

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6200	CURRENT COURSE TITLE: Advanced Nursing Situations: Foundations of Primary Care
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
<p>CHANGE TITLE TO: PRIMARY CARE 1: FOUNDATIONS OF ADVANCED NURSING PRACTICE</p> <p>CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO:</p> <p>CHANGE CREDITS² FROM: TO:</p> <p>CHANGE GRADING FROM: TO:</p> <p>CHANGE DESCRIPTION TO: This course focuses on the foundational study of primary care across the lifespan using nursing situations in advanced practice grounding in caring science including health promotion, disease prevention, assessment, diagnosis, and management of common conditions in the primary care setting.</p>	<p>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</p> <p>CHANGE COREQUISITES TO*:</p> <p>CHANGE REGISTRATION CONTROLS TO:</p> <p>*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</p>
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

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

<p>Approved by:</p> <p>Department Chair: <u>Shelley</u></p> <p>College Curriculum Chair: <u>Purnell</u></p> <p>College Dean: <u>Kareth Edwards</u></p> <p>UGPC Chair: <u>[Signature]</u></p> <p>Graduate College Dean: <u>[Signature]</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>9/24/2013</u></p> <p><u>9/24/2013</u></p> <p><u>9/24/2013</u></p> <p><u>10/9/13</u></p> <p><u>10/16/13</u></p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING

COURSE SYLLABUS
SPRING 2013

- COURSE NUMBER:** NGR 6200
- COURSE TITLE:** Primary Care I: Foundations of Advanced Nursing Practice
- COURSE FORMAT:** Live
- CREDIT HOURS:** 3 Credit Hours
- COURSE SCHEDULE:** Thursday 4:00 PM - 6:50 PM Davie Campus LA 456
Thursday 9:00 AM- 11:50 AM Boca Campus NU 202
- PLACEMENT IN CURRICULUM:** Required Course for Nurse Practitioners
- PREREQUISITES:** NGR 6110, 6811, 6141, 6172, 6002, 6002L
- COREQUISITES:** NGR 6200L
- FACULTY:** Lynne Palma, DNP, FNP-BC, CDE
Nurse Practitioner Program Coordinator
Office Location Boca Campus NU 337
Office Phone: 561-297-3627
Email: (preferred) Lpalma@fau.edu
- OFFICE HOURS:** Office Hours: Mondays and Tuesdays by appointment
Thursdays: 12:00 noon - 2:00 PM NU 337 on the Boca Campus
3:00 PM - 4:00 PM LA 226 on the Davie Campus
- COURSE DESCRIPTION:** This course focuses on the foundational study of primary care across the lifespan using nursing situations in advanced practice grounding in caring science including health promotion, disease prevention, assessment, diagnosis, and management of common conditions in the primary care setting.
- COURSE OBJECTIVES:** Upon completion of the course, the student will demonstrate evidence of:
- Becoming competent:
- 1) Apply foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions. (Essential I)

- 2) Utilize selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of persons across the lifespan. (Essential I, VIII)
- 3) Demonstrate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of persons. (Essential VIII)
- 4) Begin to apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of persons in the primary care setting. (Essential IV)
- 5) Begin to utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for persons. (Essential V)
- 6) Demonstrate a beginning understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development. (Essential IX)

Becoming compassionate:

- 1) Identify appropriate nursing theories and complex patterns of knowing in the design of compassionate care. (Essential IX)
- 2) Choose caring strategies in advanced nursing situations which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment:

- 1) Identify effective communication strategies to foster interprofessional partnerships to improve health outcomes for persons. (Essential VII)
- 2) Discuss the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for common conditions. (Essential II)

Becoming confident:

- 1) Develop a beginning sense of self as a caring person in relation to others within advanced practice. (Essential IX)
- 2) Demonstrate beginning clinical confidence, through critical thinking by applying advanced nursing knowledge.

Attending to conscience

- 1) Begin to comprehend how health policy impacts the care of persons in diverse situations. (Essential VI)
- 2) Discuss measures to improve care through advocacy at state and local levels. (Essential VI)

3) Discuss morally sensitive issues affecting advanced practice. (Essential VI)

Affirming commitment:

- 1) Discuss the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care. (Essential II, III)
- 2) Begin to integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
- 3) Discuss the importance of becoming professionally active in national organizations improving health of persons. (Essential III and VI)

TEACHING LEARNING STRATEGIES: Lectures, discussions, case study presentations, Blackboard assignments, standardized patients, SOAP note documentation, quizzes, exams, i-Clicker reviews, and review questions.

GRADING AND EVALUATION METHODS:

Classroom Activities/Quizzes	50 points (approximately)
Nursing Situations	50 points (approximately)
Diagnostic Study Presentations (2)	10 points
EBP Projects (2)	10 points
Exam 1	100 points
Exam 2	100 points
Comprehensive Final Exam	130 points
Pharmacology Competency Exam	25 points
Total 475 points	

GRADING SCALE: Grades will be not be rounded. A grade of 92.7% is a 92%.

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

Students must achieve an average minimum score of 80% on all exams or they will receive an "F" in the course.

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***Students must meet course objectives, course requirements, clinical competencies, and achieve a C (73 %) or greater for successful completion of this course.**

REQUIRED TEXTS:

Collins-Bride, G., Saxe, J. (2013). *Clinical guidelines for advanced practice nursing: An interdisciplinary approach* (2nd ed.). Jones and Bartlett: Burlington, MA.

Dunphy, L., Winland-Brown, J., Porter, E., Thomas, D. (2011). *Primary care. The art and science of advanced practice nursing*. Third Edition. F.A. Davis Company, Philadelphia.

McPhee, S., Papadakis, M., Rabow, M (2013). *2013 Current medical diagnosis and treatment*. New York: McGraw-Hill. Lange.

Stern, S.D., Cifu, A.S., Altkorn, D. (2010) *Symptom to diagnosis: An evidence based guide*, Second Edition. New York: McGraw-Hill.

RECOMMENDED:

APA Manual, Health Assessment Text, Pharmacology Text, and a Laboratory Manual of your choice.

Fitzgerald Health Education Associates <http://fhea.com>. (Newsletter is free).

Fitzgerald, M. A. (2010). *Nurse practitioner certification examination and practice preparation*. FA Davis Company: Philadelphia.

Gilbert, D., Moellering, R., Eliopoulos, G., & Sande, M. (2010). *The Sanford guide to antimicrobial therapy 2012 (42nd Edition)*. Order the spiral-bound edition (5 x 8 inch) from www.sanfordguide.com or call 540-987-9480.

Habif, T. P. (2011) *Skin disease, diagnosis and treatment*. Third Edition. Elsevier Saunders: Edinburgh. ISBN-13: 979-0-323-07700-2.

McCaffrey, R., Youngkin, R. (2010) *NP Notes*. F.A. Davis; Philadelphia ISBN 10:0-8036-2167-1.

Mengel, M & Schwiebert, L.P. (2009) *Family medicine ambulatory care and prevention 5th Edition*. New York: McGraw Hill.

Winland-Brown, J. E. & Dunphy, L. M. (2009). *Adult and family nurse practitioner certification examination: Review questions and strategies*. FA Davis Company: Philadelphia.

Prescribers Guide: <http://Prescribersletter.com> (\$88 fee for one year subscription).

EKG Interpretation Reference.

REQUIRED RESOURCES:

- 1) Hand held device (phone or PDA) with Epocrates software.
<http://www.epocrates.com/products/rx/>. The free download is adequate for this course. The Essentials or Essential Delux is recommended for clinical practice.
- 2) Iclicker
- 3) Electronic Preventive Services Selector <http://epss.ahrq.gov/PDA/index.jsp>

TOPICAL OUTLINE:

- I. Introduction to the study of primary care utilizing foundational concepts of evidence based practice, diagnostic reasoning, NP-patient relationship grounded in caring, health promotion, professional role, leadership, interprofessional communication, health policy, quality improvement, practice inquiry, technology and information literacy to assess diagnosis and treat common conditions including: Skin problems, HEENT problems, respiratory problems, cardiovascular problems, and endocrine problems
- II. Critical decision making and diagnostic reasoning required for the treatment of common conditions that builds on previous knowledge in related sciences such as anatomy, physiology, chemistry, microbiology, and genetics and integrates advanced knowledge of pharmacology, pathophysiology, health assessment, research, and theory.
- III. Health promotion, health protection, disease prevention and treatment includes:
 - a. Ecological, global, and social determinants of health
 - b. Illness prevention health promotion and wellness
 - c. Healthy People 2020
 - d. Environmental and population based health
 - e. Genetic causes of common diseases and screening
 - f. Age based incidence of common disorders
 - g. Epidemiology-incidence and prevalence
 - h. Sensitivity and specificity
- IV. Nurse practitioner patient relationship grounded in caring including:
 - a. Authentic presence, relationship of mutual trust, and patient centered care
 - b. Patient counseling – including genetic counseling, family counseling.
 - c. Principles of learning, motivational interviewing
 - d. Health literacy
 - e. Cultural and ethnic considerations
 - f. Becoming an advocate for patients, families, caregivers, communities, and members of the healthcare team
 - g. Ethical principles in decision making
- V. Professional role, leadership, interprofessional communication, and health policy including:
 - a. Professional organizations
 - b. Collaborating in planning for transitions across the continuum of care
 - c. Systems leadership
 - d. Scope of practice
 - e. Legislative issues
- VI. Quality improvement and practice inquiry:

- a. Implementation of evidenced based practice
 - b. Use of informatics to gather, document, and analyze outcomes
 - c. Standards and guidelines to improve practice and assure safety
 - d. Population based information
 - e. Cost effective care
 - f. Dissemination of evidence from inquiry
- VII. Technology and information literacy:
- a. Use of informatics to gather, document, analyze, and evaluate outcomes
 - b. Application of research to the clinical setting
 - c. Critique of databases
 - d. Meaningful use of EHR
 - e. ICD-9 and CPT coding for reimbursement

COURSE ASSIGNMENTS:

PHARMACOLOGY COMPETENCY EXAM:

All students must pass a 25 question pharmacology competency exam on the first day of class with a minimum score of 80%. Students that are not successful on the exam will need to meet with their advisor for a plan to review pharmacology content.

COURSE DOCUMENTS:

An outline of the lecture notes for each week is posted in Course Documents on the Blackboard site. The Power Point presentations have been converted to an MS Word document. The Power Point presentations will not be posted. Additional documents and selected Web sites will be posted in each unit.

REQUIRED READING:

The chapters assigned in the textbooks are required and should be completed prior to class. There will be additional reading assignments posted on Blackboard each week.

WEEKLY QUIZZES:

There will be multiple choice and multiple answer Blackboard quizzes each week on the required reading. The quiz will be opened on Monday and must be completed prior to class on Thursday.

NURSING SITUATIONS IN ADVANCED PRACTICE:

The case studies of nursing situations for each unit will be posted each week. All students will be required to do all of the case studies and participate in the discussions each week.

EVIDENCE BASED PRACTICE (EBP) PROJECTS:

Students will be assigned 2 EBP projects in the major content areas (skin, HEENT, CV, respiratory, women's health and endocrine.) Four references are required in APA format and must include 2 peer review journals and 1 clinical guideline within the past 3 years and one web based resource. One of the peer reviewed journals must be a nurse practitioner journal. A two page APA summary of the disorder, title page and references will be submitted. Each EBP is worth 5 points. The sign-up sheet will be available on the first day of class.

DIAGNOSTIC STUDY ASSIGNMENT:

Each student will review 2 specific diagnostic studies. These will be assigned on the first day of class. This must be a detailed description of the study, including when and why it should be ordered, relevant findings, what they mean, and how you would plan your care based on the results. Make sure you include information on sensitivity and specificity. A two page APA summary, title page and references will be submitted. Each diagnostic study is worth 5 points. The sign-up sheet will be available on the first day of class.

CLASSROOM ACTIVITIES:

There may be quizzes, worksheets, case studies, standardized patients, physical exams, and SOAP notes required during class. You must be present in class to receive credit for the classroom activities.

BIBLIOGRAPHY:

Jacobowitz, T. (1999). Culturally sensitive care for the elderly. *Nurse Practitioner Forum*, 10(1), 8-11.

McCarthy, L, Enslein, J., Kelley, L., Choi, E., & Tripp-Reimer, T. (2002). Cross-cultural health education: Materials on the world wide web. *Journal of Transcultural Nursing*, 13(1), 54-60.

Tripp-Reimer, T., Choi, E., Kelley, S., & Enslein, J. (2001). Cultural barriers to care: Inverting the problem. *Diabetes Spectrum*, 14(1), 13-22.

COURSE POLICIES AND GUIDELINES

ATTENDANCE:

1. Attendance at every class is required unless arrangements have been made.
2. Students are responsible for missed content.
3. Students are expected to arrive on time to class.

EXAMS/QUIZZES:

1. Unless prior arrangements have been made with the instructor, failure to be present for an exam will result in a grade of zero.
2. There will be 3 exams for this course. Each will be 100 multiple choice questions. The final exam will be comprehensive with 130 questions. No notes or resources will be allowed during the exams. A non-programmable calculator may be used. Students may write on the exams as well as the scantrons. There will be no lecture following the exams. Please purchase a blue scantron for each exam.
3. **Students must achieve an average minimum score of 80% on all exams or they will receive an "F" in the course regardless of their overall percentage in the course.**

ASSIGNMENTS AND LATE POLICY:

Assignments must be completed by the due dates on the Course Schedule or a grade of zero will be assigned. *All course requirements and objectives must be met in order to earn a passing grade.*

USE OF ELECTRONICS:

Cell phones should be on vibrate during class and turned off completely during exams.

BLACKBOARD:

This course will be Web assisted via Blackboard. Lecture notes, weekly review questions, internet sites, grades and other items will be posted on the course Blackboard. You must have an FAU E-mail address. From Internet Explorer go to <http://blackboard.fau.edu>. Look for the Login icon on the top right hand of the screen. Click the Login icon. User name and password box will appear. The student user-name is your FAUNet ID. If you do not know your FAUNet ID go to <http://accounts.fau.edu>. Your initial password for Blackboard is your PIN. Pins are by default set to 2-digit month of birth, 2-digit day of birth, and 2-digit year of birth (MMDDYY). Click onto Student Support then Instructions for New Users. The courses that you are enrolled in will be listed under "My Courses" area. Click on the course title in order to enter the course. ***Be sure to check the announcements frequently, at a minimum every week prior to class***

E-MAIL COMMUNICATION AND ETIQUETTE:

Students are required to use their FAU e-mail and are advised to check it frequently for important announcements. I am not on campus every day and e-mail is the best way to contact me. All e-mail communication should be via the "Contact Professor" tab on the Blackboard tool bar. Select the "Create Message" bar and follow the prompts. I will only be communicating with students via the Contact Professor tab which I will check daily. I need the convenience of being logged into the course while checking the messages from students. In addition, all of the messages are archived within the course for future reference. I will not respond to e-mails outside the course. Please use "netiquette" with your written words. Think before you send. Narrative language without the visual effects of a smile or the auditory effects of the tone of your voice can be interpreted as harsh. Please be courteous and always do a spell check on all of your postings and emails.

HIPAA:

The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

COMPUTER REQUIREMENTS:

The student must have access to a private or university computer that can run Mac OSX or WIN XP or higher. Back up options, such as cloud storage, an external hard drive, or flash drives. All written work will be turned in electronically in a Word (.doc or .docx) format. Other formats will *not* be accepted. The student must be familiar with blackboard, FAU e-mail, and announcements, check e-mail and course announcements in Blackboard every 3 days.

GREEN ENVIRONMENT:

At the College of Nursing, we promote a caring environment FOR our environment. Only reusable beverage containers WITH A LID will be allowed in class. So please do not bring ANY disposable coffee cups, water bottles, soda bottles, etc. into the classroom. Also, we will use as little paper as possible, so most assignments will be online. There will be no food in the classroom.

PARTICIPATION: Students are expected to come to and engage in class sessions. Each unit's readings and assignments should be completed by class each Thursday. Any course-related questions may be posted the course Q&A board in blackboard or sent via e-mail to the faculty.

PLAGARISM:

Plagiarizing will result in an automatic zero for all assignments, quizzes or exams.

Plagiarism includes definitions in University handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

SCHEDULE AND FORMAT CHANGES:

Faculty reserves the right to make changes in the class schedule or format as deemed necessary to facilitate the learning process.

EVALUATION OF COURSE AND FACULTY:

Students will have the opportunity to evaluate the course and the faculty at the end of the course. This provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students.

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

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(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.

COURSE CALENDAR: Separate document



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.

April 2012