
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair _____ <i>Karethy Edwards</i> College Curriculum Chair _____ <i>Raine W. Weir, PhD, EdD</i> College Dean _____ <i>Stephyn Lee</i> UUPC Chair _____ <i>Thlyn Williams</i> Undergraduate Studies Dean _____ UFS President _____ Provost _____		Date _____ 11-21-2022 _____ 11-21-2022 _____  2022 _____ _____ _____

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 3065

COURSE TITLE: Health Assessment in Nursing Situations

COURSE FORMAT:

CREDIT HOURS: 2 credit hours

COURSE SCHEDULE:

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

COREQUISITES: NUR 3065L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Focus is on the process of conducting a holistic health assessment across the lifespan. Emphasis is on the attributes of compassionate care, relation centered care, and distinguishing between normal and abnormal clinical findings.

COURSE OBJECTIVES:
Becoming competent

1. Describe the process of a complete and accurate history in a systematic manner. (2.3b)
2. Describe the components of a clinically relevant, holistic health assessment. (2.3c)

3. Distinguish between normal and abnormal health findings. (2.3e).
4. Describe the process of prioritizing problems/health concerns. (2.4c)
5. Describe the findings of a comprehensive assessment. (2.3g)

Becoming compassionate

6. Describe the attributes of compassionate care during the health assessment. (2.1b)

Demonstrating comportment

7. Describe the characteristics of relationship centered care.

Becoming confident

8. Recognize cues in the assessment process.

Attending to conscience

9. Educate patients on their rights to access, review, and correct personal data and medical records. (8.5d)

Affirming commitment

10. Describe traits that indicate professional and personal honesty, integrity & commitment. (9.3c)

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

TEACHING LEARNING STRATEGIES:

The course uses narrated PowerPoints lecture, case presentations, and nursing situations.

GRADING AND EVALUATIONS:

Discussion Boards	10%
Module Quizzes	15%
Exam 1	25%
Exam 2	25%
Exam 3	25%
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:

Hogan-Quigley, B, Palm, M.L., & Bickley, L. S. (2022). *Bates' nursing guide to physical examination and history taking*. (3rd ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-1-4963-0556-5 [Direct link for discounted books](#)

American Holistic Nurses Association. *Holistic nursing: Scope and standards of practice*. (2nd ed.). Silver Spring, MD: American Holistic Nurses Association & American Nurses Association. ISBN: 978-1558104785.

Dossey, B. M., & Keegan, L. (2021). *Holistic nursing: A handbook for practice* (8th ed.). Sudbury, MA: Jones and Bartlett Publishing. ISBN 978-1284072679.

RECOMMENDED TEXTS:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN 978-1-4338-3216-1

TOPICAL OUTLINE:

1. The Nurses' Role in Health Assessment
2. Problem Solving Process in Nursing Situations
3. Clinical reasoning and decision making: Using multiple ways of knowing, Pattern recognition
4. The Interview and Therapeutic Dialogue across the lifespan
 - a. Active listening, empathy, silence, touch
 - b. Paraphrasing, clarifying, focusing, summarizing
 - c. Self-disclosing, confronting
5. Assessment
 - a. Overview
 - b. Health history
 - c. Functional health pattern assessment
 - d. Developmental assessment
 - e. Mental status assessment
 - f. Physical examination
 - i. Techniques and equipment
 - ii. Systems review
 - g. Head-to-toe assessment of the adult

- h. Special populations
 - i. Pregnant women
 - ii. Newborns and infants
 - iii. Children and adolescents
 - iv. Pregnant Woman
 - v. Older adults
- 6. Communication of health assessment data
- 7. Collaboration with Interprofessional healthcare team

COURSE ASSIGNMENTS:

syllabus quiz

- The syllabus quiz can be taken as many times as necessary to achieve 100%. This quiz **is not** included in the final grade. This quiz must be taken the first week of the semester.

Interactive Participation/Discussion Boards

- For chosen Modules, you will be asked to post an original submission to the discussion board and reply to at least 2 other learners' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, or evidence to the conversation. Rules of etiquette must be followed.
 - Excellent responses present a new approach to the task or alternative view of the content. Use of research citations and new examples is encouraged (paraphrase, avoid unnecessary and/or lengthy quotations; do not plagiarize; cite references).
 - Written assignments will be submitted online. One point per day will be deducted for late submissions up to a total of 3 days after which the assignment will receive a zero (0). Written assignments must follow the APA 7th edition guidelines for spacing, margins, fonts, citations, and references. These assignments must be original work and must not have been turned in for credit in another class.

Module Quizzes

- There will be several module quizzes that must be taken by the end of the corresponding module.

Guidelines

When taking an online quiz or exam, follow these guidelines:

- Select a location where you will not be interrupted.
- Before starting the test, know how much time is available for it and allot enough time to complete it.
 - Turn off all mobile devices, phones, etc. and do not have them within reach.
 - Clear your area of all external materials - books, papers, other computers, or devices.
 - Remain at your desk or workstation for the duration of the test.
 - LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.
 - Make sure the webcam is pointed at your face not your hair.
 - Do not read questions out loud.
 - Treat online testing as you would an in-class exam.

When corresponding with the instructor or other learners or posting to the discussion board, follow these guidelines:

- Please make sure that all interactions are collegial, substantive, encouraging, professional, and courteous.
- Be respectful of diverse perspectives and refrain from making inappropriate comments in the discussions and personal interactions.
- Read all discussion posts and engage others by responding to their posts.
- Make sure that your posts contribute, add, and advance the quality of the discussion.
- Cite references

Plagiarism

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

Course Examinations

- Examinations will be based on readings, lectures, homework and class discussions.
- The exams will include multiple choice, select all that apply, true/false, matching, and/or short answer questions.
- Answers will be evaluated based on content in terms of accuracy of information and ability to analyze the issues. Correct answers will demonstrate that you have read and understood the chapters, and actively participated in classroom discussions.
- Exams will be taken online in the Canvas Learning Management System. Exams will be timed.

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE:

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

Dates	Topical Outline	Required Readings	NUR 3065 Didactic Component Assessments
Module 1	Orientation, critical thinking, and interviewing	Bates chs. 1, 2, & 3 Review readings and watch videos.	<u>Syllabus Quiz due prior to 5/22</u> <u>Identity Exercise due</u> by
Module 2	Health hx, cultural, spiritual, & nutritional assessment	Bates chs. 4, 5, & 8 Review readings and watch videos.	Module 1 & 2 <u>Quiz opens 5/27 @ 2400 due</u>
Module 3	Beginning the physical exam, general survey, vital signs, pain, mental status	Bates chs. 6, 7, & 19 Review readings and watch videos.	Module 3 <u>Quiz opens 6/03 @ 2400 due</u>
Module 4	Assessment of skin, hair, and nails	Bates ch. 9 Review readings and watch videos.	Modules 4 <u>Quiz opens 6/10 @2400 due</u>

Module 5	Head, face, neck, regional lymphatics, eyes, ears, nose, mouth, throat, cranial nerves	Bates chs. 10, 11, 12 & pages 687-692	Module 5 <u>Quiz</u> opens 6/17 @ 2400 due
	EXAM #1 on Modules 1-5.	Testing Bates' chs 1-12, 19, & pages 687-692	Exam 1
Module 6	Cardiovascular & Peripheral Vascular system	Bates chs. 14 & 15	Module 6 <u>Quiz</u> due
Module 7	Respiratory System	Bates ch. 13	Module 7 <u>Quiz</u> opens 7/1 @ 2400 due
Module 8	Gastrointestinal, renal, breast, axillae	Bates chs. 16 & 17	Module 8 <u>Quiz</u> opens 7/08 @ 2400 due
Module 9	Musculoskeletal and Nervous systems	Bates chs. 18 & 20	Module 9 <u>Quiz</u> opens 7/15 @ 2400 due
	EXAM # 2 on Modules 6-9	Testing Chapters 13-18, 20	Exam 2 opens 7/18 @ 2400 & due
Module 10	Male/female reproductive Putting it all together	Bates ch. 21 & 22	Initial discussion board post due
Module 11	Infant, child adolescent & Older adult	Bates ch. 23, 24	Discussion board Peer Responses due
	EXAM 3 on Modules 10-12	Testing Chs 21, 22, 23, 24	Exam 3 opens 8/1 @ 2400 due

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.

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>	<i>Level 3</i>	<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>

Remediation/ retake	<ul style="list-style-type: none"> • Minimum one-hour remediation recommended to complete activities listed for assessment on ATI Pulse. 	<ul style="list-style-type: none"> • Minimum two-hour remediation to complete activities listed for assessment on ATI Pulse. • <i>Optional retest</i> 	<p>Remediation:</p> <ul style="list-style-type: none"> • Minimum three-hours to complete activities listed for assessment on ATI Pulse and submit score report for each activity <p><i>*Retest required</i></p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Minimum four-hour complete activities listed for assessment on ATI Pulse and submit score report for each activity <p><i>*Retest required</i></p>
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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 11/28/201



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.'