
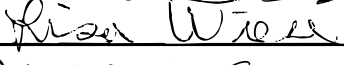


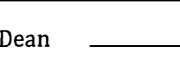
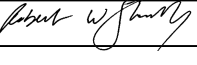
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department <u>Nursing</u> College <u>College of Nursing</u>		
<b>Current Course Prefix and Number</b> <u>NGR 6200L</u>		<b>Current Course Title</b> <u>Primary Car 1 Practicum: Foundations Adv. Nursing Practice</u>	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<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> Add: <u>NGR 6002 and 6176</u> Remove: <u>NGR 6110 and 6811</u> <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> <u>Summer 2026</u>		<b>Terminate course? Effective Term/Year for Termination:</b> _____	
<b>Faculty Contact/Email/Phone</b> <u>Katherine Chadwell, kchadwel@health.fau.edu, 561-297-2535</u>			
<b>Approved by</b> Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UGPC Chair <u></u> UGC Chair <u></u> Graduate College Dean <u></u> UFS President _____ Provost _____		<b>Date</b> <u>10-20-2025</u> <u>10.20.2025</u> <u>10.20.25</u> 11/03/2025 11/03/2025 11/04/2025 _____ _____	

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

## CON Committee on Programs Motion Form

<b>Date</b>	10/15/2025	<b>Maker</b>	Masters Committee	<b>Second</b>	[If coming from an academic committee a 2 <sup>nd</sup> is not required]
<b>Title of Program:</b> FNP and AGNP Program and PMHNP program					
<b>Motion Language: Overall:</b> Motion to approve prerequisite and corequisite changes as noted for NGR 6200, 6200L, 6605, 6605L, and 6507L.					
Motion to accept Primary Care 1 (NGR 6200) & Primary Care 1 Practicum (NGR 6200L Prerequisite changes that includes the addition of NGR 6002 & 6176 and the deletion of 6110 and 6811					
Motion to accept Primary Care 2 (NGR 6605) prerequisite changes that includes the addition of NGR 6200L, 6301, and 6342 and Primary 2 Practicum (NGR 6605L) prerequisite changes adding 6301 and 6342					
Motion to accept Psychiatric Mental Health Nursing: Diagnosis and Medication Management (NGR 6597L) Prerequisite changes adding NGR 6002 & 6002L and removing corequisites NGR 6002 and 6002L					
<b>Start Date</b>	Summer 2026				
<b>Rationale: include program(s)/track(s) impacted</b>	Support proper progression of students				
<b>Revised Syllabus attached</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA				
<b>Student Notification Required</b>	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (email (COP via IT) and website announcement (Academic Associate Dean's ofc) Following Faculty Assembly approval)				
<b>Does this require an addition or revision to the FAU catalog?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<b>If YES, Identify Section: Graduate course descriptions</b>	<b>Follow-up</b>	
<b>Does this require an addition or revision to CON Policies and Procedures or student handbook?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<b>If YES, Identify Section:</b> <input type="checkbox"/> CON Policies and Procedures <input type="checkbox"/> Student handbook <input type="checkbox"/> BSN <input type="checkbox"/> Graduate	<b>Follow-up</b>	

**ACTION Date:**

☐ Amended

☒ Adopted

☐ Postponed

☐ Tabled

☐ Withdrawn

☐ Referred

Approved COP 12/19/16

## **Catalog Changes**

Primary Care 1 Practicum: Foundations of Advanced Nursing Practice (NGR 6200L) 2-3 credits

Prerequisites: **NGR 6002**, 6002L, 6141, 6172, **6176**, ~~6110~~, ~~6811~~

Corequisite: NGR 6200

Allows students to integrate the foundational concepts of primary care in the practice settings to diagnose and manage common conditions across the lifespan. Development of the advanced practice nursing role utilizes nursing situations grounded in caring science and includes health promotion, disease prevention, ethical- and evidenced-based practice.



FLORIDA ATLANTIC UNIVERSITY

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**NGR 6200L-004 11202**

**Prim Cr 1 Prac:Fdns Adv Nur Pr**

**3 Credit(s)**

**Spring 2025 - 1 Full Term**

## **Instructor Information**

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Nancy Harris

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

**Karen Wisdom- Chambers, DNP, APRN, FNP-BC, PMHNP-BC**

**Office:**Boca Raton NU 316

**Office Hours:** By Appointment

**Phone:** 561-543-9445

## **Instructional Method**

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### **In-Person**

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

## **Course Description**

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Primary Care 1 Practicum: Foundations of Advanced Nursing Practice

Prerequisites: NGR **6002**, 6002L, 6141, 6172, **6176**, ~~6110, 6844~~,

Corequisite: NGR 6200

Allows students to integrate the foundational concepts of primary care in the practice settings to diagnose and manage common conditions across the lifespan. Development of the advanced practice nursing role utilizes nursing situations grounded in caring science and includes health promotion, disease prevention, ethical- and evidenced-based practice.

## Prerequisites/Corequisites

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

- **NGR 6002** Graduate / Undergraduate (Minimum Grade of C)
- NGR 6002L Graduate / Undergraduate (Minimum Grade of C)
- NGR 6141 Graduate / Undergraduate (Minimum Grade of C)
- ~~NGR 6110 Graduate / Undergraduate (Minimum Grade of C)~~
- ~~NGR 6811 Graduate / Undergraduate (Minimum Grade of C)~~
- NGR 6172 Graduate / Undergraduate (Minimum Grade of C)

**NGR6176 Graduate / Undergraduate (Minimum Grade of C)**

**Corequisite(s):**

Subject	Course Number
NGR	6200

## Course Objectives/Student Learning Outcomes

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Upon completion of NGR6200L student will be able to create caring nursing responses in: \*

Becoming competent

1. Analyze foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions in the practice setting. (Essential I)
2. Appraise 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. Develop patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion in the primary care setting. (Essential VIII)
4. Routinely 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. Routinely utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for persons. (Essential V)
6. Develop a more comprehensive understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development as a clinician in the primary care setting. (Essential IX)

### Becoming compassionate

1. Employ appropriate nursing theories and complex patterns of knowing in the design of compassionate care in the primary care setting. (Essential IX)
2. Compose caring strategies in advanced nursing situations that reflect an appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

### Demonstrating comportment

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

### Becoming confident

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

### Attending to conscience

1. Analyze how health policy impacts the care of persons in diverse situations. (Essential VI)
2. Explore measures to improve care in the primary care setting through advocacy at state and local levels. (Essential VI)
3. Analyze morally sensitive issues occurring in practice that advanced practice. (Essential VI)

### Affirming commitment

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

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

## Teaching Learning Strategies

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1. Guided practice experiences with FAU clinical faculty and community preceptors.
2. Evaluation of documentation (SOAP notes), E-Log entries, clinical conferences, discussion of practicum experiences and related issues, modeling, coaching, self-evaluation, and reflective journals.

## Course Evaluation Method

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### GRADING AND EVALUATION METHODS:

Knowledge, Management Skills, & Role Development

(Grading rubrics are provided for all assignments and posted on the Canvas site)

Site Visit Evaluation by Clinical Faculty	30 %
Preceptor Evaluation of Student	10 %
Student Self-Evaluation/Faculty Review Midterm and End of Term	10 %
SOAP Notes (2)	20 %
Reflective Weekly Journal (10 entries 2 points/journal)	20 %
Professionalism	10 %
Total	100%

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

## Course Grading Scale

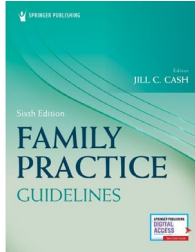
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Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
C-	70 - 73%
D+	67 - 69%
D	64 - 66%
D-	61 - 63%
F	0 - 60%

## Required Texts/Materials

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Same textbooks as companion course.



### **Family Practice Guidelines, 6th Edition**

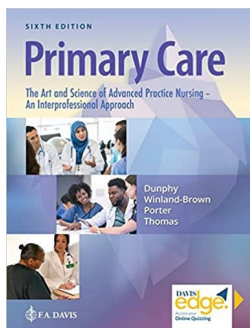
**ISBN:** 9780826135841

**Authors:** Jill C. Cash, MSN, APN, FNP-BC, Cheryl A. Glass, MSN, APRN, WHNP-BC, Jenny Mullen, DNP, MSN, FNP-BC, ACHPN

**Publisher:** Springer Publishing Company

**Publication Date:** 2023

**Edition:** 6th



### **Primary Care**

**ISBN:** 9781719644686

**Authors:** Lynne M. Hektor Dunphy, Jill E. Winland-Brown, Brian Oscar Porter, Debera J. Thomas

**Publication Date:** 2023-01-01

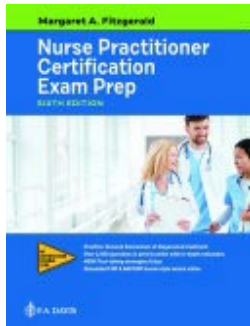
**Edition:** 6th

### **Nurse Practitioner Certification Exam Prep**

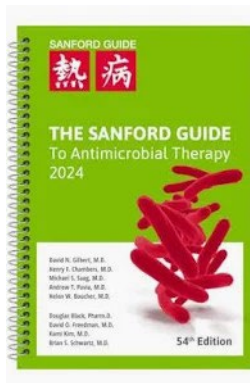
**ISBN:** 9781719642989

**Authors:** Margaret A. Fitzgerald





**Publisher:** F.A. Davis  
**Publication Date:** 2020-12-04  
**Edition:** 6th



**The Sanford guide to antimicrobial therapy 2024**  
**Authors:** David N. Gilbert  
**Publication Date:** 2024  
**Edition:** 54

### Required Electronic Resources

Ferri's Best Test Lab Guide. Download in Apple Store or use online book  
 Access Medicine <https://apps.apple.com/us/app/ferris-best-test-lab-guide/id1243450037>

Select any Dermatology Book

Dinulos, J, Habif's Clinical dermatology: a color guide to diagnosis and therapy 7th Edition

Fitzpatrick's Dermatology, Sewon Kang, Masayuki Amagai, Anna L. Bruckner, Alexander H. Enk, David J. Margolis, Amy J. McMichael, Jeffrey S. Orringer

### Required Resources

1) Online EKG Course: <https://www.ecgacademy.com/subscribe/>  
 Advanced level 14.95/month

2) 5 Minute Clinical Consult from Unbound Medicine Inc. Cost \$99/year.  
 Download from iTunes <https://itunes.apple.com/us/app/5-minute-clinical-consult/id301865751?mt=8>

- 3) Ferri's Best Test Lab Guide. Download in Apple Store  
<https://apps.apple.com/us/app/ferris-best-test-lab-guide/id1243450037>  
free book from Access Medicine is an alternative
- 4) Up to Date (free for nursing students). <https://library.fau.edu/medical>
- 5) Epocrates: <http://www.epocrates.com/products/rx/>. The free download is adequate for this course.
- 6) Electronic Preventive Services Selector  
<http://epss.ahrq.gov/PDA/index.jsp>
- 7) Med Calc app from iTunes
- 8) COPD app: <https://www.copdfoundation.org/Learn-More/The-COPD-Pocket-Consultant-Guide/Healthcare-Provider-Track.aspx>
- 9) StudyMate mobile app from Respondus- app store (review pharmacology)
- 10) <https://redcap.fau.edu/> (All FAU students can create a REDCap account -used for the on campus intensive)

## Course Topical Outline

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### I. Scientific foundation applied to clinical practice: (Essential I)

a. Critical decision-making and diagnostic reasoning are required for the treatment of common conditions that build on previous knowledge in related sciences such as anatomy, physiology, chemistry, microbiology, and genetics and integrate advanced knowledge of pharmacology, pathophysiology, health assessment, research, and theory.

#### 1. Application in clinical practice of health promotion, health protection, disease prevention, and treatment include: (Essential VIII)

1. Ecological, global, and social determinants of health
2. Illness prevention health promotion and wellness
3. Healthy People 2020
4. Environmental and population-based health
5. Genetic causes of common diseases and screening
6. Age-based incidence of common disorders
7. Epidemiology-incidence and prevalence
8. Sensitivity and specificity

#### 2. Nurse practitioner-patient relationship in clinical practice grounded in caring including:

(Essential III and VIII)

1. Authentic presence, relationship of mutual trust, and patient-centered care
2. Patient counseling – including genetic counseling, and family counseling.
3. Principles of learning, motivational interviewing
4. Health literacy
5. Cultural and ethnic considerations
6. Becoming an advocate for patients, families, caregivers, communities, and members of the healthcare team
7. Ethical principles in decision making
8. Professional role, leadership, interprofessional communication, and health policy applied to clinical practice including: (Essential II, VI, and VII)

1. Professional organizations
  2. Collaborating in planning for transitions across the continuum of care
  3. Systems leadership
  4. Scope of practice
  5. Legislative issues
9. Quality improvement and clinical practice inquiry in: (Essential IV)
1. Implementation of evidence-based practice
  2. Use of informatics to gather, document, and analyze outcomes
  3. Standards and guidelines to improve practice and assure safety
  4. Implementation of evidence-based practice
  5. Population-based information
  6. Cost-effective care
  7. Dissemination of evidence from inquiry
10. Technology and information literacy in clinical practice: (Essential V)
1. Use of informatics to gather, document, analyze, and evaluate outcomes
  2. Application of research to the clinical setting
  3. Critique of databases
  4. Meaningful use of EHR

ICD-10 coding and CPT coding for reimbursement

## **Course Assignments**

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### **COURSE ASSIGNMENTS AND EVALUATIONS**

#### **Faculty Evaluation of Student Nurse Practitioner (Site Visit Performance of Student Form)** **(30%)**

The Faculty Evaluation of Student Nurse Practitioner is completed by FAU clinical faculty when they come to your clinical site during the semester. These clinical site visits need to be arranged early in the semester. During a clinical site visit, the faculty will observe and discuss your clinical assessments and management plans for one or more clients in the clinic and briefly speak to your preceptor. Instructions and information will be addressed at the time of the examination if needed. In addition, they may ask you to explain your SOAP note and help with the information needed. This is especially important when students are minimally allowed to use the EHR. It is the student's responsibility to advise the clinical preceptor of the date and purpose of these visits.

- This form is posted on the Canvas site in the clinical information tab, for you to view. You will not need to download or complete the form on Canvas, it will be completed on eValue.
- There is a Lab rubric posted in Canvas to help students understand how the grade is assigned, under course resources.

### **Preceptor Evaluation of Student (10%)**

- The Preceptor Evaluation of Student should be completed at midterm and the end of the term. Preceptors will receive an email from the eValue system to complete this evaluation, with directions. The link to complete the form will be emailed to preceptors approximately two weeks prior to midterm, and two weeks prior to final.
- Preceptors should review the evaluations with the student.
- This form is also posted on the Canvas site in the clinical information tab, for you to view. You will not need to download or complete the form on Canvas, it will be completed it on eValue.

### **Student Self-Evaluation (10%) This is done at Mid-term and at the End of the Term**

- This form is completed by the student at the midterm and the end of the term in eValue.
- Students will receive a notification from the eValue system approximately two weeks prior to the end of the semester to complete this.
- Students should provide **typed comments and examples of how they are meeting the objectives of the course.**
- Comments on approximately half of the objectives are expected by midterm and the remaining half by the end of the term.
- This form is posted on the Canvas site in the clinical information tab, for you to view. You will not need to download or complete the form on Canvas, you will be completing it on eValue.

### **Professionalism (10%)**

Professionalism is expected in the clinical setting such as arriving on time on expected days with a white lab coat and FAU name badge. Students are expected to comply with clinical policies and procedures:

- **Submit paperwork on time and attend all clinical conferences.**
- Professionalism in communications with faculty and preceptors
- **Proper and timely documentation in eValue**
- Students should be dressed in business casual attire for all clinical rotations. **NO JEANS, SNEAKERS, T-SHIRTS OR LONG FINGERNAILS.**

### **Reflective Journal (20%)**

Each student is required to keep a clinical journal during this semester. This journal will reflect the clinical experience each week. Please remember not to include any identifying information regarding any specific patient. These weekly journals should be posted on the lab canvas site. **Please prepare a document in Word first and then uploaded to the Journal site.**

The purpose of the reflective journal is to help students reflect on their learning experiences in clinical, with specific application of nursing situations, current evidence, personal reflection, insight, and clinical hour tracking.

- **Reflection:** is a valuable tool for learning and retaining new information. When we reflect on new information, we consider its practical implications and think critically about how we will use the information personally and professionally. This is an informal journal to help your faculty know what is going on at your clinical site.
- Journal entries will be graded (20 % of grade) based on completeness, accuracy of writing, and depth of personal reflection.
- GRAMMARLY is a very useful free tool you can upload to correct any grammar or sentence structure problems before uploading.
- It is not necessary to have a title page or references.

**Each journal entry must contain the following 2 elements:**

1. Tracking of weekly and total clinical hours for the course.
2. Briefly discuss in one short paragraph a conflict or something that bothered you or simply something important that you learned from a clinical situation. If you encountered a challenging nursing situation, try to describe it from a lens of "caring" or "from the perspective of caring." What did you learn from the situation and how did you grow as a result of the situation?
3. **ALL CLINICAL JOURNALS MUST BE COMPLETED BY** the time posted in Canvas. There are 10 postings required. See the schedule for dates.

### **SOAP NOTES (20%)**

Each student must submit (2) SOAP notes during the course, each soap counts 10 points. These must be submitted to the lab canvas assignment tab. Clinical faculty may request that the SOAP be written on the patient seen during the clinical site visit and be written at the time of the site visit.

Faculty may require rewriting of SOAP notes or additional notes to be written. It is expected that the quality of the written SOAP note will progress over the semester.

Each SOAP note should be of an interesting or atypical situation, clear, concise, and complete, and should be posted on the lab canvas site. A rubric is provided on the Canvas site for grading (look in the SOAP #1 and SOAP #2 under assignments for rubric).

If you are unable to attend clinical and a SOAP note is due, you should submit a SOAP note using a clinical scenario from a previous encounter, or an encounter you may have experienced as an RN. You should submit a SOAP with each due date.

Content of SOAP note:

1.	Date of visit
2.	Biographical Data
	1. Patient's initial (no names please)
	2. Gender, race, age
	3. Marital status
	4. insurance
	5. informant and reliability
3.	Subjective Data
	1. Chief Complaint ("cc")
	2. History of present illness (HPI) analysis of symptoms, pertinent positives and negatives
	3. Past medical history (PMH)
	4. Family history (FH)
	5. Social history (SH)
	6. Review of systems (ROS) This should be a limited or "red flag" ROS with crucial information regarding each system
4.	Objective Data
	1. Vital signs, BMI

	2. Physical findings
	3. Confirmed laboratory findings
5.	<p>Assessment (diagnosis, ICD-10)</p> <p>Please read and follow the format for documenting a confirmed and an unconfirmed diagnosis or symptom from the article posted on the Canvas site: Structure and Synchronicity for Better Charting. For chronic problems such as HTN DM and asthma, include the 6 elements suggested. When a problem is unconfirmed, document the suspected diagnosis, rational, evaluation to confirm, and management. List less likely diagnoses and rationale for ruling out and disposition. The assessment should reflect your medical decision making.</p>
6.	Plan (include the following)
	1. pharmacologic
	2. non-pharmacologic
	3. education/teaching
	4. diagnostic
	5. anticipatory guidance/counseling
	6. return to clinic (RTC) date
	7. level of visit – CPT code
7.	On occasion, your approach to a problem may be different from the one suggested by your preceptor. Be sure to include any comments regarding this.
8.	Cite references used in developing this SOAP. Include at least 2 professional journal references and or guidelines as well as course textbooks. The SOAP should be no more than 2 pages excluding references. Single spacing is appropriate for the body of the note.

### References:

At least 2 professional journal references and or guidelines as well as course textbooks. **These are in APA format. If a book is used for reference, the pages must be added as to where you found**



**the information.** Single spacing is appropriate for the body of the note. Write first in MS Word then cut and paste. Use Times New Roman font size 12. Do not use bold for anything in the SOAP note.

The assessment and plan should be addressed together for each problem:

Example of confirmed diagnoses. **See the example under assignments for unconfirmed diagnoses.**

1. HTN (poorly controlled) ICD-10 (I16.0) Home BP monitoring consistently 150/90. The goal is 130/80. In clinic 158/90.
  1. Start HCTZ 12.5 mg every AM, advised of side effects
  2. Therapeutic lifestyle changes-discussed DASH
  3. EKG, CMP, and lipids
2. Diabetes (well controlled) ICD10 (E11) Last A1c 1/9/2023 6.9%
  1. Continue present medications/see med list
  2. Follow up with the diabetes educator
3. Health promotion/anticipatory guidance
  1. PAP/mammogram/BSE
  2. Yearly influenza vaccine
  3. Include other recommendations appropriate for condition, age, and gender  
<http://epss.ahrq.gov/PDA/index.jsp> RTC in 2 weeks

Level of Visit 99213

### **CLINICAL CONFERENCES (REQUIRED, live on Zoom)**

Clinical conferences (3) will be held during the semester. Attendance is mandatory. See the course schedule for the dates. The first clinical conference takes place during the first week of class. Faculty will provide dates. Usually on a Thursday afternoon. Clinical conferences will be set up using ZOOM during the semester. The last conference is usually held on a one-to-one basis if needed with each student to discuss overall coursework.

**Questions? Please look in the FNP – AGNP Toolkit on Canvas for general information.**

### **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 Policies & Guidelines**

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### **COURSE POLICIES AND CLINICAL PRACTICUM GUIDELINES**

#### **1. Student Credentials:**

Student credentials must be up to date in order to practice in the clinical setting. The College of nursing uses the Complio system to track all background checks and health requirements. **Students must provide a copy of the Complio clinical requirements summary for clinical faculty at the beginning of the semester.** The student cannot begin the clinical rotation until this is completed. Please contact Colleen Alcantara-Slocombe by e-mail at [Slocombe@fau.edu](mailto:Slocombe@fau.edu) at 561-297-6261 or by phone if you need assistance.

#### **Beginning of Term Checklist for Students**

1. Complio summary sheet with all areas “approved”

2. Contact information for all clinical sites: Name of agency, preceptor, address, and phone emailed to clinical faculty
3. Submit electronic copies of the clinical site information signed (the Preceptor

Credentialing/agreement form is now uploaded with the Clinical Arrangements Form).

[h https://www.fau.edu/nursing/academics/student-resources/graduate/np-clinical-info-forms/clinical-arrangements/](https://www.fau.edu/nursing/academics/student-resources/graduate/np-clinical-info-forms/clinical-arrangements/)

4. Preceptor Agreement Form to be signed by the preceptor on the first day of clinical (the form is provided in the course under clinical forms. Clinical Faculty must provide their contact information on this sheet.)

- The form must have the Preceptor's e-mail for Beginning and End of Term Letters

#### 1. Assignment to a Clinical Site:

The Clinical Coordinator will arrange for students to be placed in an appropriate clinical practice site.

- Each student will receive a verification form from the Clinical Coordinator for their assigned site/preceptor. The student must follow the instructions provided (for example: text the preceptor to schedule and set up an interview with preceptor) and sign and return the form within 72 hours. Failure to return the form in a timely manner or follow through with the instructions provided may result in the loss of placement.
- Students must go to the assigned clinical site. Students who change sites without the faculty and the NP coordinator's permission will be administratively dropped from the course.

Primary care 1 clinical experiences should be in a primary care setting. **Urgent care facilities, emergency rooms, retail clinics, and hospital rounding may not meet curricular objectives for primary care and these experiences may not be permitted during this semester.**

- Plan on spending approximately 2 eight-hour days in the clinical setting for a total of 180 hours this semester. The practicum experience must extend over the entire semester. Students may not complete all the clinical hours (minimum 180 hours) before the midterm as course objectives may not be met within this timeframe.

**It is recommended that FNP students will need 50 to 100 hours of pediatrics (ages 0-21), and 100 hours in women's health (WH) during the MSN program.** Most of these hours should be completed during Primary 2 and Primary 3, (after you have taken the Ped's and Women's health

courses this summer). However, you may log in pediatric hours and women's health hours this semester for patients you have seen under the guidance of your preceptor. There are no clinical hours during the summer when the pediatric and women's health content is covered.

- Pediatric hours will automatically be logged in for any patients 21 and under. You do not need to add any identifiers in eValue.
- Women's health hours refer to clinical visits specifically for conditions unique to women or conditions that affect women differently than men. For more information about women's health hours, refer to the FNP–AGNP Toolkit on Canvas.
- To enter Women's Health hours in eValue be sure to identify Women's Health as the purpose of the visit.

## **2. Preceptor Credentials:**

The preceptor must be board/nationally certified in the area of practice and have a minimum of 1-year experience. The preceptor must be a nurse practitioner or physician (MD/DO). **Physician Assistants may not precept NP students.** For students who have more than one preceptor, or clinical site, an electronic clinical arrangement form for EACH clinical site must be submitted. If the preceptor is new to the site, the name can be added at this time.

- Submit electronic copies of the clinical site information signed (the Preceptor

Credentialing/agreement form is now uploaded with the Clinical Arrangements Form).

<https://www.fau.edu/nursing/academics/student-resources/graduate/np-clinical-info-forms/clinical-arrangements/>

- For more information about preceptor credentials, refer to the FNP–AGNP Toolkit on Canvas.

## **3. Expectations of the Preceptor and Clinical Experience:**

Preceptors are advised and aware that students must have the opportunity to carry out ("hands-on") complete and episodic histories and physical examinations, present the patients to the preceptor, and discuss the options for diagnostic tests and management including follow-up of the patients. Students should be involved in the decision-making process to some degree and have opportunities for in-depth discussions about patients with the preceptor to gain insights into appropriate management. In addition, opportunities for recording patient information, understanding certain financial influences in the practice site, etc. are important. Students are responsible for supplying a copy of the syllabus and evaluation forms for the preceptor.

If there are any issues at the clinical site, students must notify their faculty. The clinical faculty will then discuss the issues with the NP coordinator and alternative placement will be found if warranted. A

change in preceptor/sites cannot be made without the approval of the clinical faculty and NP coordinator.

Preceptors will receive a Preceptor Packet explaining their role with students.

Students are responsible for having their preceptor fill out and sign the Preceptor Agreement Form that must be returned to the didactic faculty during the second week of class. This form is now uploaded onto the data center when the student fills out the electronic Clinical Arrangements form. Preceptors may apply for a certificate of participation after 300 hours of precepting. This will allow a tuition waiver for six credits at any state college or university. For the Preceptor certificate of participation information and forms, please click on the, "For Preceptors" under our "Go To" menu on the left side of the CON website.

#### **4. Professionalism:**

Professionalism is expected in the clinical setting such as arriving on time on expected days with a white lab coat and FAU name badge. Inquire about the dress code and the need for closed-toe shoes. Please don't miss clinicals when a test is scheduled in the didactic class. Preceptors expect you to be there are the specified days. Students are not allowed to be in the clinical setting when the University is closed.

#### **Professional Statement:**

<https://nursing.fau.edu/academics/student-resources/graduate/policies-regulations/professionalstatement.php>

Under the Self Insurance Program (SIP) that covers all FAU nursing students, students are prohibited from being in the clinical setting when the University is closed.

**In the spring semester, the University is typically closed for MLK Day, the third Monday of January.**

#### **5. Documentation of Clinical Hours:**

Students will be required to use Case Log Management and Time Tracking Management provided by eValue.

- For more information regarding eValue: <https://www.fau.edu/nit/training/evalue/>
- There is no charge to the student for eValue.
- Supplemental notes should include the specific drugs and dosages.
- Mobile applications are available for a charge of \$75.
- All clinical hours are to be verified by the preceptor. Falsified clinical hours are considered plagiarism.

- It is difficult to monitor the time spent with each patient. For this reason, divide the hours spent by the number of patients in minutes and record this as your time per patient. For example, if you were on site for 10 hours or (600 minutes) and saw 9 patients, you would log in 66.6 minutes for each patient regardless of how much time was spent with each patient. If you have lunch, don't count that time unless you are eating while reviewing charts which is the norm.

## **6. Documentation in the Clinical Setting:**

Documentation in the medical record is sometimes restricted in some clinical sites. Students are required to use the "Office Note" form provided if they are not allowed to document. It is recommended that even if you are recording in the medical record, you use this form for the assessment and plan to present your patient to your preceptor. In addition, this form has all the information needed for eValue. Students should thoughtfully commit to a diagnosis and plan prior to presenting to the preceptor. The Office Note form is posted in the course under course forms.

## **7. FAU Faculty Responsibility:**

Faculty will make visits to your clinical sites. These clinical visits need to be arranged early in the semester. During a clinical site visit, the faculty will observe and discuss your clinical assessments and management plans for one or more clients in the clinic and briefly speak to your preceptor. It is the student's responsibility to advise the clinical preceptor of the date and purpose of these visits.

For your information you can review the "Site Visit Evaluation" form used to assess student performance located in the course under clinical forms. Your faculty will be using this form. You do not need to download this form.

Please note that: If a mutual time cannot be found for a clinical site visit, the student may have to go to the faculty's practice site.

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\*\*](#).

## **8. Evaluations:**

Both preceptor evaluations and student self-evaluations must be completed at midterm and at the end of the term in eValue. **The links to these forms will be emailed by eValue to preceptors and students approximately two weeks before they are due.** This form is also posted on the Canvas

site in the clinical information tab, for you to view. **You will not need to download or complete the form on Canvas, you will be completing it on eValue**

On your midterm self-evaluation, list your goals or plans to increase your knowledge and management skills by the completion of the course.

It is important to note, that you will not lose points for self or preceptor evaluations that are below “excellent.” It is rare that a student is excellent in every category. Self-evaluations provide an opportunity for self-reflection and planning.

On completion of the course, you must complete and submit an evaluation of the preceptor and clinical site on eValue.

### **End of Term Checklist for Students**

1. Summary of Clinical Hours form, found in Canvas (NOT eValue), should be completed and turned into clinical faculty. Clinical faculty will review, sign, and submit the form to the Director of NP Programs.
  1. This form should have a correct documentation of clinical hours, with printed copies from eValue with total hours (Primary Care, Pediatrics and Women's Health) which will total at least 180 hours.
  2. Do not double count hours. Pediatric hours should not also be counted as primary care hours. Women's health hours should not be also counted as primary care hours.
  3. Total clinical hours should be a minimum of 180 hours. You may log additional hours, (more than 180 hours) however these hours cannot be “banked” and carried over to the next semester.
2. Time Tracking of hours, signed off by preceptor in eValue
3. Case logs reviewed & signed off by clinical faculty – in eValue
4. Student Self Evaluation (midterm and final evaluation) in eValue
5. Preceptor Evaluation of Student (midterm and final evaluation) in eValue
6. Student Evaluation of Site/Preceptor In eValue

## **Title IX Statement**

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's



grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

## **Faculty Rights and Responsibilities**

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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/).

## **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](#).

## **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.

## **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.

## **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**

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There will be a penalty of 1 point extracted from the grade for each day that an assignment is late.

Exceptions will be made for certain conditions that are agreed with the faculty member ahead of time.

## **Artificial Intelligence Preamble**

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

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

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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 therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **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 \(WAC\)](#)

## 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.

## Course Topical Outline

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1. Comprehensive management of individuals and families in the primary care setting 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 and complex conditions in a variety of settings. (Essential 1)
2. Application in clinical practice of health promotion, health protection, disease prevention and treatment include: (Essential VIII)
  1. Ecological, global, and social determinants of health
  2. Illness prevention health promotion and wellness
  3. Healthy People 2030
  4. Environmental and population-based health
  5. Genetic causes of common diseases and screening
  6. Age-based incidence of common disorders
  7. Epidemiology-incidence and prevalence
  8. Sensitivity and specificity
3. Nurse practitioner-patient relationship in clinical practice grounded in caring including:  
(Essential III and VIII)
  1. Authentic presence, relationship of mutual trust, and patient-centered care
  2. Patient counseling – including genetic counseling, and family counseling.
  3. Principles of learning, motivational interviewing



4. Health literacy
5. Cultural and ethnic considerations
6. Becoming an advocate for patients, families, caregivers, communities, and members of the healthcare team
7. Ethical principles in decision making
8. Professional role, leadership, interprofessional communication, health policy applied to clinical practice including: (Essential II, VI, and VII)
  - a. Professional organizations
  - b. Collaborating in planning for transitions across the continuum of care
  - c. Systems leadership
    1. Scope of practice
    2. Legislative issues
    3. Resume writing, protocols, and malpractice insurance
9. Quality improvement and clinical practice inquiry in: (Essential IV)
  1. Implementation of evidence-based practice
  2. Use of informatics to gather, document, and analyze outcomes
  3. Standards and guidelines to improve practice and ensure safety
  4. Understanding the statistical results of a research article
  5. Population-based information
- g. Cost-effective care
- f. Dissemination of evidence from inquiry
1. Technology and information literacy in clinical practice: (Essential V)
  1. Use of informatics to gather, document, analyze, and evaluate outcomes
  2. Application of research to the clinical setting
  3. Critique of databases
  4. Meaningful use of EHR
  5. ICD-10 coding and CPT coding for reimbursement


## Course schedule

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### Course schedule

Date	Clinical Conferences & Assignments	SOAP notes	Journals

January 9th (Thursday)	<p>1. First Clinical Conference – usually first day of didactic class in person.</p> <p>Students must bring:</p> <ol style="list-style-type: none"> <li>1. Clinical site information with preceptors' email</li> <li>2. Complio background report with all health requirements approved.</li> </ol>		
January 19th (Sunday)			<p>Journal #1 due</p> <p>eValue documentation of clinical encounters must be submitted weekly</p>
January 26th (Sunday)			Journal #2 due at 11:59 PM
February 2nd  SOAP note #1 (Sunday)		SOAP #1 due at 11:59 PM	
February 9th (Sunday)			Journal #3 due at 11:59 PM
February 16th (Sunday)			Journal #4 due at 11:59 PM
February			Journal #5 due at

23rd (Sunday)			11:59 PM
February 26th (Thursday)	2nd Clinical Conference via ZOOM 7 PM  Mid Term Eval's due (Student Self Evaluation & Preceptor Eval of Student at midterm.		2nd Clinical Conference via ZOOM 7 PM  Mid Term Eval's due (Student Self Evaluation & Preceptor Eval of Student at midterm.
March 2nd – 8th			
March 9th (Sunday)			Journal #6 due at 11:59 PM
March 16th (Sunday)		SOAP #1 due at 11:59 PM	
March 23rd (Sunday)			Journal #7 due at 11:59 PM
March 30th (Sunday)			Journal #8 due at 11:59 PM
April 6th (Sunday)			Journal #9 due at 11:59 PM
April 13th			Journal #10 due at

(Thursday)			11:59 PM
April 17th	All Eval documents must be complete.	3rd Clinical Conference via ZOOM 7 PM  Final Eval's due (Student Self Evaluation  & Preceptor Eval of Student at Final.  Faculty to meet with students individually.	

## 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**

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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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