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

**SEMESTERFall 2016**

**COURSE NUMBER:** NUR4824

**COURSE TITLE:** Professional Development in Nursing 1: Ethical and Legal Perspectives of

Caring

**COURSE FORMAT:** Live

**CREDIT HOURS:** 1

**COURSE SCHEDULE:** Every other Tuesday 4:00 PM - 5:50 PM. First class is August 18th

Room 202, College of Nursing

Boca Raton Campus

**PREREQUISITES:** Admission to BSN Program

**COREQUISITES:** None

**FACULTY:** Teresa Sakraida, PhD, RN

 Associate Professor

 Office: 339

 Office Phone:561-297-4640

 Email: tsakraida@fau.edu

**OFFICE HOURS:** Office hours: Tuesday 9:30A-12 Noon

Other times by appointment

Please use the Communications Button in Blackboard to leave Messages.

**COURSE DESCRIPTION:** Provides an introduction to the profession of nursing with emphasis on professional and personal accountability and theory-guided practice. Legal and ethical principles are examined and applied in nursing situations. Provides opportunities to establish personal and professional boundaries, examine individual beliefs and values and develop a personal philosophy of nursing emerging from the College of Nursing philosophy of caring.

**COURSE OBJECTIVES:** Upon completion of NUR4824, the student will be able to create caring nursing responses in: \*

**Becoming competent**

1. Identify the critical value of a liberal education as a foundation for baccalaureate generalist nursing practice. (Program Outcome 1-12; Essential I).

2. Explain the significance of information and patient care technology in delivering quality patient care. (Program Outcome 1-12; Essential IV).

**Becoming compassionate**

3. Explore ethical knowing in nursing as nurturing the wholeness of others through caring. (Program Outcome 1-12; Essential I, VIII).

**Demonstrating comportment**

4. Examine professional and personal accountability and responsibility in nursing and apply to situations. (Program Outcome 1-12; Essential VIII).

5. Recognize the significance of protecting patient privacy and confidentiality of patient records and other privileged communications. (Program Outcome 1-12; Essential IX).

**Becoming confident**

6. Identify the legal foundations, theories and principles of nursing as caring. (Program Outcome 1-12; Essential V and VIII).

7. Examine professional and personal accountability and responsibility in nursing and apply to nursing situations. (Program Outcome 1-12; Essential IX).

**Attending to conscience**

8. Identify the ethical foundations for nursing practice. (Program

Outcome 1-12; Essential VIII).

9. Describe state and national statutes, rules, and regulations that authorize and define professional nursing and differentiated practice. (Program Outcome 1-12; Essential V).

**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. (Program Outcome 1-12; Essential VIII, IX).

11. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. (Program Outcome 1-12; Essential IX).

\**The 6 subjectives based on Roach’s (2002) work organize the course objectives.*

**TEACHING LEARNING STRATEGIES:**

Group discussions, class activities, nursing situation analysis, minute papers, audiovisuals, and assigned readings

**GRADING AND EVALUATION METHODS:**

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| --- |
| **Students must achieve a C ( 73% or 73 points) grade in this course. A grade below C is not a passing grade in the Undergraduate program**. |
| **Evaluation Method** | **Points** | **Percentage** | **Due Date** |
| Legal & Ethical Assignment: Group | 20 | 20% | 10-23-15 |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Electronic Portfolio: Individual | 30 | 30% | 11-6-15 |
| Class Participation | 05 | 5% | each class |
| Quizzes (4) | 40 | 40% | see course schedule |
| Final ATI Exam | 05 | 5% | 12-8-15 |
| Total | 100 | 100% |  |

**GRADING SCALE:** Grade below C is not passing in the Undergraduate program

93 - 100 = A

90 - 92 = A-

87 - 89 = B+

83 - 86 = B

80 - 82 = B-

77 - 79 = C+

73 - 76 = C

70 - 72 = C-

67 - 69 = D+

63 - 66 = D

60 - 62 = D-

0 - 59 = F

**REQUIRED TEXTS:**

American Nurses Association. (2010). *Nursing scope & standards of practice.* Silver Springs, MD: Author.

Fowler, M. D. M. (2015). Guide to *Nursing’s social policy statement: Understanding the Profession from*

*Social Contract to Social Covenant.* (3rd ed.). Silver Springs, MD: American Nurses Association.

Fowler, M. D. M, ed. (2015). *Guide to the code of ethics for nurses with interpretive statements: Development, interpretation, and application.* (2nd ed.). Silver Springs, Md.: American Nurses Association.

American Psychological Association. (2010). *Publication manual of the American Psychological*

*Association (6th ed.)*. Washington, DC: Author. I - Clicker

**RECOMMENDED TEXTS:**

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

Saddle River, NJ: Pearson.

Masters, K. (2013). *Role development in professional nursing practice* (3rd ed.). Burlington, MA: Jones & Bartlett.

Smith, M. C., Turkel, M. C., & Wolf, Z. R. (2013). *Caring in nursing classics: An essential resource*. New York: Springer Publishing.

**TOPICAL OUTLINE:**

A. Nursing Profession

1. Nursing Defined a. Historical

b. Current

2. Nursing Values a. Core Values

b. Roach’s Six C’s

c. Mayeroffs Caring Ingredients

3. Professional Criteria a. Flexner's Criteria

b. Bixler & Bixler c. Hall

4. Education of Nurses

a. AACN Essentials of BSN Education

b. Educational Paths: AD, BSN, MSN, DNP, PhD

5. Roles & Responsibilities:

a. Leader

b. Manager

c. Provider of Care

6. Nursing Organizations:

a. ANA

b. Sigma Theta Tau c. ACCN

7. Major Reports:

a. Institute of Medicine: Future of Nursing, b. QSEN

c. Affordable Healthcare Act

B. Christine E. Lynn College of Nursing

1. Mission, Philosophy, Conceptual Framework

2. Guiding Values/Principles

3. Curriculum

4. Administrators/Faculty

5. Students: Organizations

C. Legal Foundation

1. National Council Board of Nursing a. NCLEX

2. Licensure RN, Advance Practice

3. Florida Nurse Practice Act

4. Health Insurance Portability and Accountability Act Information (HIPPA)

a. Violations

5. Legal Concepts Relevant to Health Care a. Malpractice

b. Negligence c. Torts

6. Legal Issues in Practice a. Advance Directives

b. DNR

c. Informed Consent

d. Advocacy

e. Peer Review

D. Ethical Foundation

1. ANA Code of Ethic

2. Ethical theories and principles

3. Ethical principles used in nursing situations

4. Ethical reasoning in the ethical decision-making process

5. Rights-based issues across the lifespan

6. Ethical Issues confronting nursing today

**COURSE ASSIGNMENTS:**

**1**. **Legal & Ethical Assignment: 20 points/ 20%**

***Purpose*: The purpose of this group assignment is to apply the students knowledge of legal terminology and concepts as well as apply the ethical principles and concepts to a nursing situation**. ***Course Objectives:*** 2, 3, 4, 5, 8, 9, 10 &11

***Directives:* Participate in a group to develop and present a PowerPoint presentation.**

**Grading Criteria**

|  |  |  |
| --- | --- | --- |
|  | **Points** | **Percentage** |
| **Discuss the legal principles evident in the nursing****situation** | **2** | **2%** |
| **Discuss the professional and personal****responsibilities of the nurse in the nursing situation** | **2** | **2%** |
| **Correlate the HIPAA guidelines to the nursing****situation** | **2** | **2%** |
| **Relate at least 1 scholarly article to the nursing****situation and legal principles.** | **2** | **2%** |

|  |  |  |
| --- | --- | --- |
| **Interview observations** | **2** | **2%** |
| **Describe the ethical principles within the Code for****Nurses in the nursing situation and its effect on ethical decision making** | **2** | **2%** |
| **Explain how nurses can use the ethical principles****within the Code for Nurses to demonstrate Roach’s****6 C’s of Caring** | **2** | **2%** |
| **Discuss the use of ethical principles (patient****autonomy, nonmaleficence, beneficence and justice) to explore the nurse-patient relationship in the nursing situation** | **2** | **2%** |
| **Relate at least 1 scholarly article to the nursing****situation** | **2** | **2%** |
| **Format:****Evidence of contribution of slides Clarity of presentation & aesthetics APA 6th edition style** | **2** | **2%** |
| **Total** | **20 points** | **20% of****course grade** |

**2. Electronic Portfolio: 15 points/15%**

***Purpose*: The purpose of an electronic portfolio is to assist the student in developing an electronic journey of their nursing profession. This assignment allows the student to reflect upon personal definition of nursing, own core values, and reason for pursuing a nursing degree while considering professional development goals.**

***Course Objectives:* 1, 4, 9, & 10**

***Directive:* Develop an electronic portfolio that includes elements specified in the grading criteria.**

|  |  |  |
| --- | --- | --- |
| **Grading Criteria** | **Points** | **Percentage** |
| **Include your personal definition of nursing and****reason for pursuing a nursing degree** | **3** | **3%** |
| **Identify at least 3 core values that exemplify self-****values and relate them to nursing values** | **3** | **3%** |
| **Include at least 3 reference materials related to****course content: profession, CON, legal and ethical** | **3** | **3%** |
| **Include at least 2 goals for personal growth &****professional development** | **3** | **3%** |
| **Format: Aesthetics of portfolio, APA 6th edition****format, grammar, spelling and organization, Timely submission** | **3** | **3%** |
| **Total** | **15 points =****100% for assignment** | **15% of****total course grade** |

**3. Class Participation: 5 points/5%**

Full participation in class is an integral part of this course, and during this process of coming to know each other; we will become a very close-knit community of scholars in our study of nursing, legal and ethical concepts and values. Participation points will be awarded randomly throughout the semester via i-clicker activation. In order to earn the full amount of points, the student must be present at the time of the i-clicker activation. A student who misses a class is responsible for content presented during an absence.

**4. Quizzes (4): 40 points total or 40% of the grade**

**See Course Schedule for Quiz dates.**

The course has 4 quizzes for a total of 40 points (40%). Students must have their own computer as quizzes will be given in class on Blackboard via Respondus lockdown. Student must achieve a 73% and above (total) to achieve a Satisfactory grade.

**5. Final ATI exam: 05 points/5% of the grade**

The ATI exam includes questions about legal and ethical principles and concepts related to the nursing profession.

**BIBLIOGRAPHY:**

Aber, C., & Hawkins, J. (1992). Portrayal of nurses in advertisements in medical and nursing journals. *Image: Journal of Nursing Scholarship, 24*(4), 289-293.

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing.* Washington, DC: Author.

Barret, E. A, M. (2002). What is nursing science? *Nursing Science Quarterly, 15* (1), 51-60. Berragan, L. (1998). Nursing practice draws upon several different ways of knowing. *Journal of*

*Clinical Nursing, 7*(3), 209-217.

Brooks, J. A., & Kleine-Kracht, A. E. (1983). Evolution of a definition of nursing. *Advances in*

*Nursing Science, 5*(4), 51-85.

Carper, B. A. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science,*

*1*(1), 13-23.

Christman, L. (1998). Who is a nurse? *Journal of Nursing Scholarship, 30*(3), 211-214. Donaldson, S. & Crowley, D. (1978). The discipline of nursing. *Nursing Outlook, 26*, 114-120. Gordon, S. (2002). Thinking like a nurse: You have to be a nurse to do it. *Nursing Inquiry,9*(1), 57-

61.

Eley, D.. E;y, R. Bertello, M., & Rogers-Clark, C. (2012). Why did I become a nurse? Personality traits and reasons for entering nursing. Journal of Advanced Nursing,

Institute of Medicine. (2011). *The future of nursing: Leading change, advancing health*. Washington, D.C.: The National Academies Press

Lane, S. & Kohlenberg, E. (2010). The future of baccalaureate degrees for nurses. *Nursing Forum,*

*4*5(4), 218-22

Reed, P. G. (1997). Nursing: The ontology of the discipline. *Nursing Science Quarterly, 10*(2), 76-

79.

Smythe, E. (2008). Feeling like a nurse: Recalling the spirit of Nursing. J*ournal of Holistic Nursing,26*(4), 243-252.

White, J. (1995). Patterns of knowing: Review, critique, and update. *Advances in Nursing Science,17*(4), 73-86.

**COURSE SPECIFIC LITERATURE: Essential Literature on Caring**

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming*

*practice.* Mississauga, Ontario: Jones & Bartlett.

Buber, M. (1970). *I and thou*. New York: Scribner

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science.*

New York: Springer Publishing Company

Johns, C. (2013). Becoming a reflective practitioner (4th ed). Hoboken, N.J.: Wiley- Blackwell. ISBN: 978-0470674260

Leininger, M. & McFarlane, M.R. (2002). *Transcultural nursing: Concepts, theories, research, and practice.* New York: McGraw-Hill, Medical Publishing Division.

Locsin, R.C. (2005). *Technological competency as caring in nursing: A model for practice.* Indianapolis, Indiana, USA: Sigma Theta Tau International Honor Society of Nursing.

Mayeroff, M. (1971). On caring. New York: HarperCollins.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing.* New York: National League for Nursing.

Roach, M.S. (1984). *Caring: The human mode of being: Implications for nursing.*

Toronto: Faculty of Nursing, University of Toronto.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions.*

Ottawa: Canadian Hospital Association.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource.* New York: Springer Publishing Company.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences.*

New York: Springer Publishing Company.

Watson, J. (2008). *The philosophy and science of caring*. Revised edition. Boulder: University Press of Colorado.

**COURSE POLICIES & GUIDELINES**

**CARING FOR YOURSELF**

In this course, you need to be organized, aware of time constraints in your own schedule, and committed to devoting adequate time required for successful completion of your coursework. There is a considerable amount of reading required. Being organized is essential for achieving your best and integral to caring for yourself.

**COLLEGIAL CARING**

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us 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 treating

each other in a caring manner and by supporting each other to grow from each experience.

**BLACKBOARD**

The Blackboard platform is used in this course as a support to learning. Be sure to aquaint yourself with the Buttons on the main menu lefthand sidebar. Take a moment to complete the Blackboard tutorials. You will find the course syllabus and the schedule under Syllabus/Schedule Button. Information for Assignments is located under Assignments. Announcements will be posted by the course faculty and you will receive the same announcement by FAU email. Use MyGrades to check your grades.

**COMMUNICATION**

Blackboard will be the electronic communication tool for this course. Class announcements, and course documents will be posted on Blackboard. It is the student’s responsibility to check the site periodically for updates. Any group and individual email will be sent via **blackboard** to the FAU e-mail address so please be sure that you check your **blackboard** FAU email regularly. It is expected that you use the Messaging system found under the **Communication Button** listed on the main menu.

**ATTENDANCE/CLASS PARTICIPATION**

Full participation in class is an integral part of this course, and during this process of coming to know each other; we will become a very close-knit community of scholars in our study of nursing, legal and ethical concepts and values. Attendance/class participation points will be awarded randomly throughout the semester via i-clicker activation. 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. If you are unable to attend class please notify Dr. Sakraida using the Message function. A student who misses a class is responsible for content presented during an absence.

**CLASS ASSIGNMENTS Academic Skills**

Competence with writing and grammar skills is expected of all students. If you self-identify at the beginning of the semester that you need any assistance with basic grammar, punctuation, and comprehension, please seek help immediately from the University Center for Excellence in Writing (free service) and prior to

handing in your first assignment. There will be NO RESUBMISSION of assignment in this course. APA (6th ed.) Publication Manual of the American Psychological Association is used for formatting all written assignments (no exceptions). It is your responsibility to learn APA (6th ed.) style of writing.

**SUBMITTING ASSIGNMENTS**

Written assignments are due by midnight on the date specified on the course schedule. You will need to upload assignments into Blackboard in order to receive a grade. Use the Browse Your Computer and select

the correct file to Submit to the Gradbook. You can check MyGrades to determine success in uploading the assignment. Please do view the Blackboard Tutorial as often as is needed in order to assure your understanding of the procedure. Do not email me to double check. Use your resources such as contacting a peer group member or call/email the Blackboard Helpdesk. Do call the Blackboard Help desk for any technological issue. Please note also that assignments sent by email or fax will not be accepted.

**POLICY ON LATE SUBMISSION OF ASSIGNMENTS**

Due dates are established for reasons of equity. It is not fair to peers who complete assignments on time if other classmates have extra time to work on their assignments. It is also not fair to the professor who must grade assignments in a timely fashion. Therefore, 2 points per day will be deducted for late submissions. There are occasionally extenuating circumstances that merit exception; however, extensions must be pre- negotiated with Dr. Sakraida before the due date.

**C PRACTICUM EXPECTATIONS**

This course includes the following activities with additional explanation located under the Assignment

Button:

1. A practicum experience of interviewing a nursing professional or a Christine E. Lynn CON nursing faculty. The experience involves a group interview (see the Explanation of the C Practicum Group Interview and the Interview Guide under the Assignments Button). It is expected that the group schedule the interview data and time, dress in business attire (no jeans), arrive promptly, plan for the conduct of the interview, and exit with professional cordially. It is appropriate to write a thank you letter.

2. A review of the ethical and legal considerations drawn from the Florida State Board of Nursing meetings. Participate in one live teleconference and review one past board meeting or probable cause meeting.

3. Completion of the required electronic portfolio components.

**GRADES**

Grades will be posted in the Blackboard Grade book. The Grade book information is confidential and only the professor and the individual student have access to that information. You can follow your course progress through the Grade Book. Assignments will be graded within 2 weeks of due dates. All course requirements and objectives must be met in order to obtain a passing grade. A grade of satisfactory “S” is required to pass this course.

**STUDENT HANDBOOK**

Students are responsible and accountable for understanding and adhering to the student policies found in the Student Handbook. Students are reminded that the College of Nursing Professional Statement undergraduate handbook policies and procedures, and University undergraduate catalog policies related to academic integrity apply to all written assignment, verbal communications, documentation in the medical record, and other

course activities. All policies in the Christine E. Lynn College of Nursing Undergraduate Student Handbook and the FAU Undergraduate Catalogs apply to this course. ADHERENCE TO ALL HIPAA GUIDELINES IS MANDATORY.

**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&amp;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 - LA 240 (954-236-1657), in Jupiter - SR 110 [(561-799-8585) and follow all OSD procedures. http://osd.fau.edu/](http://osd.fau.edu/)

**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.

**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.

**COURSE SCHEDULE**

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| --- | --- | --- | --- |
|  | **Date** | **Class Discussion/Topics** | **Assignments** |
| **Week 1****Introduction** | 8/18/15 | **Introduction/Overview of Course** | **Class Day, Rm 202**Review SyllabusIntroduction to Blackboard**Syllabus Quiz due** |
| **Week 2****Unit 1** | 8/25/15 | **Nursing Profession**Definition/Criteria/ValuesNursing’s Social Policy Statement | Guide to Nursing's Social PolicyStatement:Chapter 1, pp. 1-25. Chapter 2, pp. 29-56Nursing Scope and Standards ofPractice Appendix B, pp. 176-211Practicum |
| **Week 3****Unit 1** | 9/1/15 | **Nursing Profession****Regulation of the Professional Nurse**Roles & Responsibilities | **Class Day, Rm 202**ATI: Getting StartedScope and Standard of Practice:pp. 1- 16 & pp. 51-66 |
| **Labor Day 9/7 Official University Holiday- No Classes** |
| **Week 4****Unit 1** | 9/8/15 | **Nursing Profession**Education/Major Reports, Organizations | Licensure, Florida Nurse Practice Act Scopes & Standards of Practice | <http://floridasnursing.gov/> Practicum |
| **Week 5****Unit 2** | 9/15/15 | **Nursing: A Covenant to Care****Christine E. Lynn College of Nursing**Mission, Philosophy and Guiding Values | **Class Day, Rm 202**Guide to Nursing's Social PolicyStatement Chapter 4, pp. 85-119Scope and Standard of Practice:pp. 6 - 16**Quiz# 1 - Unit 1** |
| **Week 6****Unit 2** | 9/22/15 | **Christine E. Lynn College of Nursing**Curriculum, Administration, Faculty andStudents | Review CON websitePracticum |
| **Week 7****Unit 3** | 9/29/15 | **Legal Foundation of Nursing**Licensure, Florida Nurse Practice Act, & Scopes and Standards of Practice | **Class Day, Rm 202**Scope & Standards ofPractice, pp. 38-66**Quiz#2 - Unit 2** |
| **Week 8****Unit 3** | 10/6/15 | **Legal Foundation of Nursing**Legal Principles/Legislation | Practicum |
| **Week 9** | 10/13/15 | **Legal Foundation of Nursing** | **Class Day, Rm 202** |

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| **Unit 3** |  | Legal Issues in Practice | Scope & Standards |
| **Week 10****Unit 4** | 10/20/15 | **Ethical Foundation of Nursing**ANA Code of EthicsGuide to the code of ethics Development of the nurse-patient relationship | Guide to the code of Ethics for Nurses: pp. xix-xxvii; pp. 1- 23 & pp. 25-39, and Appendix A**Legal & Ethical Assignment due this week**Practicum |
| **Week 11****Unit 4** | 10/27/15 | **Ethical Foundation of Nursing** Ethical decision making principles Patient rightsProtection of human subjectsPatient safety**Group Presentation /Ethical assignment**In Class Presentation- 1 hour | **Class Day, Rm 202**Guide to Code of Nursing Ethics: pp.41-58 & 59-72**Quiz #3 - Unit 3** |
| **Week 12****Unit 4** | 11/3/15 | **Ethical Foundation of Nursing**Values and moral developmentEthical issues in practice | Guide to Code of Nursing Ethics: pp.73-93 & 95-112**Electronic Portfolio #4 due this week**Practicum |
| **Week 13****Summary** | 11/10/15 | **Group Presentation /Ethical****assignment**In Class Presentation- 2 hours | **Class Day, Rm 202** |
| **November 11, 2015- Official University Holiday- No Class. Veterans Day- Thank You for****Your Service** |
| **Week 14****Summary** | 11/17/15 | **Optimizing the healthcare environment****consistent with the values of the profession** | Guide to Code of Nursing Ethics:pp. 129-150; pp.151-169 |
| **Week 15** | 11/24/15 | **Course Summary/Evaluation** | **Class Day, Rm 202****Quiz #4- Unit 4** |
| **Final Week** | 12/8/15 | **Final Exam Week****4-6:30 pm** | **ATI Final Exam** |



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.

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