

FAU FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Doctor of Nursing Practice College Nursing (To obtain a course number, contact erudolph@fau.edu)		
Prefix NGR Number 7876	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Caring, Informatics, and Technology in Advanced Nursing Practice
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular ☒ Sat/UnSat ☐	Course Description (Syllabus must be attached; see Guidelines) This course offers an in-depth study of nursing informatics and technology from a human caring perspective. Learners use health information/technology to identify gaps and inform decision making to improve outcomes across all health systems.	
Effective Date (TERM & YEAR) Summer 2022	Prerequisites None		
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.		Academic Service Learning (ASL) course ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
		Corequisites none	Registration Controls (For example, Major, College, Level) Doctor of Nursing Practice program enrollment
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. Bullfin Sbullfin@fau.edu 581 297 3600		List/Attach comments from departments affected by new course	

Approved by Department Chair <u><i>Kyndall W. Prochard</i></u> College Curriculum Chair <u><i>[Signature]</i></u> College Dean <u><i>[Signature]</i></u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date <u>12-8-21</u> <u>12-08-2021</u> <u>12-8-21</u> _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

COURSE TITLE: Caring, Informatics, and Technology in Advanced Nursing Practice

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.

SEMESTER: Spring

COURSE NUMBER: NGR 7876

COURSE TITLE: Caring, Informatics, and Technology in Advanced Nursing Practice

COURSE FORMAT/LOGISTIC: Hybrid

CREDIT HOURS: 3

PREREQUISITES: Admission into DNP Program

COREQUISITES: None

FACULTY: TBD

OFFICE: TBD

OFFICE HOURS: TBD

COURSE DESCRIPTION:

This course offers an in-depth study of nursing informatics and technology from a human caring perspective. Learners use health information/technology to identify gaps and inform decision making to improve outcomes across all health systems.

COURSE OBJECTIVES:

Becoming Competent

1. Synthesize standardized health information programs, geographic information systems, and emerging technologies to identify gaps and inform decision making to improve outcomes across all systems levels. (8.2f, 8.2h, 8.3g, 8.3j)

2. Appraise telehealth and healthcare technologies best practice guidelines to promote access and improve health outcomes. (8.3j)

Becoming Compassionate

3. Formulate strategies to reduce inequities in digital language and access to data and information. (8.3K)

Demonstrating Comportment

4. Assemble best practices for the role of information/communication technologies and artificial intelligence in supporting the caring nurse-patient relationship, and team communications. (8.3i, 8.4e)

Becoming Confident

5. Propose a plan to influence the selection and implementation of new information and communication technologies grounded in caring science. (8.1i)

Attending to Conscience

6. Analyze ethical and legal issues associated with use of information/ communication technology and artificial intelligence in diverse care settings. (8.5h)
7. Apply risk mitigation and security strategies that support appropriate use of and reduce misuse of information/communication technology and artificial intelligence. (8.5g, 8.5i, 8.5K)

Affirming Commitment

8. Apply federal and state policies and regulation on health data and technology in planning for system wide use of information/communication technology and artificial intelligence. (8.5l)
9. Investigate the ongoing financial implications of information and communication technologies on health care. (8.1j)

TEACHING LEARNING STRATEGIES: Online teaching/learning strategies include interactive lectures, discussion boards, readings, focused learning modules, reflective analysis, presentations and written assignments.

GRADING AND EVALUATIONS:

Assignment	Objective Evaluated	Percentage of Grade
Discussion Boards	1,2,3,4,6,7,8	25%
Health Information Technology Proposal	1,3, 5, 8, 9	25%
Paper: Technology and the nurse-patient relationship _Analysis and Recommendations	4	25%
Presentation: Breach of Confidentiality Analysis recommendations for risk mitigation	6, 7	25%
Total		100%

GRADING SCALE:

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

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832161

Boykin, A., & Schoenhofer, S. O. (2001). *Nursing As Caring: A Model for Transforming Practice*. Sudbury, MA: **(available as a free download within course LMS)**.

Mayeroff, M. (1971). *On Caring*. NY: Harper. ISBN 9780060920241

Roach, S. (1992). *Caring: The Human Mode of Being* (revised ed.) Ottawa, CA: Canadian Hospital Association Press. **(available as a free download within course LMS)**.

McBride, S., & In Tietze, M. (2018). *Nursing informatics for the advanced practice nurse: Patient safety, quality, outcomes, and interprofessionalism (2nd ed.)*. New York, NY: Springer Publishing Company, LLC.

RECOMMENDED TEXTS: None

TOPICAL OUTLINE

I: Introduction

- Introduction to Health Information Technology in a Policy and Regulatory Environment Free
- Advanced Practice Roles in Interprofessional Teams
- Scientific and Theoretical Foundations for Driving Improvement
- National Healthcare Transformation and Information Technology
- Consumer Engagement/Activation Enhanced by Technology

II: Point-of-Care Technology

- Computers in Healthcare
- Electronic Health Records and Point-of-Care Technology
- Systems Development Life Cycle for Achieving Meaningful Use
- Workflow Redesign in a Quality-Improvement Modality
- Evaluation Methods and Strategies for Electronic Health Records
- Electronic Health Records and Health Information Exchanges Providing Value and Results for Patients, Providers, and Healthcare Systems
- National Standards for Health Information Technology
- Public Health Data to Support Healthy Communities in Health Assessment Planning
- Privacy and Security in a Ubiquitous Health Information Technology World
- Personal Health Records and Patient Portals
- Telehealth and Mobile Health

III: Data Management

- Strategic Thinking in Design and Deployment of Enterprise Data, Reporting, and Analytics
- Data Management and Analytics: The Foundations for Improvement
- Clinical Decision Support Systems

IV: Patient Safety/Quality and Population Health

- Health Information Technology and Implications for Patient Safety
- Quality-Improvement Strategies and Essential Tools
- National Prevention Strategy, Population Health, and Health Information Technology
- Electronic Clinical Quality Measures: Building an Infrastructure for Success
- Developing Competencies in Nursing for an Electronic Age of Healthcare

V: New and Emerging Technologies

- Genomics and Implications for Health Information Technology
- Nanotechnology, Nanorobotics, and Implications for Healthcare Interprofessional Teams
- “Big Data” and Advanced Analytics
- Social Media: Ongoing Evolution in Healthcare Delivery
- Enhancing Cybersecurity in New and Emerging Health Informatics Environments
- Interprofessional Application of Health Information Technology in Education

COURSE ASSIGNMENTS

ASSIGNMENT #1: DISCUSSION BOARDS (25%)

Discussion Board Topics: health information programs, geographic information systems, and emerging technologies, best practice in telehealth and healthcare technologies, inequities in digital language and access to data and information, artificial intelligence in supporting the caring nurse-patient relationship, risk mitigation and security strategies, ethical and legal issues, federal and state policies and regulation, and financial implications.

Discussion boards are based on course content for the module in which they are contained and are based upon readings or other media sources. Each activity/discussion board will contain specific instructions and a grading rubric.

Due dates are be posted. Discussion boards will have two due dates: 1) the first date is when an original response is due, and 2) the second date is when all responses to peers should completed. Posts beyond the second due date will not be graded.

The following requirements must be met to ensure full credit for discussion boards:

- It is expected that students remain active in the discussion boards and respond to all questions from the instructor or peers regarding their post. Points are awarded at the close of the discussion board and are based on substance and completeness.
- Ensure that all postings are detailed responses relating to course and/or chapter content. Responses should be a minimum of 2-3 paragraphs.
- For responses to peer postings:
 - Indicate the name of your peer or instructor when posting responses.
 - Provide substantive response. The response should be substantive.
 - Be sure to include your position on whether you agree or disagree with your peers' statements and why.

- Correct grammar, spelling, and punctuation are expected in all posts. Adhere to the most recent APA standards for citing and formatting references (citations should be used in-text with a corresponding reference list included). Follow the basic rules of Netiquette: <https://www.fau.edu/oit/student/netiquette.php>

ASSIGNMENTS #2 HEALTH INFORMATION TECHNOLOGY PROPOSAL (25%)

In this assignment, students will synthesize standardized health information programs, geographic information systems, and emerging technologies to identify gaps and propose a new health information system to improve outcomes across for persons, populations, or systems. Students will identify possible issues of inequities and formulate strategies to reduce inequities related to health information technology. Students must apply federal and state policies and regulation on health data in the proposal. Financial implications of implementing the health information system must be considered.

ASSIGNMENT #3: PAPER: TECHNOLOGY AND THE NURSE-PATIENT RELATIONSHIP ANALYSIS AND RECOMMENDATIONS (25%)

In this assignment, students will review the article “*Guiding Principles for Transforming Curriculum Through Integration of Technology as Expression of Caring*” by Wolf, Bulfin, Gobbel, Packard, and Ray (2019) and reflect on the tensions in direct care environments between nursing the patient versus nursing the machine (technology). Students will choose one health technology application in direct patient care to critique the impact on the nurse-patient relationship and then develop recommendations to better integrate this technology within the nurse-patient relationship.

<https://nursing.fau.edu/outreach/anne-boykin-institute/Guiding%20Principles%20for%20Transforming%20Curriculum%20Through%20Integration%20of%20Technology%20as%20Expression%20of%20Caring.pdf>

ASSIGNMENT #4: PRESENTATION: BREACH OF CONFIDENTIALITY ANALYSIS AND RECOMMENDATIONS FOR RISK MITIGATION. (25%)

In this assignment, students will research one breach of health information that received local, state, or national attention. Students will compare this breach to federal and state policies and regulation. Finally, students will develop a one-page infographic to present to a risk management department addressing elements of risk mitigation.

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE: Caring Literature

Position Paper: Robots and Caring in Nursing (pdf). <https://nursing.fau.edu/outreach/anne-boykin-institute/Position%20Paper%20Robots%20and%20Caring%20in%20Nursing.pdf>

Guiding Principles for Transforming Curriculum Through Integration of Technology as Expression of Caring (pdf). <https://nursing.fau.edu/outreach/anne-boykin-institute/Guiding%20Principles%20for%20Transforming%20Curriculum%20Through%20Integration%20of%20Technology%20as%20Expression%20of%20Caring.pdf>

Dr. Rozzano Locsin’s theory of Technological Competence as Caring in Nursing

<https://fau.webex.com/recordingservice/sites/fau/recording/fc4802319bfc4d4b88187f8a586fa046/playback>

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE POLICIES & GUIDELINES

Course modules open on Sundays and close on Saturdays unless otherwise posted. Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogs apply to this course. To obtain a passing grade, all course requirements and objectives must be successfully met. Students are expected to log on to the course website **at least three times weekly** to obtain reading materials and check on course updates and announcements. Students are expected to turn in assignments using Canvas on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit (Saturdays at 11:59 pm).

Points may be deducted for late assignments/exams. In exceptional circumstances, students may contact the faculty member to request an extension prior to the assignment/exam due date. Please note, technical difficulties are not considered exceptional circumstances. All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail submissions will not be accepted. All assignments must be completed in APA format: (Publication Manual of the American Psychological Association, 7th edition). All students are required to use their FAU e-mail address and have regular access to the internet. All course communications must be made through the canvas platform inbox. Platforms for personal communications include Canvas Inbox, phone, or SKYPE.

A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly.

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 Graduate Handbook located at:

<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>

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: <http://www.fau.edu/ctl/AcademicIntegrity.php>

CON Academic Integrity: <http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/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:

Module	Content
Module 1	Introduction to Health Information Technology Policy and Regulations <u>Advanced Practice Roles in Interprofessional Teams</u> <u>Consumer Engagement/Activation Enhanced by Technology</u>
Module 2	Point-of-Care Technology Electronic Health Records and Point of Care Technology Evaluation for HER National Standards Public Health Data Privacy and Security Telehealth and Mobil Health

Module 3	Data Management Analyzing Data Clinical Decision Support Systems
Module 4	Patient Safety/Quality and Population Health HIT and Implications for Safety QI Strategies for HIT Population Health and HIT Competencies in Nursing for HIT
Module 5	Genomics and Implications for Health Information Technology Nanotechnology, Nanorobotics, and Implications for Healthcare Interprofessional Teams “Big Data” and Advanced Analytics Social Media: Ongoing Evolution in Healthcare Delivery
Module 6	Enhancing Cybersecurity in New and Emerging Health Informatics Environments Interprofessional Application of Health Information Technology in Education

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: 11/9/2021

Approved: DNP Committee