

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Doctor of Nursing Practice College Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix NGR Number 7975	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code C	Type of Course Lecture/Lab	Course Title Project Implementation, Evaluation, and Dissemination
Credits <i>(Review Provost Memorandum)</i> 1-3	Grading <i>(Select One Option)</i> Regular <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course encompasses the implementation, evaluation, and dissemination of the student's final scholarly DNP project. Projects reflect the DNP student designing systems of care within a caring framework in a designated practice setting. This course may be repeated until the project is completed.	
Effective Date <i>(TERM & YEAR)</i> Summer 2022	Prerequisites Proposal Development for the DNP Project <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		
		Academic Service Learning (ASL) course <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
		Corequisites none	Registration Controls <i>(For example, Major, College, Level)</i> Enrollment in DNP Program
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here In Syllabus	
Faculty Contact/Email/Phone S. Bulfin Sbulfin@fau.edu 561 297 3600		List/Attach comments from departments affected by new course	

Approved by Department Chair <u>Susan Pfeiffer</u> College Curriculum Chair <u>Syndall D. Pritchard</u> College Dean <u>George</u> UGPC Chair <u>Christopher Beetle</u> UGC Chair <u>Bill</u> Graduate College Dean <u>Scott W. Hardy</u> UFS President _____ Provost _____	Date <u>12/6/21</u> <u>12/6/2021</u> <u>12/6/21</u> Jan 4, 2022 Jan 7, 2022 Jan 7, 2022
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

COURSE TITLE: DNP PROJECT: IMPLEMENTATION, EVALUATION, AND DISSEMINATION

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E LYNN COLLEGE OF NURSING
COURSE OVERVIEW**

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

COURSE TITLE: DNP PROJECT IMPLEMENTATION, EVALUATION, AND DISSEMINATION

COURSE NUMBER: NGR 7975C

CREDIT HOURS: 1-3 Credits: 45-135 clinical hours

**TIME AND LOCATION: To be arranged with faculty chair and project site
Final oral presentations on campus will be held in
November (date and time TBD)**

CURRICULUM

PLACEMENT: Final Summer and Fall Semesters of Program

PRE-REQUISITE: Proposal Development for the DNP Project

FACULTY: Faculty Team Leader of Student's DNP Project

OFFICE HOURS: TBD

COURSE DESCRIPTION: This course encompasses the implementation, evaluation, and dissemination of the student's final scholarly DNP project. Projects reflect the DNP student designing systems of care within a caring framework in a designated practice setting. This course may be repeated until the project is completed.

OBJECTIVES:

Upon completion of NGR 7975C, the student will demonstrate evidence of:

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Upon completion of NGRXXXX, the student will demonstrate evidence of:

Being Competent

1. Collaborate with stakeholders to secure necessary resources to implement the DNP project in response to the identified organizational and population needs. (3.1n, 3.3d)

Becoming compassionate

2. Evaluate ongoing communication pathways among participants and stakeholders to improve care coordination and project implementation. (2.9f, 2.9j)

Demonstrating comportment

3. Model adaptive strategies for managing DNP project phases with respect for the wholeness of persons. (10.2g)

Becoming confident

4. Influence intentional change informed by leadership principles and theories throughout the ongoing phases of the DNP project. (10.3k)

Attending to conscience

5. Conduct formative and summative assessments and incorporation of data driven benchmarks and evidence to achieve project objectives. (4.2k, 5.1i)

Affirming commitment

6. Disseminate results of the project with interprofessional team members, stakeholders, and the nursing community to advance scholarship for the discipline. (4.3i, 5.1o)

TEACHING LEARNING STRATEGIES:

Discussions, clinical conferences, project team meetings, individual faculty meetings, written manuscript, and student oral presentation.

GRADING AND EVALUATION METHODS

Grading Scale: Satisfactory/Unsatisfactory

Assignment	Objective Evaluated
Goals and Objectives for Project Experience	1
Project Team Meeting Minutes	1, 2
Faculty Evaluation of Student Performance	2
Log of Project Hours	3
Completion of Project Manuscript	3, 4, 5, 6
Oral Poster Presentation	4, 5, 6

REQUIRED TEXTS:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Moran, K., Burson, R., & Conrad, D. (2020). *The Doctor of Nursing Practice scholarly project: A framework for success*. Burlington, MA: Jones & Bartlett Learning.

RECOMMENDED READING

Cash, J. Glass, C., & Mullin, J. (2021). *Family Practice Guidelines*. (2nd ed.). New York, NY: Springer.

Dunphy, L. & Winland-Brown, J. (2019). *Primary care: The art and science of advanced practice nursing* (5th Ed.). Philadelphia, PA: F.A. Davis. ISBN - 9780803622555

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

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

McCaffrey, R. (2012). *Doctor of Nursing Practice: Enhancing professional development*. Philadelphia: FA Davis Publishers.

Spath, P. (2022) *Applying quality management in healthcare*. Health Care Administration Press
ISBN-13: 978-1640552777

Stedmand's Medical Spellchecker – Can be found online and purchased at
<http://www.stedmans.com/>

Zaccagnini, M. & White, K. (2020). *The Doctor of Nursing Practice Essentials*.
Sudbury, MA: Jones & Bartlett Learning.

TOPICAL OUTLINE

Summer

Weeks 1-12 Completion of Project Implementation

Monthly meetings with Project Team

Fall

Weeks 1-6 Initial drafts of paper and revisions with faculty chair

Weeks 7-12 Finalize paper and prepare and present project poster to practice site stakeholders and College of Nursing Community

COURSE ASSIGNMENTS

Goals and Objectives for Project Experience

The student will consult with the project faculty and community leaders during the first week of the semester to develop goals and objectives for the project experience. The goals and objectives will be based on the course and DNP project objectives.

Project team meeting minutes (due monthly)

Purpose: To collaborate with regular, purposeful communication to guide project planning with project faculty and community members. Student will record the topics discussed and actions by project team members in the table format provided on Canvas.

Instructions: Students will upload the minutes monthly using the template provided on Canvas.

Faculty Evaluation of Performance

The faculty team leader will communicate with the community leader for evaluation of student's progress toward achievement of the DNP project objectives.

Log of Project Hours (due summer midterm and final/ fall midterm and final)

Students will submit a midterm and final log of clinical hours on the "Project Log Summary" form. The log must be signed by the faculty leader.

Preparation of Project Manuscript or Journal Submission (due by November xx)

The student and advisor will either identify an appropriate journal for submission of the final written project or will submit the paper according to the outline below. For the journal submission option, the format of the final paper will be the journal format for submission to the DNP project committee for evaluation. If the paper (report) option is chosen, the paper should conform to the most recent edition of the American Psychological Association (APA). The paper will include at minimum:

- 1. Title Page**
- 2. Summary – abstract**
- 3. Body of the report**
 - a. Call for Project/Nursing Situation/Story
 - b. Literature support for the project
 - c. Conceptual or Theoretical Framework (include caring science contribution)
 - d. Project goal and objectives
 - e. Project description
 - i. Project Team, key personnel, stakeholders
 - ii. Phases or steps with time frame
 - iii. Implementation activities
 - iv. Descriptions of resources or technical equipment (as appropriate)

- v. Instruments
- 4. **Results or findings** (for each project objective)
 - a. The extent to which each objective was achieved.
 - b. Key facilitators of project success
 - c. Key barriers or challenges encountered
 - d. Unintended consequences (both positive and negative)
- 5. **Project evaluation.**
 - a. Formative (modifications needed during planning or implementation)
 - b. Summative (evidence-based measures with description of any ongoing evaluations needed for phases outside the scope of the DNP project)
- 6. **Recommendations**
 - a. Written discussion of site -specific recommendations
 - b. Appraisal of the need for the project to be continued, modified, phased out, or expanded

The faculty team leader will be responsible for approving the final written project paper at the end of the DNP residency course. The student will submit the paper and signed faculty approval form to the DNP Program Coordinator for placement in the student's file.

Report Submission

Upon faculty approval of the final written report, the student will submit the manuscript to FAU's repository. A link to the process is found on the DNP Project Toolkit course in Canvas.

Oral Poster Presentation

The oral poster presentation of the DNP Project is the concluding activity of the project experience within the DNP curriculum. The poster presentation is scheduled after the DNP written report has been approved. The presentation provides the DNP student with the opportunity to demonstrate his or her expertise as a practice scholar. The process is an excellent preparation for future professional presentations, as the oral presentation of one's work is an accepted part of the standard professional culture. Both the faculty team leader and community or professional advisor must be present for the oral presentation.

The oral poster presentation will include the following:

1. **Title of Project**
2. **Call for project** (national, regional, local)
 - a. Opportunities that precipitated the project
 - b. Collaboration with site stakeholders
3. **Literature support for the project**
 - a. Synthesis of current evidence, guidelines
 - b. Conceptual or theoretical Framework
 - c. Caring science contribution
4. **Project goals and objectives** (SMART)
5. **Project description**
 - a. Key personnel and project stakeholders
 - b. Phases or steps with time frame
 - c. Instruments/tools

- d. Implementation activities
- e. Resources or technical equipment (as appropriate)
- 6. **Results or findings** (for each project objective)
 - a. The extent to which the objective was achieved
 - b. Key facilitators of project success
 - c. Key barriers or challenges encountered
 - d. Unintended consequences (both positive and negative)
- 7. **Project evaluation** (how successful project was in meeting objectives)
 - a. Formative (modifications needed during planning or implementation)
 - b. Summative (evidence-based measures with description of any ongoing evaluations needed for phases outside the scope of the DNP project)
- 8. **Recommendations**
 - a. Site specific recommendations
 - b. Appraisal of the need for the project to be continued, modified, phased out, or expanded
- 9. Discussion of student's growth as a leader and practice scholar as a result of this experience

Following the oral presentation, the DNP student will respond to questions from the attendees. If the student is not successful in the oral presentation, the student will be given the opportunity to present again with revisions and recommendations from advisors and other faculty at a future date pending permission of the graduate program director.

BIBLIOGRAPHY:

Boykin, A. & Schoenhofer, S. O. (2001). *Nursing as caring: A model for transforming practice*. Sudbury, MA: Jones & Bartlett. ISBN 0-7637-1643-X

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-23.

Paterson, J. & Zderad, L. (1976/1988). *Humanistic nursing*. New York: National League for Nursing. ISBN 0-88737-398-4

Ray, M. (2009). *Transcultural caring: The dynamics of contemporary nursing*. St. Louis: Elsevier Health Sciences.

Roach, S. (1992). *Caring: The human mode of being* (revised ed.). Ottawa, CA: Canadian Hospital Association Press. ISN 1-896151-44-2

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.

COURSE POLICIES AND GUIDELINES

All course requirements and objectives must be met in order to earn a passing grade.

A grade of “B” is considered passing.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero for the assignment.

1. Participation: You are expected to engage in regularly scheduled meetings with your faculty chair.

2. Assignments: Written assignments are due in the drop box in Canvas by midnight of the due date. Specific due dates are listed on the course schedule. One point per day for one week will be deducted from all work that is submitted after the announced due date. **No assignments will be accepted after one week from the due date. If the student is unable to submit work by the due date, arrangements must be made with the course instructor BEFORE the due date to avoid receiving a zero for the assignment. No late work will be accepted without prior arrangements being made with the faculty.**

All written papers must be submitted to SafeAssign PRIOR to submitting to Canvas for a grade. SafeAssign is located on the course Canvas site, and all students have access to this site. If the paper is not submitted to SafeAssign, 3 points will be deducted from the grade for the paper, and the instructor will submit the paper to SafeAssign.

If SafeAssign identifies a problem with citations, THESE MUST BE CORRECTED PRIOR TO SUBMITTING THE PAPER to Canvas for grading. **Failure to make these corrections may constitute plagiarism and could result in a failure of the paper and/or the course.**

3. All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero on the assignment.

4. Communication: Communication with the faculty in this course will be conducted through email using your FAU email address. FAU email is recognized as the only email system that may be used for course correspondence. **It is the responsibility of each student to periodically check their FAU email as important individual student messages may be sent via this route.**

COLLEGE OF NURSING and UNIVERSITY POLICIES

Policies below may be found in:

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

b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>

c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

ACADEMIC SERVICE-LEARNING

This course is designated as an “**academic service-learning**” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

Criteria:

8. **Relevant and Meaningful Service in the Community** - The AS-L project is applicable to the course and worthwhile in meeting community needs.
9. **Enhanced Academic Learning** - The AS-L project is learned in the classroom and provides an experience in a “real world” setting.
10. **Purposeful Civic Engagement** - The AS-L project is designed to have students practice the learning strategies and/or content of the class that meets course learning objectives in a community setting.
11. **Critical Reflection** - The AS-L project requires reflection on how the project links to (1) course objectives, (2) the impact of the students’ work in the community, and (3) the impact on the students’ personal and professional development.
12. **Hours Required** - FAU requires students spend a minimum of 10 hours on the AS-L project.
13. **Assessment** - Syllabus states how AS-L project will be assessed.*
14. **Assumption of Risk Statement*** (<http://www.fau.edu/lead/pdf/asl-risk-waiver.pdf>)

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU’s Academic Service-Learning program.

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community,

which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305) and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students’ course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE

Date	Topic	Activities
Summer Weeks 1-6	Goals and Objectives for project implementation	Meet with project faculty for approval of goals and objectives
Summer Weeks 5-8	Project implementation Team Collaboration	Begin project implementation Recruitment Surveys/tools Intervention Data collection
Summer Weeks 9-12	Project implementation Team collaboration	Meet with community member and faculty monthly Submit monthly meeting minutes Submit Log of Project Hours

Fall Weeks 1-6	Project implementation Team collaboration	Complete project implementation Analyze data Formative and summative evaluation Begin manuscript Submit monthly meeting minutes
Fall Weeks 7-15	Manuscript and Oral Poster Presentation	Finalize Manuscript Submit manuscript for approval Submit Log of Project Hours Dissemination (CON, practice 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

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 guide 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'