 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Nursing College Christine E. Lynn College of Nursing		
<b>Current Course</b> Prefix and Number    NGR 7818		<b>Current Course Title</b> Advanced Nursing Research:Applied Quantitative Design and Methods	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b>  <b>Change prefix</b> From:                      To: <b>Change course number</b> From:                      To: <b>Change credits*</b> From:                      To: <b>Change grading</b> From:                      To: <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> Delete NGR 7121    Also, Delete all minimum Grade of C Delete NGR 7932 Delete NGR 7934 Delete NGR 7115 <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> FALL 2025		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Howard K. Butcher, RN; PhD; FAAN /hbutcher@health.fau.edu/561-297-0095			
<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> 9-24-28 2/10/25 2/10/25 02/19/2025 02/19/2025 02/19/2025 _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

## **Current NGR7818 Course Catalog Descriptions**

### **Advanced Nursing Research: Applied Quantitative Design and Method (NGR 7818) 3 credits**

*Prerequisites: NGR 7846, NGR 7115, NGR 7116, NGR 7121, NGR 7932, NGR 7934*

Examines advanced experimental and non-experimental research methods including sampling, instrumentation, data collection and data analysis. Integrates interpretation of findings and application to nursing practice. Analyzes ethical issues related to research and research-based nursing practice.

## **NGR7818 Revised Course Description**

### **Advanced Nursing Research: Applied Quantitative Design and Method (NGR 7818) 3 credits**

*Prerequisites: NGR 7846; ~~NGR 7115~~, NGR 7116; ~~NGR 7121~~; ~~NGR 7932~~; ~~NGR 7934~~*

Examines advanced experimental and non-experimental research methods including sampling, instrumentation, data collection and analysis. Integrates interpretation of findings and application to nursing practice. Analyzes ethical issues related to research and research-based nursing practice.



FLORIDA ATLANTIC UNIVERSITY

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**NGR 7818-001 16920**

**Adv Nurs Rsrch:Appl Quant Dsgn**

**3 Credit(s)**

**Spring 2024 - 1 Full Term**

### **Instructor Information**

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Debarshi Datta

**Email:** ddatta2014@health.fau.edu

Candy Wilson

**Email:** candywilson@health.fau.edu

### **Instructor Information Co-Faculty**

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Co-Teacher Name: Debarshi Datta, PhD, MA, MS

Office: NUR217

Office Hours: By appointment

Telephone: 561-297-3566

Email: ddatta2014@health.fau.edu

**Office: 120F**

**Office Hours: Tuesday 8-11**

**Phone: 561-297-2659**

### **Course Description**

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Advanced Nursing Research: Applied Quantitative Design and Methods

Prerequisites: NGR 7846, ~~NGR 7115~~, NGR 7116, ~~NGR 7121~~, ~~NGR 7932~~, ~~NGR 7934~~

Examines advanced experimental and non-experimental research methods including sampling,

instrumentation, data collection and data analysis. Integrates interpretation of findings and application to nursing practice. Analyzes ethical issues related to research and research-based nursing practice.

## Prerequisites/Corequisites

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**Prerequisite(s):** All of the following:

- NGR 7846 ~~Graduate / Undergraduate (Minimum Grade of C)~~
- NGR 7115 ~~Graduate / Undergraduate (Minimum Grade of C)~~
- NGR 7116 ~~Graduate / Undergraduate (Minimum Grade of C)~~
- NGR 7121 ~~Graduate / Undergraduate (Minimum Grade of C)~~
- NGR 7932 ~~Graduate / Undergraduate (Minimum Grade of C)~~
- NGR 7934 ~~Graduate / Undergraduate (Minimum Grade of C)~~

## Instructional Method

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### Mostly Online Class

At least 80% of the course is delivered online.

## Required Texts/Materials

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### **Publication Manual of the American Psychological Association**

**ISBN:** 9781433832161

**Authors:** American Psychological Association

**Publisher:** American Psychological Association (APA)

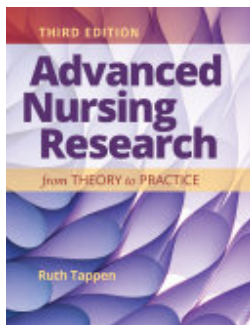
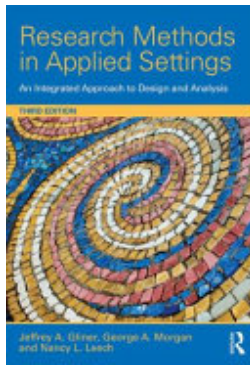
**Publication Date:** 2019-10-01

### **Research Methods in Applied Settings**

**ISBN:** 9781138852976

**Authors:** Jeffrey A. Gliner, George A. Morgan, Nancy L. Leech

**Publication Date:** 2016-07-29



### **Advanced Nursing Research: From Theory to Practice**

**ISBN:** 9781284231755

**Authors:** Ruth M. Tappen

**Publisher:** Jones & Bartlett Learning

**Publication Date:** 2022-01-19

### **Research Methods in Applied Settings**

**ISBN:** 9781317526896

**Publisher:** Taylor & Francis Group, LLC

**Edition:** 3rd

## **Essential Literature On Caring Science (Revised 2017)**

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

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

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

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

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

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

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

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

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

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

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

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

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.

University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018;  
Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly  
10/22/18

## **Course Objectives/Student Learning Outcomes**

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Upon completion of NGR7818, the student will be able to create caring nursing responses in: \*

### **Becoming Competent**

1. Advance the discipline of nursing through research
2. Develop skills in quantitative research methods

### **Becoming Compassionate**

3. Critically examine ethnic, cultural, and gender issues related to the conduct of research

### **Becoming Confident**

4. Discuss quantitative research questions in the context of appropriate nursing and related theory

### **Demonstrating Scholarly Comportment**

5. Actualize the nurse scientist's role in building the science of caring through quantitative research methods

### **Attending to Conscience**

6. Analyze ethical standards of research as articulated by professional and scientific organizations
7. Critically examine ethical issues related to the conduct of quantitative research

\*The course objectives are based on Roach's (2002) work.

## **Course Assignments**

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Assignment	Points/Grade Percentage
<p><b>Discussion Boards (six)</b></p> <ul style="list-style-type: none"> <li>• Module 2 use AI to generate four research questions. Respond to one classmate's original post</li> <li>• Module 3 (first week) post discussion on two designs/respond to one classmate</li> <li>• Module 3 (second week) post discussion on one non-experimental research design and respond to one classmate</li> <li>• Module 4 post a theory to be considered for your study and respond to one student (do not copy from your theory class. Be specific how your theory informs your study and possible future measurement instruments)</li> <li>• Module 5 create your informed consent and post. Also, respond to one classmate's informed consent</li> <li>• Module 8 respond to a data analysis prompt, and one student response</li> </ul>	<p>30 possible points (5 points each); 30%</p>
<p><b>Presentations (four)</b></p> <ul style="list-style-type: none"> <li>• Module 2: ten slides on research interest with working research question and hypothesis</li> <li>• Module 6: Present your topic with a proposed study design, sample, sampling techniques, possible instruments to answer questions (to include any biomedical analysis), and the instruments' reliability and validity.</li> <li>• Module 8: Present your topic with updated slides that includes recruitment strategies, ethics, regulatory oversight (i.e. Institutional Review Board [IRB]), and data collection</li> <li>• Module 10: Present your entire final paper to include GANTT charts and budgets.</li> </ul>	<p>20 points (5 points each); 20%</p>
<p>Module 8: CITI Training</p>	<p>No points, but mandatory for successful course completion.</p>



Assignment	Points/Grade Percentage
Quizzes for pre-course assessment	No points, but you must achieve 80% for successful course completion. Multiple retakes are allowed.
Class Participation	No points are added, but 10 points are deducted for missing class, and students must attend all 4 in-person classes to receive course credit, except in extenuating circumstances that are approved by the professor.
<b>QUANTITATIVE RESEARCH PROPOSAL (50% Total)</b>	
Draft 1: Background, Problem Statement, Significance, Purpose Statement, Research Question/Hypothesis	5 points/5%
Draft 2: Updated draft that includes the theoretical framework	5 points/5%
Draft 3: Updated draft that includes methods and procedures. Include the following:	10 points/10%
Budget Draft (with draft 3 and final)	
Informed Consent (with draft 3 and final)	
Timetable (Gantt chart/with draft 3 and final)	
Peer Review Completing the Peer Review	5 points/5%
Final: Put it all together, considering all feedback provided.	25 points/25%
Total Points	100 points + mandatory attendance (reduced 10 points per classes missed)

## **Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## Disability Policy

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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 [www.fau.edu/sas/](http://www.fau.edu/sas/).

## Course Evaluation Method

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1. **Six discussion boards** 5 points each (total 30% of grade)
2. **Four class presentations** 5 points each (total 20% of grade)
3. **Quantitative Research Proposal** that consists of three drafts, peer review and a final paper. (total 50% of grade)
4. **No Points Assigned, but Mandatory for Successful Course Completion:**



(Check CANVAS for due dates)

**CITI Training** Assignment Students must submit their CITI Training certificate by the course's end. It takes approximately four hours; it is suggested that students complete this as soon as possible. No points are assigned, but this activity is mandatory for successful course completion. You cannot obtain IRB approval for your research, regardless of design type, without CITI training.

**Pre-course Quiz** (Check Canvas for Due Dates) In addition to the Syllabus Quiz and Research Pre-Test quiz, there will be 4 quizzes on research terminology. Students must achieve 80% on each quiz to pass the course, but quiz grades are not included in the final course grade. Multiple retakes are allowed and highest score recorded.

**Participation** The grade will be determined by class attendance and active participation in live classes, and online engagement. Participation includes performance in the discussion boards and the peer review process. If students are not physically present for a class, ten percent (10) of participation points will be deducted. Students must attend at least 3/4 classes to receive course credit unless extenuating circumstances are accepted by the professor.

## Code of Academic Integrity

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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](#).

The use of artificial intelligence (AI) is allowed, but sections written by AI need to be edited by the author for accuracy and content. This also includes proper citations. At the end of each assignment include the declaration that pertains to your situation:

1. Artificial Intelligence (AI) was not used in this paper and the entire paper was written solely by the author except appropriately labeled quoted material with citation.
2. This paper includes artificial intelligence (AI) generated material that has been edited for accuracy by the author. Sections generated by AI are highlighted and include: (be specific).

Any assignments that contain misleading content, improperly paraphrased/quotes, or incorrect citations will receive an automatic 50% reduction in the student's grade, regardless of who wrote the content (student or AI). The student is solely responsible for all content in their assignments.

## **Attendance Policy Statement**

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Students are expected to attend all 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.

**Participation** The grade will be determined by class attendance and active participation in live classes, and online engagement. Participation includes performance in the discussion boards and the peer review process. If students are not physically present for a class, ten percent (10) of participation points will be deducted. Students must attend at least 3/4 classes to receive course credit unless extenuating circumstances are accepted by the professor.

## Religious Accommodation Policy Statement

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In accordance with the 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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## Time Commitment Per Credit Hour

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
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	Below 60

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## **Policy on Make-up Tests, Late work, and Incompletes**

LATE ASSIGNMENTS: This course is a fast-paced course that relies on staying current with the readings and timely assignment submissions needed for student success. Late assignments do not work in the favor of the student. Late assignments will NOT be accepted after five business days past the due date without prior permission from the professor. There will be a 5% reduction in the overall grade per day the assignment is late with a final reduction of 25%. For example, if an assignment is submitted two business days after the due date and the overall grade is 91 points, there will be an additional 10% ( $5\% \times 2 \text{ days} = 10\%$ ) lower grade with a final grade of 81.9 ( $91 \text{ score} - 9.1 [91 \times 10\%] = 81.9 \text{ final score}$ ).

If you have an expected scheduling conflicts or an emergent situation arises, let the professor know in advance about the upcoming late assignment to negotiate a due date that works for both you and the professor. It is in the student's best interest to let the professor know before an assignment is due to request an assignment extension. These extensions may be granted for uncontrollable circumstances only (illness, unexpected business travel, etc.).

Being late on the final paper may result in an "Incomplete" for the course as long as the remaining grades are passing grades (See "Incomplete Policy" on page 28). The "incomplete policy" will be enforced if the remaining grades are not passing. **I will not submit an "Incomplete" grade without extreme circumstances (i.e. severe personal illness, immediate family severe illness/death, etc).**

## **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations

(whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Counseling and Psychological Services (CAPS) Center**

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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/>

## **College of Nursing Policies**

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Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

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:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/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.

### **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **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.

## **FACE COVERINGS and PPE in Laboratory**

Persons are required to wear a face mask and a face shield over the face mask when in the laboratory areas, maintain social distancing of 6 feet when possible, wash hands and use hand sanitizer.

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)

- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## Course schedule

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1. In-person sessions: Four Saturdays from 2PM to 7PM (Jan 20, Feb 17, Mar 16, and Apr 20).
2. Weekly asynchronous discussion boards

## Professional Statement

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<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.

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