

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department <u>Nursing</u> College <u>Nursing</u>		
Current Course Prefix and Number <u>6605L</u> NGR6505L		Current Course Title Primary Care 2 Practicum: Foundations of Advanced Nursing P	
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: <u>3</u> To: <u>4</u> Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add ☐ Remove ☐		Change description to: Change prerequisites/minimum grades to: 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>Fall 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>Roger W. Jones, PhD, RN</u> College Dean <u>Paul R. Lebow</u> UGPC Chair <u>Paul R. Lebow</u> UGC Chair <u>Paul R. Lebow</u> Graduate College Dean <u>Robert W. Jones</u> UFS President _____ Provost _____		Date <u>3/12/2024</u> <u>3/14/2024</u> <u>3/14/24</u> 03/21/2024 <u>03/21/2024</u> <u>03/21/2024</u> _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS**

SEMESTER: Fall 2026

COURSE NUMBER: NGR6605L

COURSE TITLE: Primary Care 2 Practicum: Foundations of Advanced Nursing Practice

COURSE FORMAT: In Person

CREDIT HOURS: 4

COURSE SCHEDULE: As determined by Clinical Partner.
240 clinical hours throughout the semester – 3 clinical conferences before or following lecture
(counts as clinical hours)

PREREQUISITES: NGR6200

COREQUISITES: NGR 6200 and 6200L

FACULTY:

OFFICE HOURS: by appointment

COURSE DESCRIPTION:

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.

COURSE OBJECTIVES:

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

7. Employ appropriate nursing theories and complex patterns of knowing in the design of compassionate care in the primary care setting. (Essential IX)
8. Compose caring strategies in advanced nursing situations which reflect appreciate of the persons' and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment

9. Integrate effective communication strategies in the clinical setting that foster interprofessional partnerships to improve health outcomes for persons. (Essential VII)
10. 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

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

Attending to conscience

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

Affirming commitment

16. 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)
17. Routinely integrate anticipatory guidance in the clinical setting, based in an understanding of developmental theory and current evidence. (Essential I, IV)
18. 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.*

TEACHING LEARNING STRATEGIES:

Guided practice experiences with faculty/preceptors: role discussion of practicum experiences and related issues, modeling, coaching, and confirmation. Clinical conferences with discussion of practicum experiences and related issues.

GRADING AND EVALUATIONS:

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

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

Site visit: Evaluation by Clinical Faculty 30%

Preceptor Evaluation of Student 10%

Self-Evaluation (Student) 10%

Professionalism 10%

Reflective weekly journal 20%

SOAP notes 20%

GRADING SCALE: Grade below C is not passing in the Undergraduate 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

REQUIRED TEXTS:

Same textbooks as companion course (NGR 6605)

RECOMMENDED TEXTS:

Same textbooks as companion course (NGR 6605)

TOPICAL OUTLINE:

1. Scientific foundation applied to clinical practice: (Essential I)
2. 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.
3. 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.
4. Nurse practitioner patient relationship in clinical practice grounded in caring including: (Essential III and VIII)
5. Authentic presence, relationship of mutual trust, and patient centered care

6. Patient counseling – including genetic counseling, family counseling.
7. Principles of learning, motivational interviewing
8. Health literacy
9. Cultural and ethnic considerations
10. Becoming an advocate for patients, families, caregivers, communities, and members of the healthcare team
11. Ethical principles in decision making
12. Professional role, leadership, interprofessional communication, health policy applied to clinical practice including: (Essential II, VI, and VII) a. Professional organizations
13. Collaborating in planning for transitions across the continuum of care
14. Systems leadership
15. Scope of practice
16. Legislative issues
17. Resume writing, protocols, and malpractice insurance
18. Quality improvement and clinical practice inquiry in: (Essential IV)
19. Implementation of evidenced based practice
20. Use of informatics to gather, document, and analyze outcomes
21. Standards and guidelines to improve practice and assure safety
22. Understanding statistical results of a research article
23. Population based information
24. Cost effective care
25. Dissemination of evidence from inquiry
26. Technology and information literacy in clinical practice: (Essential V)
27. Use of informatics to gather, document, analyze, and evaluate outcomes
28. Application of research to the clinical setting
29. Critique of databases
30. Meaningful use of EHR
31. ICD-10 coding and CPT coding for reimbursement

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.

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 (10%)

The preceptor evaluation of NP student form should be given to the preceptor at the beginning the semester. The Preceptor is required to complete this form at midterm and at the end of the semester. Preceptors can review the evaluation with the student or mail or fax the completed form to the clinical faculty if they choose. Your clinical faculty will supply an addressed envelope for your preceptor if needed.

Student Self Evaluation (10%)

The student self- evaluation form is completed by the student at midterm and at the end of the semester. Students should provide typed comments and examples of how they are meeting the objectives for the course. Comments on approximately half of the objectives are expected by midterm and the remaining half by end of the semester. The form is posted in the Clinical forms tab in the course.

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.

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:

19. Date of visit
20. Biographical Data
21. Patient's initial (all data must comply with HIPPA regulations)
22. gender, race, age
23. marital status
24. insurance
25. informant and reliability
26. Subjective Data

27. Chief Complaint ("cc")
28. History of Present Illness (HPI) analysis of symptoms, pertinent positives and negatives
29. Past Medical History (PMH)
30. Family History (FH)
31. Social History (SH)
32. 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

33. Objective Data

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

c). confirmed laboratory findings

34. Assessment
35. suspected or confirmed diagnoses. If more than one, number so that the plan can match the diagnoses
36. differential diagnoses for acute problems (list these separately at the end of the note and give a rational for why they were included and what evidence you have for selecting your diagnosis).
37. status of the problem (new onset, well controlled, poorly controlled, resolving, chronic)
38. ICD-10 diagnosis code 6). Plan (include the following)
39. pharmacologic
40. non-pharmacologic c). education/teaching d). diagnostic
- e). anticipatory guidance/ counseling f). return to clinic (RTC) date
41. 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)

42. Start HCTZ 12.5 mg in the morning, advised of side effects
43. Therapeutic lifestyle changes (include what was discussed with the patient)
44. EKG, CMP and lipids etc...
45. Diabetes (well controlled) E11.0
46. Continue present medications/see med list
47. Follow up with diabetes educator (Rx given)

3) Health promotion/anticipatory guidance

48. Annual PAP/mammogram
49. BSE
50. Annual Influenza vaccine

51. 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.

52. The first clinical conference takes place during the first didactic class.
53. 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.
54. The last conference is usually done on a one-to-one basis with each student to discuss grades and collect final paperwork.
55. Clinical faculty may also choose to meet students for clinical conferences in groups for oral presentations virtually.

BIBLIOGRAPHY:

Companion course 6605

COURSE SPECIFIC LITERATURE:

Companion course 6605

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.

Loesin, 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*.
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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

COURSE POLICIES & GUIDELINES

Attendance is mandatory. See the course schedule for dates.
The first clinical conference takes place during the first didactic class.

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.

The last conference is usually done on a one-to-one basis with each student to discuss grades and collect final paperwork.

Clinical faculty may also choose to meet students for clinical conferences in groups for oral presentations virtually.

56. Student Credentials:

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

Students will need to upload a copy of their CastleBranch or Complio page showing compliant in all areas. Any hours completed before having 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 bring the following:

Beginning of Term Checklist for Students

Certified Background face sheet with all areas "approved"

Electronic submission of clinical site information and the signed Preceptor Credentialing Form. (the Preceptor Credentialing/agreement form is now uploaded with the Clinical Arrangements Form.)

New Preceptor Agreement Form to be signed by preceptor on the first day of clinical (The form can be found on the CON website under forms) this document is now uploaded to the datacenter.

57. 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 found 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. Also, up to 6 hours of time in a professional conference or clinical conferences can count towards clinical hours.

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 has 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: Evan Lawrence, Coordinator of Administrative Services, Mr. Evan Lawrence at elawren@health.fau.edu

For NP clinical information and approval of sites/preceptor's contact: Dr. Tracian Kelly, Graduate coordinator of NP Programs, tkelly11@health.fau.edu

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, sneakers, 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.

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.

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 Evaluation of Student (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)

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.

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.

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.

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.

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 SCHEDULE

As determined by the clinical site

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.'