

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

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

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 6006	CURRENT COURSE TITLE: Advanced Concepts for Direct Care Nursing Situations
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2015	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:  CHANGE PREFIX FROM: TO:  CHANGE COURSE NO. FROM: TO:  CHANGE CREDITS <sup>2</sup> FROM: TO:  CHANGE GRADING FROM: TO:  CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: NGR 6141; NGR 6002; NGR 6002L; NGR 6172  OLD PREREQUISITES: NGR 6141; NGR 6002; NGR 6002L; NGR 6172 Corequisite: NGR 6006L  CHANGE COREQUISITES TO*: REMOVE COREQUISITE NGR 6006L   CHANGE REGISTRATION CONTROLS TO:
*Please list both existing and new pre/corequisites, specify AND or	
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>

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

<b>Approved by:</b> Department Chair: <u>Sheryl Adams</u> College Curriculum Chair: <u>J. P. [Signature]</u> College Dean: <u>Karen Edwards</u> UGPC Chair: <u>[Signature]</u> <u>[Signature]</u> Graduate College Dean: <u>Deborah A. Lloyd-Dorr</u> UFS President: _____ Provost: _____	<b>Date:</b> <u>2/9/15</u> <u>2/11/15</u> <u>2/9/15</u> <u>2/18/15</u> <u>2/25/15</u> <u>2/20/15</u>	1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a>  2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a>  3. Consent from affected departments (attach if necessary)
--	---	--

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS  
SEMESTER: 2014 Fall**

<b>COURSE NUMBER:</b>	NGR6006
<b>COURSE TITLE:</b>	Advanced Concepts for Direct Care Nursing Situations
<b>COURSE FORMAT:</b>	Hybrid
<b>CREDIT HOURS:</b>	3
<b>COURSE SCHEDULE:</b>	Blackboard on-line & Face-to-Face meetings (30 hours) during semester
<b>PREREQUISITES:</b>	NGR 6141; NGR 6002; NGR 6002L; NGR 6172
<b>COREQUISITES:</b>	NGR 6006L
<b>FACULTY:</b>	Kathryn B. Keller, PhD, RN, CNE Professor Office 320 in the CEL College of Nursing Phone: 297-2919 kkeller@fau.edu
<b>OFFICE HOURS:</b>	Thursdays 10-12:30 & 2-4:30 & by Appointment
<b>COURSE DESCRIPTION:</b>	Explores how the advanced level of physiological concepts, assessment and pharmacology build a substantive knowledge base within their area of practice. Students apply advanced conceptual knowledge to their individual direct care focus in the nursing situations, i.e. adults, pediatrics, maternal/child, mental health or another specific care area.
<b>COURSE OBJECTIVES:</b>	Upon completion of NGR6006, the student will be able to create caring nursing responses in: *  <b>Becoming competent</b> <ol style="list-style-type: none"><li>1. Examine complex situations integrating an understanding of human development of human development, pathophysiology, pharmacology including multiple patters of knowing to build a foundation within a substantive area of practice. [Essential I]</li><li>2. Discuss the role of the expert nurse educator in the co-creation of plans of care within complex nursing situations across practice settings. [Essentials VII, VIII]</li><li>3. Examine how person-centered, culturally appropriate, evidence-based knowledge impacts care in the practice setting. [Essentials I, IV]</li></ol> <b>Becoming compassionate</b>

4. Link a caring framework to advanced nursing care strategies and technological competence. [Essential V]
5. Integrate an evolving personal philosophy of nursing and healthcare into one's substantive area of expert practice. [Essential IX]
6. Design strategies to promote a culture of safety and quality for patients and their families across healthcare settings. [Essential II, III]

**Demonstrating comportment**

7. Examine a professional practice environment that includes inter-professional communication & collaborative practice competencies while nurturing the wholeness of persons. [Essentials II, VI, VII]

**Becoming confident**

8. Integrate theory, evidence, clinical judgment, research, and inter-professional perspectives into healthcare and nursing education settings. [Essentials I]
9. Translate relevant research for direct care application within the nurse educator's substantive area of practice. [Essentials IV, VIII]
10. Apply advanced knowledge of a substantive area of direct care in complex nursing situations in which the wholeness of others is nurtured through caring. [Essentials VIII, IX]

**Attending to conscience**

11. Assess and evaluate concepts of quality and safety throughout the practice setting that impacts direct patient care and inter-professional learning activities. [Essential II, III]
12. Critique current literature in a substantive direct care area of nursing science that relates to the specific area of the nurse educator's practice. [Essential IV]
13. Apply the best available evidence from nursing and other sciences as the foundation for practice. [Essential IV]

**Affirming commitment**

14. Synthesize advanced knowledge of a substantive area of direct care by developing a portfolio which documents an area of practice unique to the nurse educator's expertise. [Essentials I-IX]
15. Demonstrate an understanding of conscience and commitment while nurturing the wholeness of others using evidence-based practice in complex nursing situations. [Essential IX]
16. Demonstrate a commitment to the process of acquiring and organizing current knowledge as a nurse educator. [Essential IX]

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

**TEACHING LEARNING STRATEGIES:**

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

**GRADING AND EVALUATION METHODS:**

- Completed Portfolio (50 points) including:
- \* Professional Development Plan (10 points)
  - \* Annotated Bibliography (within direct care focus area-20 points)
  - \* Best Practice Presentation (20 points)

Online activities/participation: (10 points)  
 Participation in face-to-face sessions: (25 points-must attend all sessions)  
 Final Exam: (15 points)

**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

**REQUIRED TEXTS:**

Hall, J. (2011). Guyton & Hall textbook of medical physiology 12th Ed. Philadelphia: Saunders. ISBN: 978-1-4160-4574

Duffy, J. (2009). Quality caring in nursing. New York: Springer ISBN: 978-0-8261-2128-8

Institute of Medicine. (2011). The future of nursing: Leading change, advancing health. Washington, DC: The National Academies Press. ISBN 9780309158237IOM

**RECOMMENDED TEXTS:**

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

**TOPICAL OUTLINE:**

**TOPICAL OUTLINE/PROPOSED COURSE SCHEDULE:**

Advanced Concepts For Direct Care Nursing Situations		
Session Dialogue In Advance Care Focus Areas will revolve around the following key areas:		
<ul style="list-style-type: none"> <li>• Standards of Care/Best Practice</li> <li>• Assessment and Evaluation Literature</li> <li>• Any Timely Evidence-Based/State Of The Art Literature</li> <li>• Culturally Relevant Care</li> <li>• Caring Literature</li> </ul>		
Week	Assignment	Assignment Due Dates

<p>Week 1&amp;2 8/18/2014</p>	<p>Research standards of care relevant to <b>pain</b> in your direct care area of expertise. Specifically--assessment and evaluation literature as well as the latest evidence-based research. Explore culturally relevant care issues and related caring literature. <u>Complete 1 annotated bibliography and bring to class on the 30th.</u></p> <p><u>Additionally research best practices regarding embolic phenomena &amp; stroke and be ready to discuss in session. Bring copy of protocols if have access.</u></p> <p>Also begin to devise your Professional Development Plan. <u>Bring rough draft to class.</u> I will look at draft in class and give feedback. This is part of class participation points.</p>	<p><u>Due August 30, 2013: First class session</u></p> <p>Bib on pain</p> <p>Protocols to discuss</p> <p>Draft of PDP</p>
<p>(8/30)</p> <p><u>1st Classroom Session</u></p> <p>Come prepared with articles that you have researched to participate in discussion. This counts toward class participation.</p> <p>Bring your PDP and annotated bibliography to class. This counts towards participation.</p>	<p>We will cover the following:</p> <p>Building expertise by credentialing</p> <p>Devising a professional development plan (PDP) pertaining to the area of direct focus <b>(Bring rough draft-see syllabus)</b></p> <p>Competencies for direct focus area</p> <p>Best Practice Concept</p> <p>Guidelines for Best Practice Presentations</p> <p>Dialogue on advanced concept of pain and key areas.</p> <p>Discuss VTE &amp; Stroke protocols.</p> <p>After this session begin research on advanced concepts in sepsis, shock and hypertension focusing on the designated 5 key areas. Complete a minimum of 3 annotated bibliographies on the concepts.</p>	<p>You will be placed in discussion groups on the first class session. We will discuss the process for posting assignments at that time.</p> <p>Note: Your group is required to post annotated bibliographies. This process will be determined during our first session. Please refer to assignment schedule for required topics. The first post will be due September 14. The next 4 posts are due as follows: September 28, October 13, October 26, November 16.</p>
<p>Week 3&amp;4 Classroom session 2 on 9/13/2014</p>	<p>Bring research on advanced concepts in sepsis, shock, hypertension focusing on the designated 5 key areas. Bring a minimum of 3 annotated bibliographies. Come to class prepared to dialogue on content as in first session.</p> <p>Begin research on heart failure, arrhythmias, oxygenation for next session.</p>	<p>Due September 14, 2014</p> <p>Group post on 1 annotated bibliography on advanced concepts in sepsis, shock and hypertension focusing on the designated 5 key areas.</p>
<p>Weeks 5&amp;6 Session 3 October 27th</p>	<p>Bring research on advanced concepts in heart failure, arrhythmias &amp; oxygenation focusing on the designated key areas. Complete and bring a minimum of 3 annotated bibliographies pertaining to the designated concepts. Be prepared for dialogue. All of the above counts towards participation.</p>	<p>Due September 28, 2013</p> <p>Group post annotated bibliography on advanced concepts in heart failure, arrhythmias, oxygenation focusing on the designated 5 key areas</p>

	<b>Bring in your completed PDP</b>	
Week 7 9/28/2013	Begin research on advanced concepts in fluid and electrolytes/acid-base & diabetes focusing on the above key areas. Complete a minimum of 3 annotated bibliographies on the designated concepts.	Post annotated bibliography on advanced concepts focusing on the designated key areas by October 12th
Week 10 Session 4 (October 25)	Bring research and anno bibs on advanced concepts in F&E, acidbase, & diabetes focusing on the above key areas. Complete a minimum of 3 annotated bibliographies on designated concepts.  Begin Best Practices presentations	
Week 11 & 12	Prepare for presentation & complete Portfolio requirements	
Week 13/14 November 15th Classroom Session 5	Best Practice Presentations	Best Practice Presentations
Week 12-16	Will have completed a total of 20 annotated bibliographies to be placed in Portfolio.  Complete Portfolio. Check syllabus for inclusion criteria. Include PDP and Best Practice presentation.	Due December 1st 2014  May leave Portfolio in the College of Nursing no later than 12/1. Leave with first floor receptionist if I am not in office. (5 Points will be deducted for every day late after the morning of 12/2.)
Week 16	Final Exam Online	12/6/14

#### **COURSE ASSIGNMENTS:**

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

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

The student in consultation with the course-responsible faculty will define what is to be the direct care focus. The student will explore and develop an outline of actions/activities that will build and enhance this focus. Portions of this plan will include: 1) The credentials appropriate for this direct care area and a plan/timeline for how to obtain (there may be several). 2) Where are the Best Practice Standards found in this direct care focus and which professional body of nursing publishes/supports this area of practice. 3. Selected additional competencies needed to develop expertise in the designated select care focus and devise a timeline/plan on how to obtain. A draft of this plan will be brought to and further revised in the first face-to-face (F2F) session (8/30). This Professional Development Plan will detail the structure of how the

student will further develop expertise in a focused area. A final version of this plan is due by session II (9/13) of the semester. (10%)

#### B. DCF Annotated Bibliography/Caring Literature/Future Teaching Opportunities

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

The Nurse Educator graduate student will select topics/areas of knowledge within their designated direct care focus. The student will conduct an extensive review of current (probably not older than 5 years, except for classic literature in the topic area) nursing and related periodical and other literature, to locate state-of-the-art knowledge on the topics. Each resource is to be entered into an annotated bibliography, which includes the complete citation (APA style), a brief overview summarizing the contents and how this content will contribute to your clinical expertise and teaching. This annotated bibliography is intended to be the basic source for current knowledge in a substantive area in which the student expects to teach and should be kept in a format useful to the student (hard copy, computer file, card file, etc.).

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

Due by 12/1 of the course. (20 points)

#### D. Evidence-Based Best Practice Presentation & Caring Science Guidelines:

This presentation should be on a clinical practice topic related to your area of direct care focus. It should include the following:

1. Include and discuss pertinent nursing research that support and inform this area of clinical practice.
2. Discuss where your standards and guidelines were obtained from.
3. Demonstrate the importance of why these evidence-based guidelines should be implemented into nursing practice.
4. What tools do nurses need to appropriately implement this standard.
5. What is the state of caring science in this area? Present related caring literature that impacts practice in this area of nursing. (To be presented in class during F2F session-20 points; refer to Rubric)

Online participation expectations will be discussed in 8/30 session and posted on Blackboard.

### **BIBLIOGRAPHY:**

Part of course assignment specific to direct care focus area.

### **COURSE SPECIFIC LITERATURE:**

Part of course assignment specific to direct care focus area.

#### **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

### COURSE POLICIES AND GUIDELINES:

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

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. As the course is taught online via Blackboard, the student is expected to become familiar with Blackboard and have the necessary and appropriate computer technology before the course begins.
3. **Attendance:** The student is expected to participate in each unit within the time schedule for each unit. Participation in the course is evaluated via threaded discussions and time spent in the course. As this is a 3-credit hour graduate level course, the minimum amount of time to spend in the course materials, reading and discussions per week to earn a 'C' is 9 hours. Once a discussion board thread is closed, **discussions cannot be made up**. It is expected that you will participate in the course at least twice a week.
4. Students agree that by taking this course all required papers may be subject to submission for textual similarity review for detection of plagiarism. All submitted papers may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers.
5. Email will be answered within 30 hours with the exception of the following:
  - a. Between Friday 5:00 p.m. and Monday 9:00 a.m.
  - b. During holidays and/or when the university is not in session.
6. **Web and e-mail etiquette:** Communication via the internet and e-mail is more difficult than face-to-face or verbal communication. Please follow these guidelines:
  - a. Always provide a greeting and an appropriate sign-off with your signature (or typed name). For example, a greeting might be 'Good morning, John (fellow classmate)' or 'Hello, Dr. France'. An appropriate sign-off might be 'take care, Sharon' or 'thank you, Bill'.
  - b. Do not put message in all capital letters or use bolded letters.
  - c. Do not provide a knee-jerk response. In other words, read and re-read your e-mail whether you've initiated the e-mail or you're responding to an e-mail before pushing that send button.
  - d. It's a good idea to compose your initial e-mail or response to an e-mail in a word document first – then you can check for grammar, spelling, tone, etc.
  - e. If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you. Under 'options' you will see 'delayed delivery'. This is a very handy function in that while you compose your e-mail at midnight you can set it to be delivered at 8:00 a.m.
7. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address. You are responsible for checking your FAU email at least three times/week throughout the semester. If you forward emails from your FAU address to another account, you may miss important information. You may obtain an FAU email account at: <http://accounts.fau.edu/> or by going to a computer lab on campus. The faculty will not respond to email from a non-FAU email address.

8. The faculty uses the 'Announcement' section of the course as a means to communicate any changes in assignments, important information, etc. Students are encouraged to check the Blackboard site several times a week.

## COLLEGE OF NURSING 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/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>
- 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](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/>

### **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.

## **COURSE SCHEDULE**

See topical outline for course schedule.



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.'