	NEW COURSE PROPOSAL	UUPC Approval 12/5/22
![FAU logo] **FLORIDA ATLANTIC UNIVERSITY**	**Undergraduate Programs** **Department** **College** *(To obtain a course number, contact **erudolph@fau.edu**)*	UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____

Prefix **Number** 3026 ____	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code** C	**Type of Course**	**Course Title**

Credits *(See Definition of a Credit Hour)*	**Grading** (Select One Option) **Regular**	**Course Description** *(Syllabus must be attached; see Template and Guidelines)*
Effective Date *(TERM & YEAR)*	**Sat/UnSat**	

Prerequisites, with minimum grade*	**Corequisites**	**Registration Controls** *(Major, College, Level)*

*Default minimum passing grade is D-. *Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

WAC/Gordon Rule Course **Yes** **No** WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.	**Intellectual Foundations Program (General Education) Requirement** *(Select One Option)* General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course MSN

Faculty Contact/Email/Phone	**List/Attach comments from departments affected by new course**

Approved by	***Date***
Department Chair _____ *Karethy Edwards*	11-21-2022
College Curriculum Chair _____ *Ruzu Wawe, PhD, RN*	11-21-2022
College Dean _____	11-21-2022
UUPC Chair _____ *Evelyn Williams*	12/5/22
Undergraduate Studies Dean _____ *Dan Meeroff*	12/5/22
UFS President _____	
Provost _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

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

SEMESTER: Summer 2023

COURSE NUMBER: NUR 3026C

COURSE TITLE: Fundamentals of Nursing Practice I

COURSE FORMAT: Lecture/Lab

CREDIT HOURS: 2 Credit Hours

COURSE SCHEDULE:

PREREQUISITES: Admission to B.S.N. program, BSC 2085, BSC 2085L, BSC 2086, BSC 2086L, MCB 2004, MCB 2004L

COREQUISITES: NUR 3065, NUR 3065L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION:
Focuses on practical application of basic nursing skills using a scientific basis. This first course on Fundamentals of Nursing Practice emphasizes beginning nursing skills through evidence-based, compassionate, culturally-sensitive, ethical and safe practice principles.

COURSE OBJECTIVES:
   Becoming competent

1.   Integrate nursing knowledge and knowledge from other disciplines and inquiry to inform clinical judgment in preforming basic nursing procedures. (1.3b)

2.	Demonstrate competence in the performance of basic nursing procedures using best evidence in practice. (4.2c)

3.	Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment. (3.6d)

Becoming compassionate

4.	Demonstrate compassionate care when performing basic nursing procedures. (2.1b)

Demonstrating comportment

5.	Demonstrate cultural sensitivity and humility in providing basic nursing care. (9.2e)

Becoming confident

6.	Demonstrate emotional intelligence in communications when performing fundamental nursing procedures. (2.2f)

Attending to conscience

7.	Reflect on one's actions and their consequences when performing basic nursing procedures.

Affirming commitment

8.	Safeguard privacy, confidentiality, and autonomy in all interactions when performing fundamental nursing procedures. (9.1f)

The 6 subjectives based on Roach's (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:
Discussions, nursing situations, PowerPoint presentations, skills videos, simulated nursing scenarios, interprofessional collaborative exercises, and online learning modules.

GRADING AND EVALUATIONS:

Criteria	Weight
CoursePoint assignments	10%
ATI Modules / EHR Tutor Assignments	10%
Professionalism/Leadership & Comportment (includes on time attendance, professional attire and behavior)	10%
Nursing Situations	10%

Weekly Skills lab practice/competency (including Final Comprehensive Exam)	50%
Medication Competency Exam	10%
Total	100%

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:
Taylor, C. (2022). *Fundamentals of nursing* (3rd. ed). Wolters Kluwer.

ATI Learning & Testing Modules.

RECOMMENDED TEXTS: None.

TOPICAL OUTLINE:
SAFETY AND INFECTION CONTROL
Medical and Surgical Asepsis -Hand hygiene
Sterile field setup
Adding sterile items to sterile field
Pouring sterile solutions
Sterile gloves
Infection Control:
Isolation guidelines
Standard Precaution
Transmission Precaution

HEALTH ASSESSMENT
Basic Comfort and Care (Pain)
Vital Signs and Pain
Vital signs:

Temperature, Pulse,
Respirations, Blood pressure,
Oxygen saturation (basic O2)

PHYSIOLOGICAL INTEGRITY-
Basic Comfort and Care
Hygiene and Safety
Bathing
Oral hygiene
Making an occupied bed
Fall Prevention
Restraints

Dosage Calculation
Pharmacokinetics and Routes of Administration
Safe medication administration and error reduction
Non-parenteral Administration of oral, topical, eye drops, eye irrigation,
Ear irrigation, Vaginal, Rectal suppositories, Metered Dose Inhaler
Intravenous Therapy: insertion and fluid administration
Parenteral meds: IV, IVP, IVPB, Intramuscular, Intradermal, subcutaneous

Immobility & Mobility
Ergonomic principles and body mechanics:
Transfers and assistive devices, bed and client positions
Complications of immobility
 ROM
Transfers: OOB, sliding board
SCDS/Antiembolic stockings, DVT/PE prevention

Skin Integrity and Wound Care
Wound healing: Primary, secondary, tertiary healing
Risk factors for wound healing and pressure injury
Surgical wound versus pressure injury/wound

Urinary Elimination
Insertion of foley catheter
Intake and output
Straight and indwelling catheter insertion & care;
condom catheter insertion and care;
intake and output
Specimen collection:
clean catch midstream for C & S, urinalysis
Bedpan and urinal

Nutrition:
NGT insertion

Bowel Elimination
Fecal impaction
Enemas

COURSE ASSIGNMENTS:
CoursePoint
CoursePoint is an integrated digital learning platform that combines case studies, video skill demonstrations, chapter quizzes, and E Book access to create an engaging personalized curriculum-based learning environment.
ATI
The Assessment Technologies Institute (ATI) is an online, comprehensive, testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN for professional licensure.
Research has demonstrated a strong correlation between successful completion of ATI proctored assessments and successful first-time pass rates on the NCLEX-RN (Davenport, 2007). The ATI program consists of learning modules, practice assessments, proctored exams, and skill tutorials. All proctored assessments will be scheduled on specific dates and times.

Professionalism & Leadership Comportment Grade:
Attending every class session is mandatory along with being punctual and prepared to participate in the discussion for that day. This requires review of all class content / completion of assigned /CoursePoint / ATI modules and any assigned reading and videos. Students may be told to leave class due to the lack of preparation and will be considered absent. Being tardy is disruptive and unprofessional. To prevent unnecessary disruptions, and provide a safe environment to learn, doors are locked when class starts. Comportment grade will reflect tardiness to class. Students that arrive late will have to remain in the hall waiting. **Late assignments will receive deduction of 10 percent**. **Students are accountable for safe handling and storage of equipment and supplies provided. Demonstration supplies are not for use on human subjects or pets. Students found not in compliance may be subject to disciplinary actions.**

Excused Absence: The only excused absence in lab is illness or death of an immediate family member. If you have a fever >101 F and a productive cough (sputum) or diarrhea, vomiting, please do not come to the lab, you are contagious. **You MUST have a written primary care provider excuse. Please contact Instructor regarding your absence at least two hours priory to your scheduled lab.** Failure to notify the faculty in the required time will result in a zero in the gradebook for comportment grades.

Clinical Attire and equipment are required for the lab. A functioning laptop is required for class. Clinical attire includes a nametag, and owl card. Students must have stethoscope, second hand watch, supply bag (provided week 2 of the course) Clean hair (natural hair color only, no extreme colors) pulled back off the neck in a neat bun, with no dangling hair. Clean

scrubs, non-pores black or white shoes with ankle or crew socks. No jewelry except a wedding ring and one stud earring per ear only. No necklaces. No eye/nose/tongue piercings allowed. Tattoos must be covered. Please discuss this with your instructor for further clarification. No false eyelashes, artificial nails or nail polish.

Professionalism/Leadership Comportment Grading: Graded once per week.

Professionalism/Leadership & comportment

Criteria	Ratings		Pts
This criterion is linked to a Learning Outcome Communication/collaboration Uses therapeutic verbal and non-verbal communication with instructor and peers.	**1 pts** **Full** **Marks**	**0 pts** **No** **Marks**	1 pts
This criterion is linked to a Learning Outcome Professional values Demonstrates accountability for completing assignments on-time, preparation for class, and professional behavior in the lab.	**1 pts** **Full** **Marks**	**0 pts** **No** **Marks**	1 pts
This criterion is linked to a Learning Outcome Role of BSN student Seeks guidance appropriately, actively participates in classroom discussion and skills practice.	**1 pts** **Full** **Marks**	**0 pts** **No** **Marks**	1 pts
This criterion is linked to a Learning Outcome Data collection, focused assessment Makes accurate observation as evidenced by EHR documents, and in class interaction	**1 pts** **Full** **Marks**	**0 pts** **No** **Marks**	1 pts
This criterion is linked to a Learning Outcome Safe practice Demonstrate safe practice for self, patient, peers, and institution. Safely handles and stores equipment and supplies.	**1 pts** **Full** **Marks**	**0 pts** **No** **Marks**	1 pts
This criterion is linked to a Learning Outcome Evidence-based practice and clinical judgment Articulates rationale for nursing practice	**1 pts** **Full** **Marks**	**0 pts** **No** **Marks**	1 pts
This criterion is linked to a Learning Outcome Resource management Uses time effectively, organizes tasks, appropriate and cost-effective use of resources.	**1 pts** **Full** **Marks**	**0 pts** **No** **Marks**	1 pts

This criterion is linked to a Learning Outcome Caring Identifies simulated client needs, shows respect to peers and instructor. Models compassion, comportment, competence, conscience, commitment, and confidence.	1 pts Full Marks	0 pts No Marks	1 pts
This criterion is linked to a Learning Outcome On-time attendance Punctual for class (arrive at least 5 minutes prior to class start [8:00 AM or 1:00 PM as per class schedule] time and be settled in PPE)	1 pts Full Marks	0 pts No Marks	1 pts
This criterion is linked to a Learning Outcome Professional attire Abides by FAU CELCON professional attire policy. Full uniform in class, no extra piercings/tattoo, nails trimmed, no nail polish/jewel/artificial nails, wears face shield/face coverings, hair off shoulder	1 pts Full Marks	0 pts No Marks	1 pts
Total Points: 10			

Supervised Practice Lab Participation: Graded once per week
Students will practice skills weekly during class and are responsible to demonstrate the essential fundamental skill with the critical elements/general performance measures. Skills demonstrations are overseen by an instructor.   If an instructor recognizes a need for the student to remediate a skill to be successful, the student will then be required to meet with the instructor to discuss the area that needs to be improved upon, schedule additional practice, and recommendations made by the instructor. Return demonstration of the skill will be required. The first attempt grade will remain in the gradebook.

Students are required to be engaged in the learning experience, respectful of each other in the learning environment. If the student receives a score of "weak" or "not evident" for the **third time** in the semester, the student will meet with the instructor completing a conference form with detailed remediation steps to succeed. Further unsatisfactory performances may result in failure in the course.

Supervised Practice Lab Participation performance measures:

Supervised Practice Lab Participation performance measures			
Criteria	Ratings		Points
Skill performance Demonstrate skill guided by performance measures	**5 pts Minimal supervision** Consistently meets evaluation criteria with minimal direction	**3.9 pts Emerging** Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure	**1.65 pts Not evident** Does not meet expectations Unable to demonstrate procedures. Lacks confidence,	5 points

			coordination and efficiency	
				Total points: 5

Performance Evaluation Tool (Grade Key):

Scale/Label		Standard Procedure	Performance Quality	Assistance
MS (minimal supervision)	**9.4-10**	Safe/Accurate	Consistently meets evaluation criteria with minimal direction.	Minimal direction
D (Developing)	**8.7-9.3**	Safe/Accurate	Performance is improving and becoming more consistent; needs moderate level of assistance or supervision, seeks learning experiences.	Occasional direction
E (Emerging)	**7.3-8.7**	Mostly Safe/Accurate	Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure.	Frequent direction
W (Weak)	**7.3- 6.7-**	Questionably Safe/ Accurate	Performance is inconsistent and/or needs high level of assistance or supervision (60% - 70%). Strengths and areas for improvement should be identified	Continuous direction
NE (Not Evident)	**0-6.6**	Unsafe/Inaccurate	Does not meet expectations Unable to demonstrate procedures. Lacks	Continuous direction

confidence,
coordination and
efficiency.

Quizzes
Weekly quizzes will be given via CoursePoint. You may take the quiz as many times as you wish before the due date to improve your score.
 EXAMS
There will be a mid-term and final skill competency exam. Along with the weekly practice this exam will account for 50% of your final grade in this course.

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE:
Cochran Database on-line at http://www.thecochranelibrary.com
Lesniak, R. (2005). Caring through technological competency. *Journal of School Nursing, 21*(4), 194-195.
Locsin, R. (2005). *Technological competency as caring in nursing: A model for practice.* Indianapolis: Sigma Theta Tau International Press.
National Guideline Clearinghouse at https://guideline.gov
Ray, M. (1987). Technological caring: A new model in critical care. *Dimensions of Critical Care Nursing, 6*, 166-173.
Simons, S. R. & Abdallah, L. M. (2012). Bedside assessment of enteral tube placement: Aligning practice with evidence. *American Journal of Nursing, 12*(2), 40-46.
          Internet Citation: Inpatient Medical: Opportunity to Apply TeamSTEPPS Technique to Improve Outcome. Content last reviewed December 2017. Agency for Healthcare Research and Quality, Rockville,
MD.   https://www.ahrq.gov/teamstepps/instructor/videos/ts_vig002a/vig002a.html
          Internet Citation: Emergency Department: Successful Outcome Using TeamSTEPPS Techniques. Content last reviewed November 2017. Agency for Healthcare Research and Quality, Rockville, MD.

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 SCHEDULE

Date	Topic	Read/Listen	Assignment
Week 1 & 2	SAFETY AND INFECTION CONTROL	View ATI films Read Taylor Chapter 1	

| | Medical and Surgical Asepsis -Hand hygiene

Sterile field setup

Adding sterile items to sterile field

Pouring sterile solutions

Sterile gloves

Infection Control: Isolation guidelines Standard Precaution Transmission Precaution | | |
|---|---|---|---|
| Week 3 | HEALTH ASSESSMENT Basic Comfort and Care (Pain) Vital Signs and Pain Vital signs: Temperature, Pulse, Respirations, Blood pressure, Oxygen saturation (basic O2) | View ATI films

Read Taylor Chapter 2 & 14 | Course Point

Pre test

Performance |
| Week 4 | PHYSIOLOGICAL INTEGRITY-

Basic Comfort and Care

Hygiene and Safety

Bathing

Oral hygiene

Making an occupied bed

Fall Prevention

Restraints | View ATI films

Read Taylor Chapter 7 | Course Point

Pre- test

Performance |

Week 5	Dosage Calculation	Dosage Calculations notes	
Week 6	Pharmacokinetics and Routes of Administration Safe medication administration and error reduction Non-parenteral Administration of oral, topical, eye drops, eye irrigation, Ear irrigation, Vaginal, Rectal suppositories, Metered Dose Inhaler	View ATI films Read Taylor Chapter 7	Medication administration examination
Week 7	Intramuscular, Intradermal, subcutaneous administration	View ATI films Read Taylor Chapter 7	Course Point Pre- test Performance

Week 8	Midterm examination		
Week 9	Intravenous Therapy: insertion and fluid administration Venipuncture for lab	View ATI films Read Taylor Chapter 7	Course Point Pre- test Performance
Week 10	Skin Integrity and Wound Care Wound healing: Primary, secondary, tertiary healing	View ATI films Read Taylor Chapter 8	Course Point Pre- test Performance

	Risk factors for wound healing and pressure injury Surgical wound versus pressure injury/wound		
Week 11	ATI Foundation Practice A examination		
Week 12	Urinary Elimination Insertion of foley catheter Intake and output Straight and indwelling catheter insertion & care; condom catheter insertion and care; intake and output Specimen collection: clean catch midstream for C & S, urinalysis Bedpan and urinal	View ATI films Read Taylor Chapter 12	Course Point Pre- test Performance

Week 13	ATI foundation proctored examination		
Week 14	Bowel Elimination Enemas Neurological Care	View ATI films Read Taylor Chapter 13	Course Point Pre- test Performance
Week 15	Performance Examination		
Week 16	Comprehensive Final examination		

COURSE POLICIES & GUIDELINES

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.

FACE COVERINGS and PPE in Laboratory
Persons are required to wear a face mask and a face shield over the face mask when in the laboratory areas, maintain social distancing of 6 feet when possible, wash hands and use hand sanitizer.

ATI Assessment and Remediation Program Policy

Introduction

The Assessment Technologies Institute (ATI) is an online, comprehensive, testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

Research has demonstrated a strong correlation between successful completion of ATI proctored exams and successful first-time pass rates on the NCLEX-RN® (Davenport, 2007). Courses at the Christine E. Lynn College of Nursing (CELCON) integrate the ATI Comprehensive Assessment and Remediation Program (CARP) as 10% of the course grade in selected courses.

ATI program consists of practice assessments, proctored exams, and tutorials.

All proctored exams, including the RN Comprehensive Predictor, will be scheduled on specific dates and times.

As part of the ATI package, students will be required to complete proctored exams as a course requirement in select courses. Proctored ATI exams will be given at the FAU Testing Center (students pay a sitting fee for each exam) and under exceptional circumstances may be given in the classroom. If in the classroom, students are required to bring a laptop with Wi-Fi capability and, browsers compatible with the ATI program. Proctored ATI exams will be administered prior to course completion and scheduled by course faculty.

Practice Assessments

Practice Assessment A will be conducted in class as an interactive activity.

Practice Assessment B will be opened for two-week time period prior to the proctored assessment.

Proctored Assessments

The course-specific ATI Assessment will count for 10 percent of the course grade. Grades will be calculated using the information outlined below.

Proctored Assessments

I. Students can earn up to 10 points based on the proctored assessment outcome.

Student score	Level 3	Level 2	Level 1	Below Level 1
Points awarded	*10 points*	*8.5 points*	*5 points*	*0 points*
Remediation/ retake	▲Minimum one-hour remediation recommended to complete activities listed for assessment on ATI Pulse. ▲	• Minimum two-hour remediation to complete activities listed for assessment on ATI Pulse. • *Optional retest*	**Remediation:** • Minimum three-hours to complete activities listed for assessment on ATI Pulse and submit score report for each activity ***Retest required**	**Remediation:** • Minimum four-hour complete activities listed for assessment on ATI Pulse and submit score report for each activity• ***Retest required**

Students earning a level 1 or below a level 1:

- *Students earning a level 1 or below a level 1 on the first attempt are required to remediate and retake the proctored exam.*
- ***Failure to retake the proctored exam will result in 0 points for ATI Assessment in the course. Points previously earned will be forfeited.***
- *In order to retake the proctored exam, students must submit remediation based activities listed for assessment in ATI pulse*
- *The highest score of the two attempts will be recorded.*

Students earning a level 2 on the first attempt:

- *May choose to retake the exam. Points will be awarded for the highest level achieved from the two attempts.*
- *Remediation is not required but strongly encouraged.*

Students earning a level 3 on the proctored exam on the first attempt:

- *Do not need to retest*

- *Remediation is not required to be submitted but strongly encouraged.*

<u>Successful completion of NUR 4829L and Certification to take the NCLEX-RN®:</u>

Prior to NUR 4829L: Nursing Practice Immersion students must complete the ATI Comprehensive Predictor.

Students are expected to achieve a score $\geq$ 92% of the *Predicted Probability of Passing the NCLEX-RN® and a level 2 or better on 5 of 7 ATI content exams.* **Students who do not meet BOTH of these expectations must achieve the 100% stage of Virtual ATI remediation (at the student's expense). Following successful remediation, students will have completed the requirements for the ATI assignment in NUR 4829L.**

Undergraduate Program Committee Approval March 9, 2015; February 1, 2016

UPC May 3, 2018' UPC December 3, 2018; UPC October 7, 2019; January 13, 2020; April 5, 2021; March 28, 2022. May 3, 2022.

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 patters 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.'