts.	Due October 19, 2013  Post 1 annotated bibliography advanced concepts in diabetes and sensory/motor focusing on the key areas
Week 9 10/19/2013	Prepare for presentation.	
Week 10 10/26/2013 Classroom	Best Practice Presentations	Due October 26, 2013  Best Practice Presentations
Week 11 11/2/2013	Complete a total of 18 annotated bibliography assignment. (6 posted on blackboard and 12 posted via electronic portfolio)	Due November 8, 2013
Week 12 11/9/2013	Prepare for final exam	
Week 13 11/16/2013 Classroom	Exam  Dialogue of how this course has contributed to the Nurse Educator's development of a substantive area.  Evaluation of how to strengthen the course to meet the (AACN's)	Due November 16, 2013

	Nurse Educator's direct care focus requirement.	
Week 14 11/23/2013	Complete portfolio requirements.	
Week 15 11/30/2013	Final Portfolios	Due December 2, 2013

Final Exam Week (Monday, 12/9/13):  
Submission of *Substantive Area of Direct Care Portfolio*

**COURSE COMPONENTS/ASSIGNMENTS: A Portfolio will be developed to include the following components as detailed below. This portfolio will showcase the substantive area of the direct care focus and specific population.**

**A. Selection of Direct Care Focus and Professional Development Plan**

The student in consultation with the course-responsible faculty will define what is to be the direct care focus. The student will explore and develop an outline of actions/activities that will build and enhance this focus. Portions of this plan will include: 1) The credentials appropriate for this direct care area and a plan/timeline for how to obtain (there may be several). 2) Where are the Best Practice Standards found in this direct care focus and which professional body of nursing publishes/supports this area of practice. 3. Selected additional competencies needed to develop expertise in the designated select care focus and devise a timeline/plan on how to obtain. **A draft of this plan will be devised in the first face-to-face (F2F) session (8/31).** This Professional Development Plan will detail the structure of how the student will further develop expertise in a focused area. **A final version of this plan is due by session II (9/21) of the semester. (10%)**

**B. Annotated Bibliography/Caring Literature/Future Teaching Opportunities**

The conceptual areas within the topical outline will provide a basis for selecting population specific literature. For example, the concept of pain will provide the foundation for looking at population specific literature on assessment, management and other pertinent clinical care perspectives that can be applied to a direct care focus of adult, or pediatrics, maternal/child, mental health or another specific care area.

The Nurse Educator graduate student will select topics/areas of knowledge within the direct care focus to be addressed. Once the topics are agreed upon with the course-responsible faculty, the student will conduct an extensive review of current (probably not older than 5 years, except for classic literature in the topic area) nursing and related periodical and other literature, to locate state-of-the-art knowledge on the topics. Each resource is to be entered into an annotated bibliography, which includes the complete citation (APA style), several paragraphs summarizing the contents, and coding with key words to assist in later retrieval and use. This annotated bibliography is intended to be



the basic source for current knowledge in a substantive area in which the student expects to teach and should be kept in a format useful to the student (hard copy, computer file, card file, etc.).

Research the Caring related literature within the focused area. Include these publications within the Bibliography. These sources will be shared during your Best Practices presentation and will showcase how this content has contributed to your development as a Caring Scholar and Nurse Expert.

When all relevant literature has been collected and recorded, the student will identify for each entry, ways in which the material can be incorporated in future teaching, and could also address future use in scholarship and service activities. Identification of teaching uses (not a fully developed "teaching plan") involves envisioning and describing how material from each source might be used to support a lesson or an entire course at different levels of nursing study (ex. associate degree, bachelor's degree, RN-to-BSN, inservice education, etc.) and for education to the non-professional community and to interprofessional related disciplines such as medicine, social work, etc. This can be incorporated as an addendum to the annotated bibliographic entry. **Due by Session V (11/16) of the course. (20%)**

#### **D. 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 class on 10/26 during F2F session-20%)**

#### **BIBLIOGRAPHY**

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

Bonnivier, J. F. & Magoteaux, A. L. (2012). Innovative teaching strategy for pharmacology in psychiatric-mental health nursing: Moving from content to concepts. *Journal of Psychosocial Nursing & Mental Health Services*, 50 (12), 22-9.

Brandt, C., Boellaard, & M., Zorn, C. (2013). Experiences and emotions of faculty teaching in accelerated second baccalaureate degree nursing programs. *Journal of Nursing Education*, 52 (7), 377-82.

- Kubin, L., Fogg, N., Wilson, & C., Wilson, J., (2013). Comparison of student learning among three teaching methodologies in the pediatric clinical setting. *Journal of Nursing Education*, 52 (9), 501-8.
- Long, T. B. (2012). Overview of teaching strategies for cultural competence in nursing students. *Journal of Cultural Diversity*, 19 (3), 102-8.
- Mcnett, S. (2012). Teaching nursing psychomotor skills in fundamentals laboratory: A literature review. *Nursing Education Perspectives*, 33 (5):328-33.
- Paulson, C. (2011). The experiences of faculty teaching in an innovative clinical immersion nursing curriculum. *Nursing Education Perspectives*, 32 (6), 395-9.
- Richardson, H., Gilmartin, M. & Fulmer, T. (2012). Shifting the clinical teaching paradigm in undergraduate nursing education to address the nursing faculty shortage. *Journal of Nursing Education*, 2012 Apr; 51 (4), 226-31.
- Simpson, V. (2012). Making it meaningful: teaching public health nursing through academic-community partnerships in a baccalaureate curriculum. *Nursing Education Perspectives*, 33 (4), 260-3.

### **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. As the course is taught online via Blackboard, the student is expected to become familiar with Blackboard and have the necessary and appropriate computer technology before the course begins.
3. **Attendance:** The student is expected to participate in each face-to-face session within the time scheduled for specific Saturdays. As this is a 3-credit hour graduate level course, the minimum amount of time to spend in the course materials, reading, and Blackboard activities per week to earn a 'C' is 9 hours.

4. Students agree that by taking this course all required papers may be subject to submission for textual similarity review for detection of plagiarism. All submitted papers may be included as source documents in a reference database/plagiarism screening program solely for the purpose of detecting plagiarism of such papers.
5. **Assignments:**
  - a. All papers are to be submitted via email to the professor on the date listed in the syllabus.
  - b. For the individual presentation, each student must submit the power point presentation to the professor no less than 5 days prior to the actual presentation so that feedback can be incorporated prior to actual delivery.
6. Email will be answered within 24 hours with the exception of the following:
  - a. Between Friday 5:00 p.m. and Monday 9:00 a.m.
  - b. During holidays and/or when the university is not in session.
7. **Web and e-mail etiquette:** Communication via the internet and e-mail is more difficult than face-to-face or verbal communication. Please follow these guidelines:
  - a. Always provide a greeting and an appropriate sign-off with your signature (or typed name). For example, a greeting might be 'Good morning, John (fellow classmate)' or 'Hello, Dr. France'. An appropriate sign-off might be 'thank you, Bill'.
  - b. Do not put message in all capital letters or use bolded letters.
  - c. Do not provide a knee-jerk response. In other words, read and re-read your e-mail whether you've initiated the e-mail or you're responding to an e-mail before pushing that send button.
  - d. It's a good idea to compose your initial e-mail or response to an e-mail in a word document first – then you can check for grammar, spelling, tone, etc.
  - e. If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you. Under 'options' you will see 'delayed delivery'. This is a very handy function in

that while you compose your e-mail at midnight you can set it to be delivered at 8:00 a.m.

8. 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.
9. 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](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'