

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department <u>Nursing</u> College <u>College of Nursing</u>		
Current Course Prefix and Number <u>NGR 6605L</u>		Current Course Title <u>Primary Care 2 Practicum: Foundations Adv. Nursing Practice</u>	
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.			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Add: <u>NGR 6301, 6342</u> Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: <u>Summer 2026</u>		Terminate course? Effective Term/Year for Termination: _____	
Faculty Contact/Email/Phone <u>Katherine Chadwell, kchadwel@health.fau.edu, 561-297-2535</u>			
Approved by Department Chair <u>Katherine Chadwell</u> College Curriculum Chair <u>Risa Uness</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____		Date <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 10 days before the UGPC meeting.

CON Committee on Programs Motion Form

Date	10/15/2025	Maker	Masters Committee	Second	[If coming from an academic committee a 2 nd is not required]
Title of Program: FNP and AGNP Program and PMHNP program					
Motion Language: Overall: 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					
Start Date	Summer 2026				
Rationale: include program(s)/track(s) impacted	Support proper progression of students				
Revised Syllabus attached	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA				
Student Notification Required	<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)				
Does this require an addition or revision to the FAU catalog?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, Identify Section: Graduate course descriptions Follow-up	
Does this require an addition or revision to CON Policies and Procedures or student handbook?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If YES, Identify Section: <input type="checkbox"/> CON Policies and Procedures <input type="checkbox"/> Student handbook <input type="checkbox"/> BSN <input type="checkbox"/> Graduate Follow-up	

ACTION Date:

☐ Amended

☐ Tabled

☒ Adopted

☐ Withdrawn

☐ Postponed

☐ Referred

Approved COP 12/19/16

Catalog Changes

Primary Care 2 Practicum: Foundations of Advanced Nursing Practice (NGR 6605L) 4 credits

Prerequisite: NGR 6200 and 6200L, **6301, 6342**

Corequisite: NGR 6605

Allows students to integrate the foundational concepts of primary care in the practice setting to diagnose and manage common and complex 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

NGR 6605L-003 12136

Prim Cr 2 Pr:Fdns Adv Nur Prac

3 Credit(s)

Fall 2025 - 1 Full Term

Instructor Information

Karen Chambers

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Office: HBOI Link Blog. LE 213

Office Hours: By appointment

Phone: Please send message on Canvas Messages. For emergency text my cell 561-789-6717

Course Description

Primary Care 2 Practicum: Foundations of Advanced Nursing Practice

Perequisite: Prerequisite: NGR 6200 and NGR 6200L

Corequisite: NGR 6605

Allows students to integrate the foundational concepts of primary care in the practice setting to diagnose and manage common and complex 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

Prerequisite(s): All of the following:

- NGR 6200L Graduate / Undergraduate (Minimum Grade of C)
- NGR 6200 Graduate / Undergraduate (Minimum Grade of C)
- **NGR6301**
- **NGR6342**

Corequisite(s):

Subject	Course Number
NGR	6605

Instructional Method

In-Person

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

Required Texts/Materials

Same textbooks as companion course (NGR 6605)

Textbook of Adult-Gerontology Primary Care

Nursing ISBN: 9780826184139

Publisher: Springer Publishing Company

Primary Care : The Art and Science of Advance Practice Nursing - An Interprofessional Approach

ISBN: 9781719649469

Publisher: F. A. Davis Company

Textbook of Adult-Gerontology Primary Care

Nursing ISBN: 9780826184139

Publisher: Springer Publishing Company

Symptom to Diagnosis

ISBN: 9781260121117

Publisher: McGraw-Hill

Edition: 4th

Primary Care : The Art and Science of Advance Practice Nursing - An Interprofessional Approach

ISBN: 9781719649469

Publisher: F. A. Davis Company

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ISBN: 9781719649469

Publisher: F. A. Davis Company

Symptom to Diagnosis

ISBN: 9781260121117

Publisher: McGraw-Hill

Edition: 4th

Textbook of Adult-Gerontology Primary Care Nursing : Evidence-Based Patient Care for Adolescents to Older Adults

ISBN: 9780826184146

Publisher: Springer Publishing Company

Edition: 1st

Sanford Guide to Antimicrobial Therapy 2020 (Library Edition) ISBN: 9781944272159

Publisher: RITTENHOUSE BOOK DISTRIBUTORS

Primary Care

ISBN: 9781719644655

Publisher: F.A. DAVIS

Edition: 6th

Textbook of Adult-Gerontology Primary Care Nursing : Evidence-Based Patient Care for Adolescents to Older Adults

ISBN: 9780826184146

Publisher: Springer Publishing Company

Edition: 1st

Symptom to Diagnosis An Evidence Based Guide, Fourth

Edition ISBN: 9781260121124

Publisher: McGraw-Hill Professional Publishing

Edition: 4th

Symptom to Diagnosis An Evidence Based Guide, Fourth

Edition ISBN: 9781260121124

Publisher: McGraw-Hill Professional Publishing

Edition: 4th

Sanford Guide to Antimicrobial Therapy 2020 (Library Edition) ISBN: 9781944272159

Publisher: RITTENHOUSE BOOK DISTRIBUTORS

Primary Care

ISBN: 9781719644655

Publisher: F.A. DAVIS

Edition: 6th

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

COURSE OBJECTIVES: Upon completion of NGR6605L, the 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 which reflect appreciate 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 in an understanding of developmental theory and current evidence. (Essential I, IV)
3. Explain the importance of becoming professionally active in national organizations in improving 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.

Course Assignments

COURSE ASSIGNMENTS:

Site Visit Evaluation (30%)

The Faculty Evaluation of Student Nurse Practitioner Site Visit Performance is completed by the FAU clinical faculty. The clinical site (visit/visits) needs to be arranged early in the semester. During a clinical site visit, the faculty will observe and discuss the student clinical assessments and management plans for one or more clients in the clinic and briefly speak to the preceptor. In addition,

the faculty may ask the student to write a SOAP during the visit. 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. Please review the "Site Visit Evaluation" form used to assess student performance located on the CON website with all other forms. This form is also posted on the canvas site in the Clinical information tab. There is a Lab rubric posted to help students understand how the grade is assigned.

Preceptor Evaluation of Student (not included in final grade)

The preceptor evaluation of NP student form will be available on eLogs for the preceptor. The Preceptor should complete this form at midterm and at the end of the semester. Clinical faculty should review the evaluation with the student.

Student Self Evaluation (10%)

- Students should rate their skill level for each of the course objectives using the form provided in Canvas.
- Beginning students in NGR 6605L are most likely to have novice and advance beginner skills with progression to at least competent by the end of the semester.
- Competent and proficient skills are expected during the final clinical courses (NGR 6619L, NGR 6607L)., rarely will students get to the expert level.
- Students should review each of the course objectives and contribute a reflection/clinical example after each of the 6 C's as well as clinical goals at midterm and end of term.
- Clinical faculty are expected to discuss the ratings and reflections and help students with goal setting. Clinical faculty are required to sign this form.

The Student Self Evaluations (both midterm and final) count towards 10% of the final grade.

Grading rubric:

Student Self Evaluation

Criteria Ratings

This criterion is linked to a Learning OutcomeStudent Self Evaluation	<p>100 to >90.0 pts - Excellent: Advanced reflective thoughts with pertinent and realistic goals</p> <p>90 to >79.0 pts - Above Average: Pertinent reflective thoughts and clinical examples. More realistic goals.</p> <p>79 to >72.0 pts - Satisfactory: Some reflective thoughts and clinical examples. Some realistic goals.</p> <p>72 to >0 pts - Unsatisfactory: Little reflective thoughts and clinical examples. Few realistic goals.</p>
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Total Points: 100

Skill Level Definition:

Novice (N): Observes tasks only. limited skills, knowledge, attitudes, and behaviors that define the content of the learning domains

Advanced Beginner (AB): Needs direct supervision. Developing skills, knowledge, attitudes, and behaviours that define the content of the learning domains

Competent (C): Needs supervision periodically. Developed skills, knowledge, attitudes, and behaviors that define the content of learning domains

Proficient (P): Able to perform without direct supervision. Advanced skills, knowledge, attitudes and behaviors that define the content of the earning domains

Expert (E): Able to supervise others. Authority for skills, knowledge, attitudes and behaviors that define the content of the learning domains

N/A Not applicable or unable to observe during site visit

Professionalism (10%)

Students are expected to comply with clinical policies and procedures and to submit paperwork on time and attend all clinical conferences. Communication skills with faculty and preceptors and proper and timely documentation in eLogs are also considered in evaluation of professionalism.

Weekly Reflective Journal (20%)

Each student is required to keep a clinical journal during this semester. This journal will be a reflection of 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 course canvas site.

About Reflection: 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. Please use proper grammar and be brief. It is not necessary to have a title page or references. Each journal entry must contain the following 3 elements:

1. Documentation of weekly clinical hours and tracking of total clinical hours for the course.
2. One goal statement set by the student for the following clinical week.
3. Briefly discuss in one 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. You can also relate a clinical encounter to demonstrate how you are meeting the course objectives. You will need to provide clinical examples for the course objectives when completing the Faculty/Student Self Evaluation and these examples can be used. Please choose one of the following topics from the course objectives/topical outline for a brief posting. References are not required. You must state the topic being addressed for this paragraph.

Nursing Situation/Case Presentation (10%)

Each student will present a clinical case of a nursing situation during the Zoom clinical conference times.

Please prepare a PowerPoint presentation of no more than 8 slides, 6 to 8 minute time limit for the presentation. The case should be approved by the clinical faculty first.

Select a nursing situation of interest and include the "take home message". References are required (5) and should come from recent evidenced based literature. This should not be the same patient problem used for your SOAP note.

Your clinical faculty will schedule one or two Zoom clinical meetings in the second half of the semester for these presentations.

- ♦ Keep slides simple and uncluttered. Include bullet points on the slides of information you will cover verbally
- ♦ Use clinical questions to involve your audience during your presentation.

GENERAL OUTLINE FOR THE PRESENTATION:

1. Title Slide

- Title of the Case
- Your name and credentials
- Institution (Christine E. Lynn College of Nursing)

2. Patient Information

- Age, gender, ethnicity (if relevant), patient initials (no patient names)
- CC (Chief Complaint)
- Past medical history (PMH)
- Medications
- Brief HPI (history of present illness) - Information relevant only to the chief complaint
- Brief ROS (review of systems - Information relevant only to the chief complaint)

3. Physical Examination Findings

- Key findings relevant to the case.
- Focused and concise - highlight both normal and abnormal findings

4. Diagnostic Workup

- Labs, imaging, and other diagnostic tests
- Present results in an organized manner (tables or bullet points work well).
- Highlight critical or abnormal findings.
- If you did not have any diagnostic tests (labs or radiology) leave this slide out.

5. Differential Diagnosis

- List possible conditions based on presentation
- Briefly explain reasoning for each
- Identify the most likely diagnosis and justify it.

6. Management Plan

- Outline immediate and long-term management
- Include medications, therapies, lifestyle modifications, and follow-up recommendations.
- Use evidence-based guidelines to support your decisions.

7. Conclusion

- Summarize the case and its significance (key takeaways)
- Lessons learned from the case.

8. References

- Use APA for citations

Soap notes (20%)

- Each student must submit (2) SOAP notes during the course. Each one is graded for 10 points. These must be submitted to the canvas course site in the assignment area or by email as directed by individual clinical faculty. 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. Clinical faculty may also require a clinical presentation rather than a SOAP note.
- 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, complete, and submitted on the course canvas site. A rubric is provided on the canvas site for grading.

Content of SOAP note:

1. Date of visit
2. Biographical Data
 1. Patient's initial (all data must comply with HIPPA regulations)
 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 "redflag" ROS or consist of a summary of major organs or systems.

Note: c, d, & e, are included ONLY as they relate to the "cc" and HPI unless it is a new patient visit

1. Objective Data

a). vital signs, BMI b). physical findings

c). confirmed laboratory findings

1. Assessment

2. suspected or confirmed diagnoses. If more than one, number so that the plan can match the diagnoses

3. differential diagnoses for acute problems (list these separately at the end of the note and give a rationale for why they were included and what evidence you have for selecting your diagnosis).

4. status of the problem (new onset, well controlled, poorly controlled, resolving, chronic)

5. ICD-10 diagnosis code 6). Plan (include the following)

6. pharmacologic

7. non-pharmacologic c). education/teaching d). diagnostic

e). anticipatory guidance/ counseling f). return to clinic (RTC) date

7. level of visit – CPT code (see hand out posted in the course under forms.

References: APA is required for the SOAP note references only.

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

Example: 1) HTN (poorly controlled) ICD-10 (I16.0)

1. Start HCTZ 12.5 mg in the morning, advised of side effects

2. Therapeutic lifestyle changes (include what was discussed with the patient)

3. EKG, CMP and lipids etc...

4. Diabetes (well controlled) E11.0

1. Continue present medications/see med list

2. Follow up with diabetes educator (Rx given)

3) Health promotion/anticipatory guidance

1. Annual PAP/mammogram

2. BSE

3. Annual Influenza vaccine

4. Include other recommendations appropriate for condition, age and gender. <http://epss.ahrq.gov/PDA/index.jsp>

RTC in 2 weeks Level of Visit 99213

Please note that reusing a previously submitted SOAP note is considered plagiarism.

Participation in clinical conferences

Clinical conferences (3) will be held during the semester before or following the didactic course.

Attendance is mandatory. See the course schedule for dates.

1. The first clinical conference usually takes place during the first didactic class.
2. The second clinical conference is usually set up on a one-to-one basis between clinical faculty and student around midterm to collect midterm paperwork.
3. The last conference is usually done on a one-to-one basis with each student to discuss grades and collect final paperwork.
4. Clinical faculty may also choose to meet students for clinical conferences in groups for oral presentations virtually.

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

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/.

Course Evaluation Method

GRADING AND EVALUATIONS:

Knowledge, Management Skills, & Role Development (Grading rubrics are provided for all assignments and posted on the Blackboard site)

Table caption

1.Site visit: Evaluation by Clinical Faculty	30 %
2. Self-Evaluation (Student)	10 %
3. Professionalism	10 %
4. Reflective Weekly Journal (10entries 2 points/journal)	20 %
5. Nursing Situation/Case study	10%
6. SOAP Notes 2 (10 points each)	20 %

Total 100 %

GRADING SCALE: Grade below C is not passing in the Graduate Program.

94 - 100 = A

90 - 93 = A-

87 - 89 = B+

84 - 86 = B

80 - 83 = B-

77 - 79 = C+

74 - 76 = C

70 - 73 = C-

67 - 69 = D+

64 - 66 = D

61 - 63 = D-

0 - 60 = F

The student must meet course objectives, all course requirements, clinical competencies, and achieve a C (74 %) or greater for successful completion of this course. Grades will not be rounded. For example: 92.8 will be graded as a 92.

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](#).

Attendance Policy Statement

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.

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Clinical conferences (3) will be held during the semester before or following the didactic course.

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3. The last conference is usually done on a one-to-one basis with each student to discuss grades and collect final paperwork.
4. Clinical faculty may also choose to meet students for clinical conferences in groups for oral presentations virtually.

Religious Accommodation Policy Statement

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.

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

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

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%

Grade Appeal Process

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

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.

Artificial Intelligence Preamble

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>

AI Language Specific To This Course

- AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Special Course Requirements

1. Student Credentials:

Student credentials must be up to date to practice in the clinical setting. The college of nursing uses Complio to track all background checks and health requirements.

Students will need to upload a copy of their Complio email showing "cleared to start clinicals" (Look for emails from CONCompliance). Any hours completed before clearance will not be able to be counted in fall hours. The student CANNOT begin clinical rotation until this is completed.

The first day of class students MUST complete the following:

Beginning of Term Checklist for Students

1. Electronic submission of clinical site information in the Preceptor Credentialing Form.
2. Preceptor Agreement Form to be signed by preceptor on the first day of clinical should be completed and uploaded into Canvas.
3. Preceptor's e-mail for Beginning and End of Term Letters

2. Assignment of clinical sites

The NP coordinator and the clinical coordinator will arrange for students to be placed in an appropriate clinical practice site. Each student will receive a verification form for their assigned

site/preceptor.

Any clinical site issues encountered by students during the semester must be addressed with the clinical faculty. The clinical faculty will then contact the NP coordinator and an alternative placement will be considered if warranted. Students that change sites without permission from the NP coordinator will be administratively dropped from the course.

The practicum experience must extend over the entire semester. Students may not complete all of the clinical hours (minimum 180 hours) before midterm as course objectives may not be met within this timeframe.

3. Preceptor Credentials:

All preceptor should be board/nationally certified in the area of practice and have a minimum of 1-year experience. The preceptor must be a nurse practitioner, Certified Nurse Midwife, 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.

4. Expectations of the Preceptor and Clinical Experience:

The 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, 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 the 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.

Preceptors may apply for a certificate of participation after 300 hours of precepting. This will allow waiver of tuition for six credits at any state college or university.

For information on Preceptor certificates of participation, please contact: Dr. Nancy Harris, Director of FNP/AGNP programs harrisn@health.fau.edu

For NP clinical information and approval of sites/preceptor's contact: Dr. Nancy Harris, Director of FNP/AGNP Programs harrisn@health.fau.edu

5. Professionalism:

Professionalism, such as arriving on time on expected days with white lab coat and FAU name badge is expected in the clinical site. Students should be dressed in business casual attire for all clinical

rotation. No jeans, sneaker, scrubs or t-shirt are allowed.

Please do not miss clinical when a test is scheduled in the didactic class. Preceptors expect students to be at the clinical site as scheduled except for emergencies. Students are not allowed to be in the clinical setting when the University is closed.

6. Documentation of Clinical Hours:

Students will be required to use NP Student Clinical Experience Documentation and Tracking System provided by elogs. The web site is <https://grad.elogs.org/>. Student should document specific drugs and dosages in the supplemental note section on elogs. Mobile applications for elogs documentation 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.

Documentation in elogs is required for all patient encounters and should be submitted no more than one week following the clinical experience. Failure to keep up with this documentation each week will result in a ZERO in the professional criteria which is 10% of the grade and may result in failure of the course.

7. 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, that 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 eLogs. Students should be assertive and commit to a diagnosis and plan prior to presenting to the preceptor.

The Office Note form is posted on the CON Web-site and in the canvas course under forms.

8. FAU Faculty Responsibility:

The assigned clinical faculty will inform the student of the available dates and times to ensure that the site visit will be convenient for the preceptor. It is the student's responsibility to advise the clinical preceptor of the date and purpose of these visits.

In the case, a mutual time cannot be agreed upon for a clinical site visit, the student may have to go to the faculty's practice site.

9. Evaluations:

Both the preceptor evaluation and self-evaluation form must be completed at midterm and at the end of the term. The evaluation forms are posted in the course under forms.

On the midterm self-evaluation, student should list their goals or plans on how to increase their knowledge and management skills by the completion of the course. Keep the original and submit a copy of the midterm evaluations (preceptor and self) to the faculty. Save the original self-evaluation so that it may be used for the final self-evaluation. It is important to note, that points will not be deducted 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.

10. End of Term Checklist for Students

- Summary of Clinical Hours (must be signed by clinical faculty at the final conference)
- Student Self Evaluation (midterm and final evaluation)
- Preceptor Verification of Clinical Hours
- Student Evaluation of Preceptor and site in #9 in eLogs. Print the form BEFORE submitting the form in eLogs
- Summary of eLogs hours (keep a copy for yourself)

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.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)

- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at www.fau.edu/ctl.

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 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/>

College of Nursing Policies

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.

- FREE tutoring is offered for select science and nursing courses through the Science Learning Center (SLC). Visit fau.edu/class/science-learning-center to learn more.
- FREE writing support is offered for this course through the University Center for Excellence in Writing (UCEW) at the CTL. Visit fau.edu/ucew to learn more.

- FREE speaking and presentation support is offered for this course through the Speaking Center. Visit fau.edu/speakingcenter to learn more.

Title IX Statement

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 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.

Course Topical Outline

1. Scientific foundation applied to clinical practice: (Essential I)
 1. Critical decision-making and diagnostic reasoning required for the treatment of common conditions that builds on previous knowledge in related sciences such as anatomy, physiology, chemistry, microbiology, and genetics and integrates advanced knowledge of pharmacology, pathophysiology, health assessment, research, and theory.
2. Application in practice of the 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 health conditions.
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, 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
4. Professional role, leadership, interprofessional communication, health policy applied to clinical practice including: (Essential II, VI, and VII) a. Professional organizations
 1. Collaborating in planning for transitions across the continuum of care
 2. Systems leadership
 3. Scope of practice
 4. Legislative issues
 5. Resume writing, protocols, and malpractice insurance
 1. Quality improvement and clinical practice inquiry in: (Essential IV)
 1. Implementation of evidenced based practice
 2. Use of informatics to gather, document, and analyze outcomes
 3. Standards and guidelines to improve practice and assure safety
 4. Understanding statistical results of a research article
 5. Population based information
 6. Cost effective care
 7. Dissemination of evidence from inquiry
 2. 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

180 clinical hours throughout the semester – 3 clinical conferences before or following lecture (counts as clinical hours)

Professional Statement

<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.

'revised April, 2012.'