

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>12/5/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number <u>3029</u>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code <u>C</u>	Type of Course	Course Title
Credits <i>(See Definition of a Credit Hour)</i> Effective Date <i>(TERM & YEAR)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>	
Prerequisites, with minimum grade* <u>3026C</u>		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*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 <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course <u>MSN</u>			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course	
Approved by			Date
Department Chair <u>Kerethy Edwards</u>			<u>11-21-2022</u>
College Curriculum Chair <u>Ruison W. W. W. W., PhD, EdD</u>			<u>11-21-2022</u>
College Dean <u>[Signature]</u>			<u>11-21-2022</u>
UUPC Chair <u>Ethlyn Williams</u>			<u>12/5/22</u>
Undergraduate Studies Dean <u>Dan Meeroff</u>			<u>12/5/22</u>
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 3029C

COURSE TITLE: Fundamentals of Nursing Practice II

COURSE FORMAT: Lecture/Lab

CREDIT HOURS: 2 Credit Hours

COURSE SCHEDULE:

PREREQUISITES: NUR 3026C, Fundamentals of Nursing Practice I

COREQUISITES: NUR3262, NUR 3262L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION:

Focuses on practical application of complex nursing skills using a scientific basis. This second course on Fundamentals of Nursing Practice emphasizes the expansion of nursing skills through evidence-based, culturally-sensitive, ethical and safe practice principles.

COURSE OBJECTIVES:

Becoming competent

1. Use a scientific basis for the performance of complex nursing skills. (1.3b)

2. Demonstrate competence in the performance of complex nursing procedures. (4.2c)
3. Demonstrate clinical reasoning in the performance of complex nursing skills. (1.3a)

Becoming compassionate

4. Demonstrate compassion in the performance of complex nursing skills.

Demonstrating comportment

5. Describe the factors that create a culture of safety during the provision of complex nursing skills. (5.2a)

Becoming confident

6. Demonstrate emotional intelligence in communications in performing complex nursing procedures. (2f)

Attending to conscience

7. Demonstrate cultural sensitivity and humility in providing basic nursing care. (9.2e)
8. Demonstrate ethical behaviors related to the practice of complex nursing procedures. (9.1c)

Affirming commitment

9. Use best evidence in the practice of complex nursing procedures. (4.2c)

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%

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 prior 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
<p>This criterion is linked to a Learning Outcome Communication/collaboration Uses therapeutic verbal and non-verbal communication with instructor and peers.</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	1 pts
<p>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.</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	1 pts
<p>This criterion is linked to a Learning Outcome Role of BSN student Seeks guidance appropriately, actively participates in classroom discussion and skills practice.</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	1 pts
<p>This criterion is linked to a Learning Outcome Data collection, focused assessment Makes accurate observation as evidenced by EHR documents, and in class interaction</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	1 pts
<p>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.</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	1 pts
<p>This criterion is linked to a Learning Outcome Evidence-based practice and clinical judgment Articulates rationale for nursing practice</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	1 pts
<p>This criterion is linked to a Learning Outcome Resource management Uses time effectively, organizes tasks, appropriate and cost-effective use of resources.</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	1 pts
<p>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.</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>	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
	1 pts Full Marks	0 pts No Marks	
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	5 pts	3.9 pts	1.65 pts	5 points
Demonstrate skill guided by performance measures	Minimal supervision Consistently meets evaluation criteria with minimal direction	Emerging Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure	Not evident Does not meet expectations Unable to demonstrate procedures. Lacks confidence, coordination and efficiency	
				Total points: 5

Performance Evaluation Tool (Grade Key):

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

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.

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:

Perioperative Nursing Care

Skin integrity & wound care

 Wounds & Pressure Injuries

 Common drains

 Sutures & staples

 Cleaning wounds

 Applying dressings

 Wound irrigation

 Collecting wound culture

 Burn care

Activity

 Traction care

 Crutch Walking

Enteral Nutrition

 NG Tube feeding

 Gastrostomy Tube feeding

Urinary elimination

- Irrigating indwelling catheter
- Urologic Stent
- Urinary diversion
- Caring for patient receiving dialysis
- Bowel Elimination
 - NG Tube insertion, maintenance and removal
 - Bowel diversion (colostomy & ileostomy care)
- Oxygenation & Perfusion
 - Positive Airway Pressure therapies
 - Chest tube care
 - Assisting Ventilation
 - Oropharyngeal and nasopharyngeal suctioning
 - Tracheostomy care
 - EKG interpretation
 - Defibrillator care
 - Code blue
- Sensory
 - Cervical collar
 - Seizure precautions
 - Sensory alterations (vision, hearing, balance,)
- Fluid & Electrolyte
 - Intravenous Fluid Therapy
 - Peripheral Intravenous Catheters
 - Central Venous Access Devices
 - Administering Blood and Blood Products
- End of life care
 - Palliative care

COURSE ASSIGNMENTS:

Successful performance of the course skills in the topical outline.

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	Syllabus Review Perioperative Nursing Care	Review ATI Modules Taylor Chapter 6	
Week 2 &3	Oxygenation/Airway Management Oxygenation & Tissue Perfusion Positive Airway Pressure therapies Positive Airway Assisted Ventilation Pressure therapies Chest tube care Oropharyngeal and nasopharyngeal suctioning Chest physiotherapy Nebulizer Incentive spirometer Tracheostomy care	Review ATI Modules Taylor Chapter 14	Course Point Assignment

<p>Weeks 4 & 5</p>	<p>Skin integrity & wound care</p> <p>Wounds & Pressure Injuries</p> <p>Common drains</p> <p>Sutures & staples</p> <p>Cleaning wounds</p> <p>Applying dressings</p> <p>Wound irrigation</p> <p>Collecting wound culture</p> <p>Burn care</p>	<p>Review ATI Modules</p> <p>Taylor Chapter 8</p>	<p>Course Point Assignment</p> <p>Pre-test</p> <p>Performance Evaluation</p>
<p>Week 6 & 7</p>	<p>Fluid & Electrolytes</p> <p>Intravenous Fluid Therapy</p> <p>Peripheral Intravenous Catheters</p> <p>Central Venous Access Devices</p> <p>Administering Blood & Blood Products</p>	<p>Review ATI Modules</p> <p>Taylor Chapter 15</p>	<p>Course Point Assignment</p> <p>Pre-test</p> <p>Performance Evaluation</p>
<p>Week 8</p>	<p>Mid-Term Exam</p>		<p>Mid-Term Exam</p>

Week 9	Applying a cardiac monitor, obtaining and EKG, and EKG Interpretation	Review ATI Modules Taylor Chapter 16	Course Point Assignment Pre-test
Week 10	ATI Fundamentals Practice A (in class)		
Week 11	Defibrillator care Code blue	Review ATI Modules Taylor Chapter	Course Point Assignment

			Pre-test Code Blue Simulation
Week 12	<p>Activity Alteration</p> <p>Traction care</p> <p>Crutch Walking</p> <p>Sensory</p> <p>Cervical collar</p> <p>Seizure precautions</p> <p>Sensory alterations (vision, hearing, balance,)</p>	<p>Review ATI Modules</p> <p>Taylor Chapter 9</p>	<p>Course Point Assignment</p> <p>Pre-test</p> <p>Performance Evaluation</p>
Week 13	<p>Urinary elimination</p> <p>Irrigating indwelling catheter</p> <p>Urologic Stent</p> <p>Urinary diversion</p>	<p>Review ATI Modules</p> <p>Taylor Chapter 12</p>	<p>Course Point Assignment</p> <p>Pre-test</p> <p>Performance Evaluation</p>

	<p>Caring for patient receiving dialysis</p> <p>ATI Fundamentals Proctored Exam</p>		
Week 14	<p>Nutrition</p> <p>Nutrition, Enteral and Parenteral Nutrition</p> <p>NGT/Gastrostomy management</p> <p>NG Tube insertion, maintenance and removal</p> <p>Bowel diversion (colostomy & ileostomy care)</p> <p>End of life care</p> <p>Palliative care</p>	<p>Review ATI Modules</p> <p>Taylor Chapter 11</p>	<p>Course Point Assignment</p> <p>Pre-test</p> <p>Performance Evaluation</p>
Week 15	<p>Performance Examination</p>		

	ATI Retake Proctored Fundamentals Exam		
Week 16	Comprehensive Final Examination		

Course Policies and Guidelines (Policies for Skills Lab)

1. Students are expected to abide by all policies in the College of Nursing BSN Student Handbook and conduct themselves, accordingly, aligned with the College of Nursing’s Professional Statement. Review the Comportment Behaviors and Values included.
2. 10-minute breaks will be provided every 2 hours. Students are asked to refrain from leaving the lab early to take a break on their own.
3. All course requirements and objectives must be met in order to earn a passing grade of “C”.
4. Completion and demonstration of all fundamental skills is the responsibility of the student.
5. Due to the extensive amount of material to be covered within the course, no classes can be missed. Students are expected to attend each lab, with on time arrival and without early departure. In the event of an absence. Please notify your instructor 2 hours prior to the absence.
6. Remediation and demonstration of skills require scheduling. Please contact the Professional Practice Lab Coordinator (kayes@health.fau.edu) , outside the designated lab hours for a date/ time by email. Students are not allowed to miss another nursing class in order to test or practice in the Professional Practice Lab.
7. Students are required to read the assigned book/online resource prior to class, complete the end of chapter questions, as well as online quizzes provided by the author. In addition to viewing the assigned ATI/Course Point Plus modules and completing quizzes or assignments associated with the tutorials.
8. Confidentiality among students is expected and required. This includes information regarding a fellow student’s performance on skills, and details of simulated activities during demonstration of skills.
9. Conflict Management (Chain of Command): Step 1 Discuss the situation with the person that there is conflict with, seek resolution. Step 2 If there is no resolution, go to the class instructor to discuss the situation to seek advice on resolution. Step 3 If there is no resolution, seek advice of the Assistant Dean undergraduate programs, Dr. Longo. Step 4 If there is no resolution, go to the Associate Dean, Dr. Karethy Edwards.
10. Contact the lead instructor for your section for any questions, and meeting time. Emails will be answered within 48 hours during normal weekday working hours.

Student Lab Responsibilities

1. No food or drink allowed in the lab
2. No cell phones in class – student may use cell phones during designated breaks.
3. Students will be required to bring their own laptop in working order.
4. Students are to adhere to the Professional Clinical Appearance and Attire Policy.
5. Sign in and out of the lab for practice and testing/ re-demonstration
6. Equipment and supplies are to be reused unless otherwise instructed. Check with lab personnel prior to disposal of items.
7. Do not use betadine on manikins. Do not use ink or marker near manikins.
8. **Students are responsible for cleaning up the area after** returning supplies or equipment to the proper location. Linens should be straightened on the bed. Beds always in the lowest position with the side rails up.

Comportment: Professional Behaviors and Values. See Professional Statement under College of Nursing Policies.

Failure to demonstrate professional comportment behaviors & values will involve meeting with the instructor and a conference form will be completed with a follow-up plan of improvement.

Behaviors Implying the *Presence* of Professional Values	Behaviors Implying the *Absence* of Professional Values
<p>Value: <i>Placing the clients welfare first</i> Is accessible and prompt in answering clients' request Priority of activities reflect clients' needs Explains treatments and procedures: keeps client well informed, is responsible and reliable when needs are identified by clients, staff or faculty. Calls and makes appropriate arrangements if unable to be on time or present for clinical</p> <p>Value: <i>Commitment to nursing and to the Nursing Department policies</i> Present and willing to learn; complies voluntarily with rules and policies of the nursing department Demonstrates enthusiasm for clinical; appears to enjoy nursing. Looks and acts in a professional manner (i.e. neat, clean; behaves in a professional way.) Pleasant with staff, peers and faculty Gives appropriate information to the other nurses Completes charts and records</p> <p>Value: <i>Cooperation</i> Able to disagree diplomatically Knows when to stop arguing and start helping Takes criticism constructively Accepts the roles of others and works in appropriate capacity in response to others Deals with stress and frustration without taking it out on others</p>	<p>Value: <i>Placing the client's welfare first</i> Unreliable in completion of tasks Difficult to find when needed Elicits hostility from clients and others Displays hostility towards clients and others Justifies doing things "just for the experience," without taking clients needs into consideration Approach is "who is right" not "what is right" Fails to make appropriate arrangements if unable to be on time or present for clinicals or class.</p> <p>Value: <i>Commitment to nursing and to the Nursing Department policies</i> Chronically tardy or absent Skips clinical or other obligations if not supervised Passes off assignments or task to other when possible Chronic malcontent and complainer Sloppy Gives inappropriate information to others Chronically deficient in upkeep of charts and records Feels existent policies are irrelevant, unimportant, and nonobligatory</p> <p>Value: <i>Cooperation</i> Argumentative or stubborn Sullen or arrogant with faculty, peers, staff and clients Uncommunicative with staff and faculty Hostile responses to frustrating situations Passive-aggressive behavior when dissatisfied</p>

<p>Objectively handles conflict with others; tries to see both sides of issues</p> <p>Values: Intellectual and personal integrity Readily admits mistakes and oversights Forthright with peers, staff, and faculty Selects appropriate response to clients even if preferring to focus on something else Observes safe technique even when not being supervised. Accepts responsibility for errors and tries to take appropriate corrective action Statements appear to be based on fact and believable; does not provide information or facts unless known to be correct. Does own work and does not represent the work of others as being original. Respectful of faculty, staff, peers, and clients</p>	<p>Value: Intellectual and personal integrity Lies and fabricates data to cover up mistakes and oversights Fails to use safe techniques when not being supervised Blames others for own shortcomings Provides data without appropriate checks for correctness Sneaks away or does not show up if unsupervised Represents the work of others as being original Disrespectful and rude to faculty, staff, peers, or clients</p>
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Conference Form

Date: _____ Student

Name: _____

Course Number and Name: **VOID – example only**

	Situation:
	Quiz/Exam Performance:
	Attendance/Punctuality:
	Skill Competency:
	Clinical Performance:
	Professional Behaviors:
	Health Requirements:
	Other (specify):
	Background:

	Assessment:
	Recommendation:
	Due Date for Follow Up:
	Consequences:

Faculty Signature: _____ Student Signature: _____

Student signature indicates confirmation of receipt of this notice.

Date: _____

Math Guidelines:

Adhere to the Joint commission, Institute of safe medication administration *List of error-prone abbreviations, symbols and dose designations* formerly known as the *Do Not Use* list. <https://www.ismp.org/recommendations/error-prone-abbreviations-list>

1. Use a leading zero when your answer is less than one. Correct example 0.5mg Incorrect .5mg
2. Avoid trailing zeros on any answer.
3. Solve the equation using one of the following: Formula Method, Proportion, or Dimensional Analysis.
4. If the last decimal place is greater than or equal to 5 then round the number up.
Examples: 1.57 = 1.6 1.45=1.5 0.686=0.69
5. If the last decimal place is less than 5 then drop the last decimal to round down.
Example: 0.543 = 0.54
6. Do **not** round too early. Do all your calculations and round at the completion of the entire problem. (with the exception of client weight - See next point.)
7. If the problem has the weight of the client in pounds, change that to kg and round that part to the hundredths (nearest 2 decimal places) ex. 23 pounds=10.45 kg. **The weights are figured out and rounded before starting the problem.**
8. Follow the test, quiz or worksheet directions on rounding in the problem.
9. With mL answers, the instructor will provide the rounding instructions.

10. Drops (gtt) for IV administration (non-pump/ gravity flow) using Macro 10-20 gtt/mL set or Micro 60gtt/mL round to the *nearest* whole number.
11. Units – round to the nearest whole number.
12. Tablets – if your answer is not a whole number, round it up or down to the nearest whole number or 0.5 - Some tablets are scored, and can be given in half increments. If not, make a note that you would check with pharmacy on administration.
13. Caplets- round to the nearest whole number.
14. NCLEX FAQ – *Do calculations items on the test have a decimal place?* Yes, unless the item requests that the candidate records their answer using a whole number. If asked to record to one (or two) decimal places, the candidate must enter the decimal point for the answer to correct or it will be marked wrong.
15. NCLEX FAQ – When should a candidate round on a calculation? - Answers to calculation items should be **rounded at the end of the calculations**.

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.

<i>Student score</i>	Level 3	<i>Level 2</i>	<i>Level 1</i>	<i>Below Level 1</i>
<i>Points awarded</i>	<i>10 points</i>	<i>8.5 points</i>	<i>5 points</i>	<i>0 points</i>
<i>Remediation/retake</i>	• 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.	Remediation: • Minimum three-hours to complete activities listed for assessment on ATI Pulse	Remediation: • Minimum four-hour complete activities listed for assessment on ATI Pulse

	•	• <i>Optional retest</i>	and submit score report for each activity <i>*Retest required</i>	and submit score report for each activity• <i>*Retest required</i>
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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.*

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

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 patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.
'revised April, 2012.'