

FLORIDA ATLANTIC UNIVERSITY™

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

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: NURSING

COLLEGE: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX NGR COURSE NUMBER 6700 LAB CODE (L or C):

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSK@FAU.EDU)

COMPLETE COURSE TITLE: INTRODUCTION TO THE EMERGING NURSE LEADER

EFFECTIVE DATE

(if a term course will be offered)

CREDITS: 3

TEXTBOOK INFORMATION:

- Marquis, B. & Huston, C. (2011) *Leadership roles and management functions in nursing: Theory and application*. (7th Ed). Lippincott Williams & Wilkins ISBN-13: 978-1608316854
- Maxwell, J. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. Thomas Nelson. ISBN-13: 978-0785288374

You will be placed in **1 of 4 groups** and be required to purchase only **one** of the following texts:

- Balshem, M. (1993). *Cancer in the community: Class and medical authority*. Smithsonian Institution Press, ISBN-13: 978-1560982517
- Cohen, (2011). *Healing after dark: Pioneering compassionate medicine at the Boston evening clinic*. CCB Publishing. ISBN-13: 978-1926918440
- Fadiman, A. (1998). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Farrar, Straus and Giroux. ISBN-13: 978-0374525644
- Farmer, P. (2006). *Aids and accusation: Haiti and the geography of blame*. University of California Press. ISBN-13: 978-0520248397

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

The course will examine the nursing leadership competencies identified by AONE, AORN and ANCC. A focused effort will be placed on concepts associated with leadership in environments of care that include aging and culturally diverse populations.

PREREQUISITES *: NONE

COREQUISITES*: NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
DEPARTMENTAL APPROVAL

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: EARNED DOCTORATE

Faculty contact, email and complete phone number:

Beth King, PhD, RN
 561-297-3249
bking@fau.edu

Susan Dyess, PhD, RN
 Email: Sdyess@fau.edu
 Phone: 561-297-3236

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.
 None

Approved by: Department Chair: <u>Shely O'Neil</u> College Curriculum Chair: <u>Burt King RN, PhD</u> College Dean: <u>Shely O'Neil</u> UGPC Chair: _____ Graduate College Dean: _____	Date: <u>2/27/12</u> <u>2/27/12</u> <u>2/27/12</u> _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by new course
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Email this form and syllabus to 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.

Beth King

From: Maria Jennings
Sent: Monday, February 06, 2012 3:07 PM
To: Beth King
Subject: RE: NGR6930 number request

Hi Beth.

I just took a look at the state's NGR taxonomy. I recommend NGR 6700 for the Introduction to Emerging Nurse Leader course

Best wishes,
Maria

Maria Jennings
Assistant Registrar
Catalog/Course Inventory
Office of the Registrar
561.297.0236 (phone)
561.297.2756 (fax)



From: Beth King
Sent: Monday, February 06, 2012 2:36 PM
To: Maria Jennings
Cc: Shirley Gordon; Bernadette Lange
Subject: NGR6930 number request

Maria,
Please see attached nursing syllabi. Would you please send us the course number so that we can complete the form for the UGPC. Thank you.
Beth

Beth King, RN, PhD, PMHCNS-BC
Undergraduate Clinical Coordinator
Visiting Assistant Professor
Christine E. Lynn College of Nursing, Florida Atlantic University
777 Glades Road NU345
Boca Raton, FL 33431
Office: 561-297-3249
Fax: 561-297-2416
Email: bking@fau.edu

**Florida Atlantic University
College of Nursing
Spring 2012
Course Syllabus**

Course Number: NGR 6700

Course Title: Introduction to the Emerging Nurse Leader

Course Format: Live and web enhanced

Credit Hours: 3

Course Scheule: Five Saturdays:
January 14, 28; February 11; March 31; and April 28

Three web based dialogues Done during:
January 29-Februay 10
February 12-March 30
April 1-April 27

Placement in the Curriculum: Core course in the enhancement track for the emerging leader within the administrative and financial leadership in nursing and health care.

Prerequisites: none-permission required
Corequisites: none

Faculty: Susan M. Dyess, PhD, RN
CON 328
Office (561) 297-3236
E-Mail sdyess@fau.edu

Office Hours: Tuesday & Thursday 12-2 or by appointment

Course Description: The course will examine the nursing leadership competencies identified by national standards. A focused effort will be placed on concepts associated with leadership in environments of care that include aging and culturally diverse populations.

Course Objectives:

Upon completion of NGR6930 the student will be able to:

1. Explore and develop innovative images of advanced practice nursing in leadership.
 - a. Discover personal awareness of nurse leader within
 - b. Determine professional accountability and avenues for strengthening
 - c. Discover dynamic a futuristic perspective of nurse leader
2. Advance the discipline of nursing through practice and research.
 - a. Consider translational research
 - b. Conceptualize and advance evidence informed practice environment project
3. Demonstrate synthesis of advanced practice nursing role.
 - a. Ascertain professional certification / organization eligibility and membership affiliation
 - b. Embrace diversity
 - c. Appreciate multiple perspectives within a complexity framework
4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
 - a. Utilize tenets of leadership to discern structure and process of caring leadership
 - b. Acquire skills that foster negotiation and conflict management
5. Actualize advanced practice nursing as nurturing the wholeness of others through caring.
 - a. Role play communication, collaboration, team dynamics
 - b. Expand awareness of systems thinking and organizational caring

TEACHING LEARNING STRATEGIES

Teaching learning strategies include live presentations, readings, online collegial dialogue, focused learning modules, critical analysis, development and presentation responsive leadership focused activities.

GRADING AND EVALUATION AND GRADING METHODS

COURSE ASSIGNMENT GRADE CALCULATION:

Assignment	Points	% of Total Grade
Collegial Participation through live interaction(5) and Web Dialogues(3)	24	24%
Leadership Paper	15	15%
Cultural Group Presentation	20	20%
Practice Environment Project Concept Mapping	-	

	25	25%
Practice Environment Project Presentation	16	16%
Total Points Possible	100	100%

See specific guidelines for each element of evaluation.

****Please note that a grade of B or above is required for progression in the graduate program in Nursing.**

GRADING SCALE:

Faculty retains discretion for final grade determination.

Grade	Percentage
A	93 - 100 %
A-	90 - 92 %
B+	87 - 89 %
B	83 - 86 %
B-	80 - 82%
C+	77-79%
C	73-76 %
C-	70-72%
D+	67-69%
D	63 - 66 %
D-	60-62%
F	<59%

REQUIRED TEXTS:

Marquis, B. & Huston, C. (2011) *Leadership roles and management functions in nursing: Theory and application*. (7th Ed). Lippincott Williams & Wilkins ISBN-13: 978-1608316854

Maxwell, J. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. Thomas Nelson. ISBN-13: 978-0785288374

You will be placed in **1 of 4 groups** and be required to purchase only **one** of the following texts:

Balshem, M. (1993). *Cancer in the community: Class and medical authority*. Smithsonian Institution Press, ISBN-13: 978-1560982517

Cohen, (2011). *Healing after dark: Pioneering compassionate medicine at the Boston evening clinic*. CCB Publishing. ISBN-13: 978-1926918440

Fadiman, A. (1998). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Farrar, Straus and Giroux. ISBN-13: 978-0374525644

Farmer, P. (2006). *Aids and accusation: Haiti and the geography of blame*. University of California Press. ISBN-13: 978-0520248397

Please wait until you are assigned to a group prior to purchasing.

RECOMMENDED TEXTS:

American Psychological Association (APA) *Manual of style* (6th ed.).

TOPICAL OUTLINE:

Five Saturdays: **January 14, 28; February 11; March 31; and April 28**

Three web based dialogues Done during:

1. January 29-February 10
2. February 12-March 30
3. April 1-April 27

Core Content:

1. Successful Transition into nursing leadership
2. Leadership Competencies identified by AONE, AORN and ANCC.
3. Current and future healthcare needs.
4. Communication Styles and Resolution of Conflict.
5. Culturally and Linguistically Appropriate Care – Organizational Assessments
6. Innovation for Nursing Leadership.
7. Addressing Federal Goals and Regulations.
8. Continuum of Care & Healthy People 2020.
9. Evidence Based Leadership and Nursing Practice
10. Ethical Solutions.
11. Fiscal Responsibility.
12. Leadership Advocacy for Underserved Population

Dates 2012	Theme	Readings Assignments Due	% of Grade in unit
January 14	Orientation Nursing Leadership & Competencies for current and future healthcare: <ul style="list-style-type: none"> • Self awareness • Innovation • Concept Mapping 	Maxwell Chap 1-10 Marquis & Huston Chap 1, 2& 3 Lowe & Archibald (2009) article	3%

	<ul style="list-style-type: none"> Diverse perspectives 		
January 28	<p>Continuum of Caring :</p> <ul style="list-style-type: none"> Addressing Federal, State and local issues & regulations. HP2020 Evidence Informed Practice 	<p>Maxwell Chap 11-21 AHA 2011a & 2011b Bellamy, Bolin & Gamm (2011) article Riegelman, & Garr, DR (2011) article</p>	3%
January 29 Through February 10	<p>Perception of Preparedness-how to embrace the future</p>	<p>Leadership Paper Due February 10 Marquis & Huston Chap 7, 8, & 11</p>	18%
February 11	<p>Fiscal and Ethical Realities:</p> <ul style="list-style-type: none"> Negotiation Representing Nursing Impacting Outcomes 	<p>Group 1 & 2 Cultural Presentation Due Marquis & Huston Chapter 4,5 6, &10</p>	23%-for ½ group 3 % for other ½
February 12- March 30	<p>Theory versus reality what are you seeing in practicum-what can you influence</p>	<p>Marquis & Huston 12, 13, 14 &17</p>	3%
March 31	<p>Empowering others Thinking outside the proverbial box Sustainable Change</p>	<p>Group 3 & 4 Cultural Presentation Due Marquis & Huston 16, 18 & 19</p>	23%-for ½ group 3 % for other ½
April 1 through April 27	<p>Working to implement change- communication and team work</p>	<p>Practice Project Mapping & Due April 15 Marquis & Huston Chap 9, & 20</p>	28%
April 28	<p>Living Innovation and Collaboration</p>	<p>Practice Project Presentations Dr. Tim Porter'OGrady</p>	19%

COURSE ASSIGNMENTS SPECIFIC GUIDANCE:

COLLEGIAL PARTICIPATION (24 points or 24% of grade)

Guidelines:

This course is designed to engage energetic and thoughtful participation live and on line. Each student is expected to actively participate in the live and on line discussions.

- **Dialogue** should be center around a specific topic and selected or discovered readings. Dialogue is guided by multiple patterns of knowing as a framework for ongoing discussion in which attentive relating with colleagues enhances understanding. **Integration** of readings with current practice settings is expected as well as an appreciation for what are the nurse leader responses and implications.
- Merely being present or saying that you agree does not constitute substantial participation or dialogue entry. You will be graded for each Unit of the 5 weeks and 3 on line dialogues.

• Evaluation Criteria:

One substantive opening comment or entry for the unit focuses on responding to the questions posed. This is where you will express <u>depth of understanding</u> , <u>original thinking</u> . Support with references to the readings.	2 points
Responding to and developing discussion with colleagues.	1 point
Total points possible per unit = 3 x 5 live units=15 points Plus additional 3 on-line = 3 X 3 = 9 points	24 points

LEADERSHIP PAPER (15 points or 15 % of grade)

Guidelines

The purpose of this assignment is twofold

1. It is intended to be a thoughtful expression your understanding of nursing leadership and skills required to be successful in the 21st century.
2. To provide an opportunity to incorporate course content, your personal nurse management assessment and practical experiences within writing.

- The paper should be at least 3-4 pages in length, plus title page and reference page, to reveal substantive sharing your understanding of skills required for the nurse leader of the 21st century, it should reflect areas of your own assessment. The language of a paper should demonstrate efforts to develop an understanding. The focus of your paper should be on depth of thought, openness to new dimensions of understanding and creativity to nursing leadership practice, rather than a series of thoughts that are pondered only briefly.

LEADERSHIP PAPER EVALUATION CRITERIA:

<p>Introduction: Incorporation of a thorough richness to detail yet concisely written</p>	<p>2 points</p>
<p>Main: Describes skills associated with 21st century nursing leadership, professional & personal understanding related to leading nursing with a focus on the relevance innovative and creative leadership, reflects self assessment.</p>	<p>10 points</p>
<p>Format: Correct APA format and appropriate references (grammar, punctuation, and formatting). Language is appropriate to required graduate level writing skills.</p>	<p>3 points</p>
<p>Total</p>	<p>15 points</p>

**Papers are required to be submitted prior to submission to the drop box to the safe assign-
Directions below:**

What is SAFE ASSIGN? It is an anti-plagiarism program that will check your paper against other papers, websites, journal articles, etc. and show both of us what is "original" (that is your own work) and that which is the work of others, but with your name on it instead. SAFE ASSIGN will give you an originality percentage and report: in general, the lower the %, the more original your work is (citations to give credit to the intellectual property of others!)

0-15%- Originality of work is your own- good!

16-40%- Reflects paper with a fair amount of citations and references. I will be checking that you are citing sources correctly!

40%-100%- May suggest plagiarism or using the work/words of others and claiming as your own. A paper submitted to SAFE ASSIGN that generates this range is not usually acceptable.

The SAFE ASSIGN tool is located in the Blackboard "shell" of this course. I will check papers submitted in our Ecollege course dropbox along with your SAFE ASSIGN results (in Blackboard).

SAFE ASSIGN SUBMISSION INSTRUCTIONS:

To access SAFE ASSIGN, go to blackboard link You will need your BB user name (usually your fau email ID and passcode (follow instructions). Find and open our course (shell is in BB): NGR 6930. Go to Assignments. You will see (1) SAFE ASSIGN folders, one for your paper.

CULTURAL GROUP PRESENTATION EVALUATION CRITERIA:

(20 points or 20% of grade)

<p>Introduction Relevant relation to culture and succinct.</p>	<p>2 points</p>
<p>Main Text Analysis Describes author's purpose, main themes, conclusions, integration of cultural sensitivity and caring.</p>	<p>4 points</p>
<p>CLAST and Joint Commission Lens Topic analyzed objectively and relative to Joint Commission, and CLAST guidelines and any other Mandatory regulations placed within practice settings for cultural sensitivity. Demonstrates evidence of critical thought, smoothly links relevant readings and course content. Analyzes and discusses conceptual similarities, contrary views, or expands meanings. Language is scholarly, and appropriate to graduate level work with substantive content and expression of complex understandings.</p>	<p>8 points</p>
<p>Implications for Nursing Leaders: Relevance of new knowledge to personal & professional understanding of nursing leadership in the 21st century.</p>	<p>3 points</p>

<p>Format: Group participation, format of presentation. Appropriate visuals, references grammar, and punctuation. Language is formal and appropriate to expected graduate level presentation</p> <p>*Note: Incorrect APA and grammar may also adversely affect earned points in other areas.</p>	3 points
Total	20 points

**PRACTICE ENVIRONMENT PROJECT CONCEPT MAPPING
EVALUATION CRITERIA:**

(25 points or 25% of grade)

The purpose of this assignment is to facilitate critical thinking and enhance constructive and innovative solution finding for practice and environment change.

<p>Introduction: Background for change project examined.(1 page)</p>	3 points
<p>Concept Map Main Diagram Displays open minded, yet thorough approach to practice environment change. Content reflects individual, unit, system and policy aspects with exploration of possible linkages</p>	12 points
<p>Demonstrates critical, creative, reflective and conceptual linkages for key concepts that facilitate interaction and collaboration.</p>	5 points
<p>Progress Concluding thoughts about lessons learned And implications for nurse leaders. (1 page)</p>	3 points
<p>Format: Appropriate visuals, references grammar, and punctuation. Language is formal and appropriate to expected graduate level presentation</p> <p>*Note: Incorrect APA and grammar may also adversely affect earned points in other areas.</p>	2 points
Total	25 points

PRACTICE ENVIRONMENT PROJECT PRESENTATION

(16 points or 16% of grade)

Prepare a PowerPoint presentation that communicates the practice environment project. Present to colleagues and your organization.

Introduction: Background for change project examined.	2 points
Presentation: Uniquely presents and displays projects in an articulate manner that is engaging	8 points
Resources: Accurate, and current.	2 points
Fields Questions: Responsive to discussion	2 points
Format: Appropriate visuals, references grammar, and punctuation. Language is formal and appropriate to expected graduate level presentation *Note: Incorrect APA and grammar may also adversely affect earned points in other areas.	2 points

BIBLIOGRAPHY

- Aiken, L., Clarke, S. Sloane, D., Lake, E. & Cheney, T. (2008). Effects of hospital care environment on patient care and nursing outcomes. *Journal of Nursing Administration*, 38(5), 223-229.
- Alvord, L. A., & Van Pelt, E.C. (2000). *The scalpel and the silver bear: The first Navajo woman surgeon combines western medicine and traditional healing*. Bantam Books.
- American Hospital Association (January, 2009). *Trendwatch: The economic downturn and its impact on hospitals*. Retrieved from, www.aha.org
- American Hospital Association (September, 2011a) *Trendwatch: Examining the Drivers for readmissions and reducing unnecessary readmissions for better patient care*. Retrieved from, www.Aha.org
- American Hospital Association (September, 2011b) *Hospitals and care systems of the future*. Retrieved from, www.Aha.org
- Austin, W. (2007). The ethics of everyday practice. *Advances in Nursing Science*, 30(1), 81-88.
- Bellamy, G., Bolin, J., & Gamm, L. (2011) Rural healthy people 2010, 2020 and beyond: The need goes on. *Family & Community Health*, 34(2), 182-188
- Boykin, A. (1990). Creating a caring environment: Moral obligations in the role of dean. In M. Leininger & J. Watson (Eds.), *The caring imperative in education* (pp. 247-254). New York: NLN Publications.

meetings and enter the 3 web-enhanced dialogues to participate in discussions.

WRITTEN ASSIGNMENTS:

APA (6th ed.) Manual of Style is used for formatting all written assignments. All papers will require an appropriately formatted cover page and references page unless otherwise instructed. It is important that your APA skills are at a proficient level..

GRADES:

Grades will be posted in the Online Grade-book. The Grade-book information is confidential and only the professor and the individual student are able to access that information. You can follow your course progress through the Grade-book, with each assignment grading criteria being a portion of 100. Final grades will be available on-line through OASIS at the end of the term and will also appear in your grade book.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>
- b). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the 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 human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

April, 2002.