

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6607	CURRENT COURSE TITLE: ADVANCED NURSING SITUATIONS: CARE OF ADOLESCENTS, ADULTS, AND OLDER ADULTS WITH COMPLEX SPECIALIZED HEALTH NEEDS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL/ACTIVE TERM)
CHANGE TITLE TO: COMPREHENSIVE CARE OF ADOLESCENTS THROUGH OLDER ADULTS CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: THIS COURSE FOCUSES ON PREPARING AGNP STUDENTS IN THE MANAGEMENT OF ADOLESCENTS, ADULTS AND OLDER ADULTS AND THEIR FAMILIES/CAREGIVERS IN PRIMARY CARE SETTINGS ACROSS THE CONTINUUM OF CARE. NURSING SITUATIONS GROUNDED IN CARING ARE USED TO DIAGNOSIS AND MANAGE COMPLEX HEALTH CONDITIONS. THIS CULMINATING COURSE PREPARES STUDENTS FOR CERTIFICATION, PRACTICE MANAGEMENT, AND PROFESSIONAL ENGAGEMENT.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u>Shirley Bras</u> College Curriculum Chair: <u>M. Purnell</u> College Dean: <u>Karoth Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>12/9/13</u> <u>20-16-13</u>	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Spring 2014**

COURSE NUMBER: NGR 6607

COURSE TITLE: Comprehensive Care of Adolescents through Older Adults

COURSE FORMAT: Live with Blackboard support

CREDIT HOURS: 3 Credits

COURSE SCHEDULE: Thursday 9:00 to 11:50 AM Room NU 209

PLACEMENT IN CURRICULUM: This is the final course in the concentration.

PRE-REQUISITE: Completion of NGR 6605, NGR 6605L

CO-REQUISITE: NGR 6607 L Primary Care 3 Practicum: AGNP Concentration

FACULTY: Debra J Hain, PhD, APRN, GNP-BC
Assistant Professor
Office Location: NU 333
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OFFICE HOURS: Tuesdays and Thursdays: 9 AM to 2 PM and by appointment

COURSE DESCRIPTION: This course focuses on preparing AGNP students in the management of adolescents, adults and older adults and their families/caregivers in primary care settings across the continuum of care. Nursing situations grounded in caring are used to diagnose and manage complex health conditions. This culminating course prepares students for certification, practice management, and professional engagement.

COURSE OBJECTIVES: Upon completion of the course, the student will demonstrate evidence of:

Becoming competent:

1. Integrate knowledge from nursing and related disciplines to assess, diagnose, and treat common and complex health conditions across the continuum of care (e.g. office setting, skill nursing facility, independent living facility (ILF), assisted living facility (ALF), and home bound older adults) (Essential I, VIII, IX)

- 2) Synthesize selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of adolescents, adults and older adults. (Essential I, VIII)
- 3) Routinely incorporate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of adolescents, adults and older adults. (Essential VIII, IX)
- 4) Apply best evidence from national guidelines, and patient/family preferences to improve health outcomes. (Essential IV, IX)
- 5) Utilize health informatics and technologies to evaluate, integrate, coordinate, and improve healthcare of adolescents, adults, and older adults. (Essential III, V, IX)
- 6) Evaluate and articulate an understanding of the advanced practice nursing role based on reflective practices and continue to develop plans for lifelong learning and professional development. (Essential I,III IX)
7. Design strategies that address the health needs of vulnerable populations (e.g. frail older adult) across the continuum of care (Essential I, III,IX)

Becoming compassionate:

- 1) Integrate appropriate nursing theories and complex patterns of knowing in the design of compassionate care. (Essential VIII, IX)
- 2) Implement caring strategies in advanced nursing situations which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential VIII, IX)

Demonstrating comportment:

- 1) Evaluate and revise effective communication strategies to foster interprofessional partnerships and support care coordination to improve health outcomes of adolescents, adults, and older adults across the continuum of care (Essential VI, VII, IX)
- 2) Actively engage in ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for complex health conditions across the continuum of care (Essential II, VIII, IX)

Becoming confident:

- 1) Synthesize and evaluate knowledge of self as a caring person in relation to others within advanced practice. (Essential IX)
- 2) Demonstrate clinical confidence, through critical thinking by applying advanced nursing knowledge. (Essential I-IX)

Attending to conscience

- 1) Utilize health policy to impact the care of persons in a variety of settings. (Essential V, VI)
- 2) Engage and evaluate measures to improve care through advocacy and policy. (Essential VI, VII)
- 3) Evaluate ethical, moral and legal issues that may impact adolescents, adults and older adults including: informed decision making, end-of-life/palliative care, and caregiver issues. (Essential VI, IX)

Affirming commitment:

- 1) Evaluate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care to adolescent, adults and older adults. (Essential II, III, IX)
- 2) Consistently integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
- 3) Actively engage in national organizations to improve health of adolescents, adults, and older adults (Essential III, VI, IX)

TEACHING LEARNING STRATEGIES: Lectures, discussions, case study presentations, Blackboard assignments, standardized patients, SOAP note documentation, quizzes, exams, i-Clicker reviews, and review questions.

GRADING AND EVALUATION METHODS:

Classroom Activities/Quizzes	200 (discussion 10 points each and quizzes 5 points each)
Nursing Situations	100 (50 points each)
EBP Project	100 points
Exam 1	100 points
Exam 2	100 points
Pharmacology Competency Exam	25 points

Total 600 points

Grading Scale:

Grade below C is not passing in the Graduate Program.

93 -100	A
90 -92	A-
87-89	B+
83-86	B
80-82	B
77-79	C+
73-76	C
70-72	C-
67 -69	D+
63-66	D
60-62	D-
0-59	F

***Students must meet course objectives, course requirements, and achieve a C (73 %) or greater for successful completion of this course, however, students must also achieve an average mean minimum score of 80% on all exams or they will receive an “F” in the course. Grades will be not be rounded. A grade of 92.7% is recorded as 92%.**

Required Texts:

Kane, R, Ouslander, J., Abrass, I. & Resnick, B. (2008). *Essentials of Clinical Geriatrics* (6th ed.) New York: McGraw-Hill.

White, B. & Truax, D. (2007) *The nurse practitioner in long-term care: Guidelines for clinical practice*. Sudbary Ma: Jones & Bartlett

Capezuti, E Zwicker, D. Mezey, M. & Fulmer, T Eds. (2008 or newest edition). *Evidence-based geriatric nursing protocols for best practice* (3rd ed) . New York: Springer

Neinstein, L.S., Gordon, C.M., Katzman, D. K., Rosen, D.S., & Woods, E.R. (2009) *Adolescent Health Care*. Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins

Recommended Texts:

Collins-Bride, G., Saxe, J. (2013). *Clinical guidelines for advanced practice nursing: An interdisciplinary approach* (2nd ed.). Jones and Bartlett: Burlington, MA.

McPhee, S., Papadakis, M., Rabow, M (2013). *2013 Current medical diagnosis and treatment*. New York: McGraw-Hill. Lange. (or latest edition)

Malone-Kennedy, Fletcher, R.K., & Plank, M.L. (2014) *Advanced practice nursing in the care of older adults*. Philadelphia: F.A. Davis

APA Manual, Health Assessment Text, Pharmacology Text, and a Laboratory Manual of your choice.

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.

Gilbert, D., Moellering, R., Eliopoulos, G., & Sande, M. (2010). *The Sanford guide to antimicrobial therapy 2012 (42nd Edition)*. Order the spiral-bound edition (5 x 8 inch) from www.sanfordguide.com or call 540-987-9480.

Habif, T. P. (2011) *Skin disease, diagnosis and treatment*. Third Edition. Elsevier Saunders: Edinburgh. ISBN-13: 979-0-323-07700-2.

McCaffrey, R., Youngkin, R. (2010) *NP Notes*. F.A. Davis; Philadelphia ISBN 10:0-8036-2167-1.

Winland-Brown, J. E. & Dunphy, L. M. (2013). *Adult and family nurse practitioner certification examination: Review questions and strategies*. FA Davis Company: Philadelphia.

Prescribers Guide: <http://Prescribersletter.com> (\$88 fee for one year subscription).

Bibliography (including caring literature):

Barnason, S., Zimmerman, L., & Young, L. (2012). An integrative review of interventions promoting self-care of patients with heart failure. *Journal of Clinical Nursing*, 21(3-4), 448-475.

Baumgarten, M. & Gehr, T. (2011) Chronic kidney disease: Detection and evaluation. *American Family Physician*, 84(10), 1138-1148

Bradway, C., Trotta, R., Bixby, M. B., McPartland, E., Wollman, M. C., Kapustka, H. & Naylor, M. D. (2012). A qualitative analysis of an advanced practice nurse-directed transitional care model intervention. *The Gerontologist*, 52(3), 394-407.

Bross, M.H, Soch, K., & Smith-Knuppel, T. (2010), Anemia in older persons, *American Family Physician*, 82(5), 480-487

Jimenez, D. E., Bartels, S. J., Cardenas, V., Dhaliwal, S. S., & Alegria, M. (2012). Cultural beliefs and mental health treatment preferences of ethnically diverse older adult consumers in primary care. *The American Journal of Geriatric Psychiatry*, 20(6), 533-542.

Graves, M. L. & Sun, V. (2013). Providing quality wound care at the end-of-life. *Journal Hospice and Palliative Nursing*, 15(2), 66-74.

Reuben, D. B., & Tinetti, M. E. (2012). Goal-oriented patient care—an alternative health outcomes paradigm. *New England Journal of Medicine*, 366(9), 777-779.

Touhy, T.A., Strews, W., & Brown, C. (2005). Expressions of caring by nursing home staff residents and families, *Journal of International Caring*, 9(2), 31-37

Touhy, T.A., Brown, C., & Smith, C.T., (2005) Spiritual Caring: End of life in a nursing home. *Journal of Gerontological Nursing*, 27-35

Tripp-Reimer, T., Choi, E., Kelley, S., & Enslein, J. (2001). Cultural barriers to care: Inverting the problem. *Diabetes Spectrum*, 14(1), 13-22.

Useful websites:

The American Geriatrics Society www.americangeriatrics.org

Gerontological Advanced Practice Nursing Association www.gapna.org

The American Academy of Nurse Practitioners www.aanp.org

Hartford Institute for Geriatric Nursing www.consultgeriRn.org

Portal of Geriatric Online Education <http://www.pogoe.org>

American Academy of Nursing Geropsychiatric Nursing Collaboration www.aannet.org

Topic Outline: Each main heading contains several sub headings which will be the main topic of readings, lectures and discussions for this class.

II.. Advanced skills including:

- a. X-ray interpretation
- b. 12 lead EKG
- c. Suturing and I&D

2. Geriatric Syndromes

- a. Physical
 1. Mobility, gait imbalance, falls
 2. Perceptual and sensory
- b. Cognitive and psychological
 1. Cognitive Impairment (mild cognitive impairment and dementia)
 2. Depression/anxiety
 3. Delirium
- c. Nutrition and hydration
- d. Environmental
 1. Safety and security
- f. Iatrogenesis, atypical presentation of acute illness
- g. Sleep disturbances
- h. Incontinence of bowel and bladder
- i. Pressure wounds

- j. Frailty
- k. Polypharmacy (medications to avoid in elderly)
- 3. Spiritual Health
- 4. Cultural diversity transcultural responsibility and accountability
- 5 Advanced Practice Nurse Role in Care Coordination
 - a. Promoting continuity of care and manage transitions
 - 1. Across the continuum of care
 - 2. Within health care setting
 - b. Interprofessional collaboration
 - c. Areas of care
 - 1. Home based primary care
 - 2. Continuing care retirement community
 - 3. Rehabilitation
 - 4. Sub-acute
 - 5. Long-term care
 - 6. Independent living facility
 - 7. Assisted living facility
 - 8. Models of care: Evercare, NICHE,(acute care), and other APN models of care
 - d. Health care policy
- 6. Complementary and Alternative Medicine (CAM)
- 7. End-of-life/Palliative care
 - a. End-of-life decision making/coordination and communication
 - b. Hospice care
 - c. Palliative care
 - d. Pain and symptom management
- 8. Caregiver issues
 - a. Intergenerational considerations
 - b. Caring for persons with dementia
 - c. Respite care
 - d. Support for caregiver
 - e. Promoting physical and psychological health
 - f. Elder abuse
- 9. Adolescent Health Issues
 - a. Common concerns adolescents and their family face
 - 1. High risk behavior
 - 2. Living with chronic illness
 - 3. Complementary and alternative medicine
 - b. Chronic health problems
 - 1. Dermatological disorders
 - 2. Neurological
 - 3. Cardiovascular disorder
 - 4. Endocrine disorders
 - 5. Orthopedic disorders
 - c. Psychosocial and mental health issues
 - 1. Nutrition and weight
 - 2. Drug and substance use and abuse

3. Depression and anxiety
- d. Sexual health issues

1. Men's health
2. Adolescent's health
3. Sexual transmitted disease

COURSE ASSIGNMENTS:

PHARMACOLOGY COMPETENCY EXAM:

All students must take a 25 question pharmacology competency exam on the first day of class.

COURSE DOCUMENTS:

An outline of the lecture notes for each week is posted in Course Documents on the Blackboard site. The Power Point presentations have been converted to an MS Word document. The Power Point presentations will not be posted. Additional documents and selected Web sites will be posted in each unit.

REQUIRED READING:

The chapters assigned in the textbooks are required and should be completed prior to class. There will be additional reading assignments posted on Blackboard each week.

WEEKLY QUIZZES:

There will be multiple choice and multiple answer Blackboard quizzes each week on the required reading (5 points each). The quiz will be opened on Monday and must be completed prior to class on Thursday.

NURSING SITUATIONS IN ADVANCED PRACTICE and BLACKBOARD DISCUSSIONS

Nursing situations will be posted in Blackboard twice during the semester (50 points each for total of 100 points). All students will be required respond to questions related to the nursing situations. There will be regularly scheduled Blackboard discussion (10 each) that all students are required to engage in. The discussions will be posted on Saturday and students should make first posting by Wednesday and respond to peer by Saturday.

EVIDENCE BASED PRACTICE (EBP) PROJECTS:

Students will be assigned an EBP project in the one of the content areas (geriatric syndrome, end-of-life/palliative care, dementia and delirium, sexual transmitted disease in adolescent, etc.) Four references are required in APA format and must include 2 peer review journals and 1 clinical guideline within the past 3 years and one web based resource. One of the peer reviewed

journals must be a nurse practitioner journal. A two page APA summary of the disorder, title page and references will be submitted. EBP is worth 100 points. The sign-up sheet will be available on the first day of class.

CLASSROOM ACTIVITIES:

There may be quizzes, worksheets, case studies, standardized patients, physical exams, and SOAP notes required during class. You must be present in class to receive credit for the classroom activities.

COURSE POLICIES AND GUIDELINES

ATTENDANCE:

1. Attendance at every class is required unless arrangements have been made.
2. Students are responsible for missed content.
3. Students are expected to arrive on time to class.

EXAMS/QUIZZES:

1. Unless prior arrangements have been made with the instructor, failure to be present for an exam will result in a grade of zero.
2. There will be 2 exams for this course. Each will be 100 multiple choice questions. No notes or resources will be allowed during the exams. A non-programmable calculator may be used. Students may write on the exams as well as the scantrons. There will be no lecture following the exams. Please purchase a blue scantron for each exam.
3. **Students must achieve an average mean minimum score of 80% on all exams or they will receive an "F" in the course. Grades will be not be rounded. A grade of 92.7% is recorded as 92%.**

ASSIGNMENTS AND LATE POLICY:

Assignments must be completed by the due dates on the Course Schedule or a grade of zero will be assigned. *All course requirements and objectives must be met in order to earn a passing grade.*

USE OF ELECTRONICS:

Cell phones should be on vibrate during class and turned off completely during exams.

BLACKBOARD:

This course will be Web assisted via Blackboard. Lecture notes, weekly review questions, internet sites, grades and other items will be posted on the course Blackboard. You must have an FAU E-mail address. From Internet Explorer go to <http://blackboard.fau.edu>. Look for the Login icon on the top right hand of the screen. Click the Login icon. User name and password box will appear. The student user-name

is your FAUNet ID. If you do not know your FAUNet ID go to <http://accounts.fau.edu>. Your initial password for Blackboard is your PIN. Pins are by default set to 2-digit month of birth, 2-digit day of birth, and 2-digit year of birth (MMDDYY). Click onto Student Support then Instructions for New Users. The courses that you are enrolled in will be listed under “My Courses” area. Click on the course title in order to enter the course. ***Be sure to check the announcements frequently, at a minimum every week prior to class***

E-MAIL COMMUNICATION AND ETIQUETTE:

Students are required to use their FAU e-mail and are advised to check it frequently for important announcements. I am not on campus every day and e-mail is the best way to contact me. All e-mail communication should be via the “Contact Professor” tab on the Blackboard tool bar. Select the “Create Message” bar and follow the prompts. I will only be communicating with students via the Contact Professor tab which I will check daily. I need the convenience of being logged into the course while checking the messages from students. In addition, all of the messages are archived within the course for future reference. I will not respond to e-mails outside the course. Please use “netiquette” with your written words. Think before you send. Narrative language without the visual effects of a smile or the auditory effects of the tone of your voice can be interpreted as harsh. Please be courteous and always do a spell check on all of your postings and emails.

HIPAA:

The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

COMPUTER REQUIREMENTS:

The student must have access to a private or university computer that can run Mac OSX or WIN XP or higher. Back up options, such as cloud storage, an external hard drive, or flash drives. All written work will be turned in electronically in a Word (.doc or .docx) format. Other formats will *not* be accepted. The student must be familiar with blackboard, FAU e-mail, and announcements, check e-mail and course announcements in Blackboard every 3 days.

GREEN ENVIRONMENT:

At the College of Nursing, we promote a caring environment FOR our environment. Only re-usable beverage containers WITH A LID will be allowed in class. So please do not bring ANY disposable coffee cups, water bottles, soda bottles, etc. into the classroom. Also, we will use as little paper as possible, so most assignments will be

online. There will be no food in the classroom.

PARTICIPATION: Students are expected to come to and engage in class sessions. Each unit's readings and assignments should be completed by class each Thursday. Any course-related questions may be posted the course Q&A board in blackboard or sent via e-mail to the faculty.

PLAGARISM:

Plagiarizing will result in an automatic zero for all assignments, quizzes or exams.

Plagiarism includes definitions in University handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

SCHEDULE AND FORMAT CHANGES:

Faculty reserves the right to make changes in the class schedule or format as deemed necessary to facilitate the learning process.

EVALUATION OF COURSE AND FACULTY:

Students will have the opportunity to evaluate the course and the faculty at the end of the course. This provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students.

COURSE SCHEDULE

DATE	Topic				Other/ Diagnostic Study
January 10 th	Introduction to Course Pharmacology Exam				Meet with Clinical Faculty
	eLogs Comprehensive geriatric assessment				Magnus Summary, HIPPA, SIP Due

January 17 th	Geriatric syndromes, atypical presentation of illness				
January 24 th	The Three D's Dementia, Delirium & Depression				
January 31 st	Parkinson's disease and stroke				
February 7 th	Pulmonary health issues: COPD, pneumonia, bronchitis, asthma				
February 14 th	Urinary incontinence, urinary tract infection, pressure wounds				
February 21 st	Advanced Skills				
Feb 28 th	Diabetes and thyroid disease				
March 1 st	Exam #1 Care of adults/older adults across continuum of care & care coordination				
March 7 th	SPRING BREAK				
March 14 th	Hypertension/Heart disease/Advanced lipid management				
March 21 st	Practice Management				

March 28 th	End-of-life/hospice/palliative care				
April 4 th	Acute kidney injury and chronic Kidney Disease				
April 11 th	Nutrition, unintentional weight loss, eating disorders				
April 18 th	Adolescent health				
April 25 th	Caregiver issues/ CAM				
April 30 th	Exam #2 Review for Certification and Licensure				
May 6 th	Grades due	<i>Monday</i>			

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>

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 CALENDAR: Separate document



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.

April 2012