



FLORIDA
ATLANTIC
UNIVERSITY

COURSE CHANGE REQUEST Graduate Programs

Department Nursing
College Nursing

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Current Course
Prefix and Number NGR 6673

Current Course Title
Epidemiology for Advanced Nursing Practice

Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix
From: _____ To: _____
Change course number
From: _____ To: _____
Change credits*
From: _____ To: _____
Change grading
From: _____ To: _____
Academic Service Learning (ASL) **
Add Remove
* Review Provost Memorandum
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year
for Changes: Fall 2021

Terminate course? Effective Term/Year
for Termination:

Faculty Contact/Email/Phone Sue Bulfin /sbulfin@health.fau.edu/ 561-297-3600

Approved by
Department Chair Susan Bellini
College Curriculum Chair Shelby
College Dean Karethy D. Edwards
UGPC Chair Christyann Beebe
UGC Chair Patricia
Graduate College Dean Bob Johnson
UFS President _____
Provost _____

Date
2/16/2021
2/14/20
2-16-2021
Apr 4, 2021
Apr 5, 2021
Apr 5, 2021

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

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

SEMESTER: Fall 2021

COURSE NUMBER: NGR 6673

COURSE TITLE: Epidemiology for Advanced Nursing Practice

COURSE FORMAT: Online

CREDIT HOURS: 3

COURSE SCHEDULE: Online

PREREQUISITES: None

COREQUISITES: None

FACULTY:

Shirley C. Gordon, PhD, RN, NCSN, AHN-BC
Professor Director Head Lice Treatment and Prevention Project
OFFICE: Nu 327 Boca Raton Campus
PHONE: 561-297-2457 (I will not be working from my office Fall Semester)
E-MAIL: sgordon@health.fau.edu SKYPE: [sgordon@fau.edu](https://www.skype.com/people/sgordon@fau.edu)

OFFICE HOURS: Online by appointment
Appointments should be made via the Canvas inbox.

COURSE DESCRIPTION: Examines the distribution and determinants of health and disease in human populations. Epidemiological tools used in advanced nursing practice to improve health by altering personal, social and environmental risk factors are introduced.

COURSE OBJECTIVES: Upon completion of NGR6673, the student will be able to create caring nursing responses in: *

Explore and develop innovative images of advanced nursing practice in Epidemiology

1. List benefits of understanding population health for advanced practice nurses.

2. Describe population health and understand the effects of population health on individuals.

Advance the discipline of nursing through practice and research

3. Demonstrate skill in analyzing population health using principles of epidemiology.
4. Demonstrate understanding of various epidemiologic methods of investigating health issues.
5. Understands strengths and weakness of various epidemiologic study methods and designs.

Demonstrate synthesis of advanced practice nursing role

6. Apply epidemiological analysis related to a specific health problem.
7. Learn and demonstrate critical review and analysis of population health through the use of statistics and research into health issues affecting populations.
8. Demonstrates the ability to critically review health literature relating to advanced nursing practice.

Incorporate and understanding of wholeness of persons connected with others and the environment through caring

9. Examining issues related to scholarly study of nursing practice outcomes and measures using epidemiology concepts.
10. Understanding of the “patient” as the community applied to the advanced practice of nursing.

Actualize advanced practice nursing as nurturing the wholeness of others through caring

11. Applying principles of research in the design and conduct of nursing health issues of concern to others.
12. Integrating concepts of caring in the study of phenomenon of concern to nursing.

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

TEACHING LEARNING STRATEGIES: Narrated lectures, interactive activities, discussions, group application projects.

GRADING AND EVALUATIONS:

GRADING SCALE: Grade below C is not passing in the Graduate Program.

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D
61 - 63 = D-
0 - 60 = F

REQUIRED TEXTS:

Jones and Bartlett (2015) Navigate: Epidemiology Doctor of Nursing Practice Online Course. ISBN-13: 9781284021844

Macha, K., & McDonough, J. (2012). Epidemiology for Advanced Nursing Practice. Sudbury, MA: Jones & Bartlett.

RECOMMENDED TEXTS:

none

TOPICAL OUTLINE:

Epidemiology and its Progress The Role of Epidemiology and Statistics in Advanced Nursing Practice Study Designs and Their Outcomes Nursing Resources for Epidemiology Screening and Prevention of Disease Epidemiology of Chronic Disease Genetic Epidemiology Environmental Epidemiology Role of Culture in Epidemiology Pandemics and Emergency Preparedness Ethical and Legal Issues Course Synthesis

COURSE ASSIGNMENTS:

1. **Weekly Assignments:** 60 Points total (5 points for each weekly assignment/discussion). These are listed for selected weeks in Canvas under individual modules. Discussions are due on Saturdays of the Unit week. Specific instructions/discussion prompts are provided for each discussion.

2. **Infectious Disease Trend Group Assignment:** 20 Points

By end of the 3rd week of the course, students will be divided into groups. Each group will select an infectious disease/condition for which surveillance data is available for Broward or Palm Beach Counties, the state of Florida (DOH website site), and for the United States (CDC Website). A discussion board will be available to facilitate group communication.

Complete the following assignment: Each group will create 4 Graph/pie chart /tables in PowerPoint or Excel. For each Graph/chart/table, provide the exact web address of the numerator and denominator data. Major information sources include: www.floridacharts.com, www.cdc.gov, and www.census.gov.

(1). Construct a bar graph depicting the incidence rates for the disease (5 years of county, state and national data must be included).

Write 3-4 sentences **describing and comparing** the trends for each of the three geographic areas. Describe implications for advanced practice.

(2). Construct two pie charts showing the distribution of cases of the disease by age group/year. One pie chart should be for Florida and one for Palm Beach or Broward County. If there are fewer than 20 cases for the disease/condition you have chosen at the county level, combine three years of data (be sure the chart clearly indicates the data presentation).

Write 3-4 sentences comparing/contrasting the case distribution in selected geographic areas. Describe implications for advanced practice.

(3). Construct a table depicting the incidence rates of the disease by gender during each of the selected years in Palm Beach County/Broward County and Florida.

Write 3- sentences contrasting and comparing the incidence rates of the disease by gender between the three areas and the trends in each of the three areas. Describe implications for advanced practice.

Students are collectively responsible for the assignment content. All group members receive the same grade.

A list of the contribution(s) made by each of the group members is required on the title slide or 2nd slide.

This assignment will be graded according to the following criteria for each graph or table: (a) 4 points for proper construction of graphs, pie charts, and tables (e.g. appropriate labeling, citing data source, etc.), (b) 5 points for accuracy/completeness of data depicted (i.e. appropriate data located and depicted), (c) 10 points for interpretation of findings including implications for advanced practice. Refer to the course calendar for due dates.

Submit the assignment as a narrated PowerPoint presentation.

Exam I: 10 Points The first exam will cover course material, assignments and readings for the first 8 weeks of the course. Exams will be multiple choice, short answer, data analysis and interpretation, case study and scenarios. You will have a 2-hour time limit for the exam and may only take it once. You are permitted to consult your book or notes.

Exam Two: 10 Points The second exam will cover course material, assignments, and readings for weeks 9-14. The exam will be a combination multiple choice, short answer and fill in the blank. You will have a 2-hour time limit for the exam and may only take it once. You are permitted to consult your book or notes. Exam Two is given during finals week.

Optional Academic Service-Learning Project Assignment

ACADEMIC SERVICE-LEARNING STATEMENT: Due to the nature of the course content, this course is designated as an “academic service-learning” course. The assistance you provide to an agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you may participate in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development. To receive academic service-learning notation of hours on your transcript, your hours must be logged according to university policy. Also, pre-assessment and post-assessment surveys are required to be taken by academic service-learning students.

- **Description of the Project:**
 - Students choosing this assignment will engage in a minimum of 10 hours of Academic Service-Learning opportunity at approved community locations. Community locations will be approved by the Christine E. Lynn College of Nursing.
- **Relevant and meaningful service in the community:**
 - The goal of the community-based epidemiological action project is to identify a call from the community, then design and lead an epidemiological effort that meets the identified call through Academic Service-Learning.
- **Enhanced academic learning:**
 - As this course focuses on epidemiology for advanced nursing practice, practical application of the course content can occur through Academic Service-Learning activities that involve the application of epidemiological tools used in advanced nursing practice to improve health by altering personal, social and/or environmental risk factors. This will be a "real world" experience through activities such as health data collection, disease surveillance, contact tracing and health education.
- **Purposeful civic engagement:**
 - The goal of the community-based epidemiological action project is to identify a community need, then design and lead an epidemiological effort that meets a specific need in the community and allows students to apply knowledge and work toward course objectives while meeting a distinct community need.

BIBLIOGRAPHY:

Baker, J. M., Rojas-Valverde, D., Gutierrez, R., Winkler, M., Fuhrmann, S., Eskenazi, B., Reiss, A., & Mora, A. M. (2017), Portable Functional Neuroimaging as an Environmental Epidemiology Tool: A How-To Guide for the Use of fNIRS in Field Studies, *Environmental Health Perspectives*, 125, 1-6.

Gaspard, P., Ambert-Balay, K., Mosnier, A., Aho-Gle'le', S., Roth, C., Larocca, S., Simon, L., Talon, D., Rabaud, C., & Pothier, P., (2015), Burden of gastroenteritis outbreaks: Specific epidemiology in a cohort of institutions caring for dependent people. *Journal of Hospital Infection* 91 (19, e27).

Importance of surveillance for preparedness and country readiness in a hazard-prone region. (2018). Weekly Epidemiological Record, 93(20), 264-267.

Lambe, C. I., & Hoare, K. J. (2014). Skin Infections in Young People (Aged 14–18 Years): An Integrative Review. Journal of School Nursing, 30(3), 156-164. doi:10.1177/1059840513501087

Palm Beach County Community Health Improvement Plan (June 2017-December 2021). Retrieved online August 21, 2020, <http://palmbeach.floridahealth.gov/programs-and-services/community-health-planning-and-statistics/documents/palm-beach-community-health-improvement-plan-updated-july-2020.pdf>

Raghavan, R., Camarata, S., White, K., Barbaresi, W., Parish, S., & Krahn, G. (2018). Population Health in Pediatric Speech and Language Disorders: Available Data Sources and a Research Agenda for the Field. Journal Of Speech, Language & Hearing Research, 61(5), 1279-1291. doi:10.1044/2018_JSLHR-L-16-0459.

Rebmann, T., & Carrico, R. (2017). Consistent Infection Prevention: Vital During Routine and Emerging Infectious Diseases Care. Online Journal Of Issues In Nursing, 22(1), 1. doi:10.3912/OJIN.Vol22No01Man01

Vissing, N. H., Chawes, B. L., Rasmussen, M. A., & Bisgaard, H. (2018). Epidemiology and Risk Factors of Infection in Early Childhood. Pediatrics, 141(6), 1-11. doi:10.1542/peds.2017-0933.

Florida Department of Health gives update on flu in Palm Beach County
<https://www.youtube.com/watch?v=sjE3ZyTmW84>

Ranil Appuhamy (May 2017) Epidemiological Studies - made easy! This video gives a simple overview of the most common types of epidemiological studies, their advantages and disadvantages. These include ecological, case-series, case control, cohort and interventional studies. It also looks at systematic reviews and meta-analysis. <https://www.youtube.com/watch?v=Jd3gFT0-C4s>

Incidence and Prevalence - Everything you need to know
https://www.youtube.com/watch?v=cTp_ONVVrh8

COURSE SPECIFIC LITERATURE:

Allison, R.M., Birken, C.S., Lebovic, G., Howard, A.W. L'Abbe, Morency, M.E. & Maguire, J.L. (2020). The TARGet Kids! Collaboration, consumption of cow's milk in early childhood and fracture risk: A prospective cohort study, *American Journal of Epidemiology*, 189(2), 146–155, <https://doi.org/10.1093/aje/kwz216>

Bannister-Tyrrell, M., & Meiqari, L. (2020). Qualitative research in epidemiology: theoretical and methodological perspectives. *Annals of Epidemiology*, 49, 27–35.
<https://doi.org/10.1016/j.annepidem.2020.07.008> [Permalink:
<http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=rzh&AN=145938135&site=ehost-live&custid=s8475288>]

Gaspard, P., Ambert-Balay, K., Mosnier, A., Aho-Gle'le', S., Roth, C., Larocca, S., Simon, L., Talon, D., Rabaud, C., & Pothier, P., (2015), Burden of gastroenteritis outbreaks: Specific epidemiology in a cohort of institutions caring for dependent people. *Journal of Hospital Infection* 91 (19, e27).

Nack, B., Nowakowski, E., & Nicholson, F. (2020). A Central Sterile Processing and Hospital Epidemiology and Infection Control Collaboration to Ensure Safe Patient Care. *AORN Journal*, 112(1), 8–14.

<https://doi.org/10.1002/aorn.13071>[Permalink:

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=rzh&AN=144299562&site=ehost-live&custid=s8475288>]

Saiani L. (2004). Epidemiology of caring practices and pharmacosurveillance in the elderly: a cooperative development of research protocol. *Assistenza Infermieristica e Ricerca*, 23(1), 26–33.

Salehi, P. P., Heiser, A., Torabi, S. J., Azizzadeh, B., Lee, J., & Lee, Y. H. (2020). Facial Fractures and the National Basketball Association: Epidemiology and Outcomes. *Laryngoscope*, 130(12), E824–E832.

<https://doi.org/10.1002/lary.28690> [Permalink:

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=rzh&AN=147049726&site=ehost-live&custid=s8475288>]

Shuman, C. J. (2020). Stepping In, Stepping Up, and Stepping Out: Competencies for Intensive Care Unit Nursing Leaders during Disasters, Emergencies, and Outbreaks. *American Journal of Critical Care*, 29(5), 403–406. <https://doi.org/10.4037/ajcc2020421> [Permalink:

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=rzh&AN=146145290&site=ehost-live&custid=s8475288>]

Wittry, B., & Nicholas, D. (2020). Modernizing the Foodborne Outbreak Contributing Factors: The Key to Prevention. *Journal of Environmental Health*, 83(2), 42–46. [permalink:

<http://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=rzh&AN=145225907&site=ehost-live&custid=s8475288>]

Useful websites:

International Association for Food Protection www.foodprotection.org

Centers for Disease Control www.cdc.gov World Health Association www.who.org Florida Dept of Health www.doh.state.fl.us

Florida Bureau of Epidemiology www.doh.state.fl.us/disease_ctrl/epi/index.html

National Assn of County and City Health Officials www.naccho.org

International Epidemiological Association www.dundee.ac.uk/iae

American Public Health Association www.apha.org Florida Public Health Association www.fpha.org

Healthy People 2020 <https://health.gov/healthypeople>

National Center for Health Statistics www.cdc.gov/nchs

US census Bureau www.census.gov

National Library of Medicine's online databases www.nlm.nih.gov

Palm Beach County Health Dept <http://pbchd.com>

Dictionary of epidemiology <http://www.geocities.com/hotsprings/3468/gloss96.html>

Resource journals & training programs <http://www.epimonitor.net>

Help with writing and proper citation <http://owl.english.purdue.edu/owl>

Journals That Frequently Publish Epidemiologic Studies

American Journal of Epidemiology

American Journal of Public Health

Annals of Epidemiology

Epidemiological Bulletin

Epidemiologic Reviews

International Journal of Epidemiology

Journal of Epidemiology

Community Health Morbidity and Mortality Weekly Report Public Health Reports

COURSE POLICIES & GUIDELINES

Course modules open on Sundays and close on Saturdays unless otherwise posted.

Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogs apply to this course.

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

Students are expected to log on to the course website at least three times weekly to obtain the reading materials and check on course updates and announcements.

Students are expected to turn in assignments using Canvas on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit (Saturdays at 11:59 pm).

Points may be deducted for late assignments/exams. In exceptional circumstances student may contact the faculty member to request

An extension prior to the assignment/exam due date. Technical difficulties are not considered exceptional circumstances.

All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail submissions will not be accepted.

All assignments will be completed in APA format: (Publication Manual of the American Psychological Association, 7th edition).

All students are required to their FAU e-mail address and have regular access to the internet.

All course communications must be made through the canvas platform inbox. Personal communications can be made via email within the course, by phone or SKYPE.

A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly.

ACADEMIC SERVICE-LEARNING STATEMENT:

This course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

Criteria:

- 1. Relevant and Meaningful Service in the Community** - The AS-L project is applicable to the course and worthwhile in meeting community needs.
- 2. Enhanced Academic Learning** - The AS-L project is learned in the classroom and provide an experience in a “real world” setting.
- 3. Purposeful Civic Engagement** - The AS-L project is designed to have students practice the learning strategies and/or content of the class that meets course learning objectives in a community setting.
- 4. Critical Reflection** - The AS-L project requires reflection on how the project links to (1) course objectives, (2) the impact of the students’ work in the community, and (3) the impact on the students’ personal and professional development.
- 5. Hours Required** - FAU requires students spend a minimum of 10 hours on the AS-L project.
- 6. Assessment** - Syllabus states how AS-L project will be assessed.*
- 7. Assumption of Risk Statement*** (<http://www.fau.edu/lead/pdf/asl-risk-waiver.pdf>)

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website,

www.fau.edu/leadandserve, for the survey link and more information on FAU's Academic Service-Learning program.

COLLEGE OF NURSING POLICIES

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

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>
- b). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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 University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <http://www.fau.edu/ctl/AcademicIntegrity.php>

CON Academic Integrity: <http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/academic-integrity-policy.php>

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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

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 non-attendance. 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 absences 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. For more information, see: <https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

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.

WEAR FACE COVERINGS

All students are to wear a mask covering the nose and mouth upon entering the College of Nursing and throughout the time while in the building. Persons without masks will not be allowed in the College of Nursing. Additionally, persons are to wear a face shield over the mask when in the laboratory areas and classrooms, maintain social distancing of 6 feet, wash hands and use hand sanitizer.

COURSE SCHEDULE

Course schedule is posted separately in the canvas course platform.

PROFESSIONAL STATEMENT

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

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

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

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

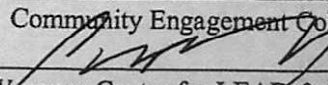
The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'

**Academic Service Learning
Course Designation**

This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.

Community Engagement College Liaison



Weppner Center for LEAD & Service-Learning

Date

2-22-21

Date