FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

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

DEPARTMENT: NURSING	COLLEGE: NURSING

COURSE PREFIX AND NUMBER: NGR 6611	CURRENT COURSE TITLE: ADVANCED NURSING SITUATIONS: CARE OF THE FAMILY ACROSS THE LIFESPAN

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO: CARE OF THE FAMILY ACROSS THE LIFESPAN: ADVANCED NURSING SITUATIONS	CHANGE PREREQUISITES/MINIMUM GRADES TO*: DEPARTMENTAL PERMISSION

CHANGE PREFIX FROM: TO:
CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS[2] FROM: TO:

CHANGE GRADING FROM: TO:

CHANGE DESCRIPTION TO:
.

Current Catalog:
Prerequisites: Priority for FNP students; RN students with permission of Department.

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. N/A	Please consult and list departments that might be affected by the change(s) and attach comments.[3]

Faculty contact, email and complete phone number:
Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by:	*Date:*	
Department Chair: _____	9/24/13	1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course_syllabus.2011.pdf*
College Curriculum Chair: _____	9/24/2013	
College Dean: Karen Edwards	9/24/2013	
UGPC Chair: _____	10/9/13	2. Review **Provost Memorandum:** **Definition of a Credit Hour** *www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf*
Graduate College Dean: _____	10/16/13	
UFS President: _____		3. **Consent** from affected departments (attach if necessary)
Provost: _____		

FAU

FLORIDA ATLANTIC UNIVERSITY

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING

COURSE -SYLLABUS
FALL 2013

COURSE NUMBER: NGR 6611

COURSE TITLE: Care of the Family Across the Lifespan: Advanced Nursing Situations

COURSE FORMAT: E-College

CREDIT HOURS: 3 credits

COURSE SCHEDULE: On line

PLACEMENT IN CURRICULUM: Required course for all students in the family nurse practitioner track

PREREQUISITE/S: Departmental Permission

COREQUISITE/S: None

FACULTY: Charlotte D. Barry, PhD; RN; NCSN.
Professor
Office: NU 346
Boca Raton Campus
E-Mail: cbarry@fau.edu

OFFICE HOURS: Monday 3-6 PM; Wednesday 3-6 PM

COURSE DESCRIPTION: This course focuses on coming to know family from a caring perspective, including the family as a social, cultural, and spiritual unit of organization. Integrates knowledge of human development across the lifespan.

COURSE OBJECTIVES:

Upon completion of NGR 6611, the student will be able to:

1. Becoming competent:

   - Analyze multiple ways of knowing essential to assessing the family unit and planning advanced practice nursing responses from various nursing, developmental and family theoretical perspectives across the lifespan. (Essentials I,II,VI,VII,VIII,IX

   - Integrate knowledge from nursing science and related disciplines to nurture the wholeness of families. (Essentials I, VIII)

   - Synthesize research findings and apply evidence-based practice in nursing situations to nurture the wholeness of families. (Essential IV)

2. Becoming compassionate:

   - Utilize nursing theories grounded in caring in the design of care for families. . (Essentials I, VIII, IX).
   - Develop cultural humility as an essential concept in caring for families(Essential VI)
   - Integrate knowledge of self, and understanding of wholeness of persons, and connectivity with the environment to provide holistic care for families. (Essentials I, II, VI, VII, VIII, IX)

3. Demonstrating comportment:

   - Explore and develop innovative images of advanced nursing practice in nursing situations with families. (Essentials I, IX)
   - Analyze expressions of caring in nursing situations with families from the perspective of professional nurse clinicians, advanced practitioners, leaders, administrators, researchers, and educators. (Essentials I, II, IV, VI, VII, VIII, IX)
   - Delineate the role and scope of practice of the professional nurse with advanced education in providing quality care for families in diverse settings. (Essentials II, III)

4. Becoming confident:

   - Develop effective communication strategies to foster interprofessional partnerships and teamwork to improve health outcomes for families, (Essential VII)
   - Evaluate health policy issues that impact families with diverse backgrounds. (Essential VI)
   - Advocate to improve care for families at a local, state, national and global level. (Essential VI)

5. Attending to conscience

- Determine ways of promoting healthy lifestyles and sustaining each family's unique way of living and growing in caring across the lifespan (Essentials I, II,VI,VII,VIII,IX).
- Explore the cultural beliefs of families and its influence on health and well being (Essential VI)
- Integrate transcultural ethics into decision making processes in cultural situations with families. (Essential VI)

6. Affirming commitment:

- Understand the importance of being professionally active in local, national and global organizations concerned with the health or welfare of families. (Essentials III and VI)
- Develop egalitarian relationships with families as the grounding for true partnerships in care. (Essentials VI)
- Advance knowledge, judgment, and expertise required to engage in the unfolding complexity of nursing situations with families in diverse regional, national and global communities. (Essentials I,II,VI,VII,VIII,IX)

TEACHING LEARNING STRATEGIES:
On Line Format: Reflective Analysis in Threaded Discussions, selected and assigned readings, webliography, developmental grids, and family assessment

GRADING AND EVALUATION METHODS:

ASSIGNMENTS:

Threaded Discussions	10%
Family Geno Gram	12%
Family Eco Map	12%
Family Assessment	30%

Developmental Grids:

First 2 years of life	12%
Early Childhood	12%
Middle Childhood	12%

3

Total Points: 100 %

GRADING SCALE:

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

A grade of C (73 %) or greater must be achieved for successful completion of this course. A GPA of B is required for progression in the graduate program in Nursing.

REQUIRED TEXTS:

Freidman, M., Bowden, V. & Jones, E. (2003). *Family Nursing: Research, Theory and Practice., 5ᵗʰ edition.* Prentice Hall: New Jersey

Wright, L. & Leahey, M. (2010). Nurses and Families: A Guide to Family Assessment and Intervention, 4ᵗʰ edition. FA Davis: Philadelphia.

TOPICAL OUTLINE:

    I. Scientific foundation applied to advanced practice nursing of families: (Essential I)
        a. Critical thinking required for the assessment and care of families that builds on previous knowledge in related sciences such as psychology, human development, anatomy, physiology, chemistry, microbiology, and genetics and integrates advanced knowledge of family theories, human development, health assessment, research, and theory.
    II. Application in advanced practice of families of health promotion, health protection, disease prevention and treatment includes: (Essential VIII)
        a. Ecological, global, and social determinants of health

        b. Illness prevention health promotion and wellness

        c. Healthy People 2020

        d. Environmental and population based health

        e. Genetic causes of common diseases and screening

        f. Age based incidence of common disorders

        g. Epidemiology-incidence and prevalence

        h. Sensitivity and specificity

III. Nurse patient relationship in advanced practice grounded in caring including: (Essential III and VIII)

        a. Authentic presence, relationship of mutual trust, and patient centered care

        b. Patient counseling – including genetic counseling, family counseling.

        c. Principles of learning, motivational interviewing

        d. Health literacy

        e. Cultural and ethnic sensitivity and humility

        f. Advocacy for patients, families, caregivers, communities, and members of the healthcare team

        g. Ethical principles in caring and decision making

IV. Professional role, leadership, interprofessional communication, health policy applied to advanced practice care of families including: (Essential II, VI, and VII)

        a. Professional organizations

        b. Collaborating in planning for transitions across the continuum of care

        c. Systems leadership

        d. Scope of practice

        e. Legislative issues

V. Quality improvement and inquiry in advanced practice care of families: (Essential IV)

        a. Implementation of evidenced based practice

        b. Use of informatics to gather, document, and analyze outcomes

        c. Standards and guidelines to improve practice and assure safety

        d. Implementation of evidenced based practice

        e. Population based information

        f. Cost effective care

        g. Dissemination of evidence from inquiry

VI. Technology and information literacy in advanced practice care of families: (Essential V)

        a. Use of informatics to gather, document, analyze, and evaluate outcomes

        b. Application of research to family care

        c. Critique of databases

        d. Meaningful use of EHR

      e. ICD-9 coding and CPT coding for reimbursement

      f. Understanding the use of documentation systems that track nurse sensitive outcomes.

COURSE ASSIGNMENTS:

A. THREADED DISCUSSION – 10% OF GRADE

Guidelines:
The course content is divided into 8 Units. Six of these Units contain a Threaded Discussion, Units 1, 2, 3, 4, 6 & 8. Each Threaded Discussion is worth 1.67 points. The content of each Unit will be the focus of study for two weeks unless directed by faculty. This course will be times of active and thoughtful participation in which each individual is both teacher and learner. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by interacting with one another in a caring manner and by helping each other to grow from each experience. The student is expected to actively participate in the discussions. Student reflections on this process may be included in the required papers as growth and development in caring process are considered. Facilitation of this caring environment will include the following framework as a guide for the assigned score for class participation.

EVALUATION: You will be evaluated for your developing understandings, reflections, integration, discussion of critical analyses, and creative inquiry in group discussions. You will also be evaluated for your contribution and responses to dialogue initiated by your colleagues. **Two entries** for each vignette in the Threaded Discussion are required...one with your answers to the questions and citation to your learning resource and one in response to your classmates response. **Each Unit Threaded Discussion is 1.67 points: 1 point for main discussion; .42 for response to colleague .25 for references.**

Threaded Discussion	Possible Points	Achieved Points
Response to posed questions: accuracy, thoughtfulness, demonstrated understanding	1	
Response to colleague's discussion	.42	
References for discussion	.25	

B. FAMILY GENOGRAM – 12% OF GRADE

Guidelines:
The purpose of this assignment is to explore the family you select to assess through the development of a Genogram. This will give you a visible picture of the complexity of the family and provide patterns of health through **three** generations. Genogram to include

primary family and at least 2 generations, if appropriate, to see health patterns including ages of family members, causes of death; occupations, marriages, and children.
Evaluation: Using the general guidelines for development in the Wright & Leahy book, chapter 3. **However you must begin with the primary family including children and extend out to two generations. If the information required is not available indicate that in your genogram or in a note.**
This exercise is a great way to "break the ice" with the family and become engaged in. Construct the Genogram with the family and use this time to assess family interactions, and communication patterns.

Family Genogram	Possible Points: 12 points	Achieved Points
Primary Family composition: parents, children, dates of birth, dates of death, occupations, health issues, stated or indicate none.	4 points	
Parents, siblings, and other related family members who may have a significant health issue: dates of birth, dates of death, cause of death, health issues, stated or indicate none.	4 points	
Grandparents: dates of birth, dates of death, causes of death, health issues, stated or indicate none.	4 points	

C. ECO MAP - 12% OF GRADE
Guidelines: The purpose of this assignment is to explore with the family their connections to the community through the development of an Eco Map. This will give you a visual of the **complexity of family situations by seeing the various connections to the community, time spent in activities of daily living outside the home and influences of these connections on the family. Evaluation:** You will be evaluated for your developing understandings of the complexity of families. This exercise is a great tool for you to develop with the family noting family interactions, communication patterns and time spent at various activities. This provides a visual for families to see "all they do", "all they are involved in" and maybe see why they are so tired or stressed. In some family situations there may be community resources that could be helpful to family functioning. Use the general guidelines for development in the Wright & Leahy, chapter 3. **HOWEVER, you MUST include time spent at each activity.**

Eco Map	Possible Points: 12 points	Achieved Points
Primary Family composition: parents,	4 points	

children or other household members.		
Various activities in the community: school, work, places of worship, leisure activities, volunteer activities, family visitations etc.	4 points	
Time spent per week at these activities.	4 points	

D. FAMILY ASSESSMENT: 30% OF GRADE

Guidelines:
The purpose of this assignment is to explore knowing families as complex and to identify the family's strengths, needs, hopes and dreams.

Process:
Utilize the Calgary Family Assessment Model to complete a comprehensive assessment of a family. You may choose a neighbor, acquaintance, or coworker's family for an interview and assessment. You do not want to choose your best friend or a family that you are close to as a strong friendship or closeness may create a bias and lack of objectivity. Box 10-3 (page 301) in the Wright and Leahey textbook can provide guidance in completing the family assessment. Box 10-4 (pages 302-304) shows an example. You need to address all of the three major categories as discussed in chapter 3.

Documentation of the assessment is to follow the criteria listed in the Family Assessment Grading Criteria. Follow the category order listed below. Cut and paste this outline in your paper. Remember **ALL criteria for EACH category must be addressed.** See Criteria below

IMPORTANT HINT: Copy and paste the entire format provided below and add your family's information and data.

1. Structural   7 points

Identifying Data:

Family Name [initials only]

Date of Interview

Family Members Present [initials only]

Place of Interview

Pertinent History of Health Problem

a. Internal

1. Family Composition

2. Gender

3. Sexual Orientation

4. Rank Order

5. Subsystems

6. Boundaries

b. External

1. Extended Family

2. Larger Systems

c. Context

1. Ethnicity

2. Race

3. Social Class

4. Religion and Spirituality

5. Environment   (neighborhood, safety, and hygiene of interior)

2. Developmental   **7 points**

a. Determine Developmental Cycle and Tasks

b. Developmental Tasks Met or Unmet

c. Attachment Diagram   [key required]

3. Functional   **7 points**

a. Instrumental

1. Activities of Daily Living

b. *Expressive*

1. Emotional Communication

2. Verbal Communication

3. Nonverbal Communication

4. Circular Communication

5. Problem Solving

6. Roles

7. Influences and power

8. Beliefs

9. Alliances and coalitions

4. Conclusion   **7 points**

a. Family Strengths

[Address each subsystem. State if any differences

exist between nurse and family perceptions and

possible reasons]

b. Family Problems

[Same as for Strengths]

c. Hypotheses and Summary   *[Minimal of two hypotheses]*

d. Goals and Plans for Interventions

[Measurable, realistic goals that reflect who takes action within a time frame]

5. 10 Page Limit, APA writing style   2 points

Appendices may be used and not applicable to 10 page limit, graded on *conciseness, grammar, punctuation, spelling, etc.]*

Total = 30 points

Family Assessment Grading Rubric:

FAMILY ASSESSMEMT	Possible Points: 30 points	Achieved Points
Structural	7/18 items, .38 each item	
Developmental	7/3 items; 2.33 each item	
Functional	7/10 items; 0.7 each item	
Conclusion	7/4 items; 1.75 each item	
APA Format	2	

E. DEVELOPMENTAL GRID: First 2 Years of Life – 12% OF GRADE

Guidelines: The purpose of this assignment is to review developmental milestones of infants and children and to develop a grid that you can use in advanced practice for assessment, health teaching, counseling and to provide anticipatory guidance for parents and care takers. The grid will help you track patterns that indicate expected development or areas of risk and concern

Evaluation: You will be evaluated on the thoroughness of your grid and the inclusion of health promotion activities for families and specific areas for anticipatory guidance. Content areas include Reflexes, Physical, Fine Motor, Gross Motor, Cognitive, Social and Language at ages: birth, 3, 6, 12, 18 and 24 months.

Developmental Grid 0-2 years						
Ages	birth	3 months	6 months	12 months	18 months	24 months
Reflexes	.25	.25	.25	.25	.25	.25
Physical	.25	.25	.25	.25	.25	.25
Fine Motor	.25	.25	.25	.25	.25	.25
Gross Motor	.25	.25	.25	.25	.25	.25
Cognitive	.25	.25	.25	.25	.25	.25
Social	.25	.25	.25	.25	.25	.25
Language	.25	.25	.25	.25	.25	.25
Anticipatory Guidance	.25	.25	.25	.25	.25	.25
Total Points 12						

F. DEVELOPMENTAL GRID: Early Childhood – 12% OF GRADE

The purpose of this assignment is to review developmental milestones of early childhood and to develop a grid that you can use in advanced practice for assessment, health teaching, counseling and to provide anticipatory guidance for parents and care takers. The grid will help you track patterns that indicate expected development or areas of risk and concern

Evaluation: You will be evaluated on the thoroughness of your grid and the inclusion of health promotion activities for the families and specific areas for anticipatory guidance.

Content areas Include physical, Fine Motor, Gross Motor, Cognitive, Social, Language and play at ages: 3, 4, 5 & 6 years.

Developmental Grid 3-6 years				
Ages	3 years	4 years	5 years	6 years
Physical	.37	.37	.37	.37
Fine Motor	.37	.37	.37	.37
Gross Motor	.37	.37	.37	.37
Cognitive	.37	.37	.37	.37
Social	.37	.37	.37	.37
Language	.37	.37	.37	.37
Play	.37	.37	.37	.37
Anticipatory Guidance	.37	.37	.37	.37
Total Points 12				

G. DEVELOPMENTAL GRID: Middle Childhood - 12% OF GRADE

The purpose of this assignment is to review developmental milestones of middle childhood and to develop a grid that you can use in advanced practice for assessment, health teaching, counseling and to provide anticipatory guidance for parents and care takers. The grid will help you track patterns that indicate expected development or areas of risk and concern.

Evaluation: You will be evaluated on the thoroughness of your grid and the inclusion of health promotion activities for the families and specific areas for anticipatory guidance. Content areas include: Physical Growth, Cognitive Development, Social Skills, School Achievement, Emotional Development and Family Relationships at ages: 7, 8, 9, 10, 11, & 12 years.

Developmental Grid 7 - 12 years						
Ages	7 years	8 years	9 years	10 years	11 years	12 years
Physical Growth	.28	.28	.28	.28	.28	.28
Cognitive	.28	.28	.28	.28	.28	.28
Social Skills	.28	.28	.28	.28	.28	.28
School Achievement	.28	.28	.28	.28	.28	.28
Emotional Development	.28	.28	.28	.28	.28	.28
Family Relationships	.28	.28	.28	.28	.28	.28
Anticipatory Guidance	.28	.28	.28	.28	.28	.28
Total Points 12						

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    webinars. *Pediatric Nursing, 36*(3), 168-170.

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    facilitating behavior change in primary care. *Journal of The American Academy*

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    concept and the need for a new model of care. *Journal Of Nursing Management,*

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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 assignments, verbal communications and other course activities. All policies in the college and university catalogues apply to this course. **Computer Skills:** You must have access to a computer with email, a java enabled browser, and Internet Explorer. You need to take the Browser Test provided in the 'Student Orientation' on the front page of eCollege to determine that your computer equipment is adequate for the course. If programs are needed, there are links for downloading to your computer. You need to become acquainted with the various tools of eCollege, such as threaded discussion, exams, drop box, doc sharing, webliography, etc. by viewing the 'Student Orientation Course.' It takes approximately 30 minutes and explains the course tools very well. You are responsible for knowing and utilizing the tools of eCollege for successful completion of the course.

The computer skills needed for word processing are cut, paste, attachments, downloading, drawing (circles, squares and attaching straight lines) and uploading. Rich Text Format (*.rtf) is a universal language and useable in all programs; therefore, **ALWAYS** save documents in rtf. See the dialogue box under 'Save As' in your word processing program for rich text format.**Owl Card and Bookstore:** You will need an Owl Card for many university activities, specifically for completing literature searches in the FAU library and ordering textbooks. 'Student Resources' is

available at <u>FAU Distant Education Instructional and Technology (DEIT)</u> [http://www.fau.edu/studentres.htm]. You need to obtain an <u>Owl Card</u> at The **OWL CARD** Center is <u>www.fau.edu/business-services/owl_card.php</u>. (copy and paste this into your Browser).

Netiquette is very important in creating a caring, positive, and scholarly environment. A commitment to living caring day-to-day calls for us to relate in ways that are respectful and honoring of persons. The guidelines are intended to be helpful in considering ways of being with each other via Internet courses. You need to review <u>Netiquette Guidelines</u> www.fau.edu/irm/about/**netiquette**.php (copy and paste this into your Browser). Failure to follow these guidelines will result in disciplinary actions by the course faculty and the College of Nursing.

Announcements: Consult 'Announcements' throughout the week for information, updates and reminders. The syllabus contains basic course information for which you are responsible. Consider the announcements housekeeping information that is usually provided at the beginning of a class.

Personal Involvement and Time: Students often have the misperception that taking an online course is easier as they do not attend class on campus weekly. Some things are easier for students in online courses, such as attending class at home at their convenience and time schedule. While this medium provides flexibility in attending class, it becomes easier to get behind. Online courses require each student to actively participate in discussions and assignments. Remember that taking an online course is more convenient, not easier.

Assignments: It is your responsibility to turn in assignments on time. You need to pace yourself throughout the week so that you are able to create your own work and respond to your peers' work where required. You must turn in work at designated times or you will interrupt the whole progression of the class. Failure to meet deadlines will affect your grade. You need to consult each week's lecture, reading assignment, and assignments early in the week to plan your schedule and for the completion of the assignment.

Written Assignments: You need to use a **size 12 font** for all assignments, size 10 font is *unacceptable*. You need to go to 'page setup' on your word processing program and set the default for 1 in all margins. Send all written assignments to the Drop Box making sure that you identify yourself with all written work - use your full name, course number, date, and the assignment being submitted. APA guidelines require a title page for all written work, as well as, page numbers

Safeguards: Work off line using your word processing program then backup your work (remember to Save As .rtf file) and make a hard copy. Odd things happen in cyberspace, such as emails get lost, servers disconnect temporarily, and logins are impossible! The Helpdesk is available from http://faunursing.net..

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There must be activity every 20 minutes while you are in the program. Typing is not considered an activity; however, a click of the mouse is an activity. It is best to complete your work on your computer, save, and then cut and paste into the threaded discussion.

Communicating with your professor (me): I have created a place for questions and answers in each Unit, the Internet Café. If you need to reach me for personal, reasons use my office phone or e-mail address. If you email me, **Always identify yourself by the course name or number NGR 6611 name within the body of the message and indicate the Unit or assignment you are questioning.**

Attendance: Failure to show up for weekly work is considered a week's absence. The 'user activity' tool tracks your weekly attendance. I will check this frequently during the course and your assignments and discussion grade will be affected if your activity does not reflect an appropriate amount of time invested in the course.

Office Hours and Communications: I am available in my office at the times posted in the syllabus and appointments can be made via SKYPE.

Posting of Grades: I usually grade papers and post the grades in the Grade Book within two weeks, do not panic after one week. Please look at the Grade book and comments on your papers.

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.

FAU
FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY
Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patters of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of

knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.
April 2012