

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>12/5/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b>  <b>Number</b> <u>3358</u>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>
<b>Credits</b> <i>(See Definition of a Credit Hour)</i>  <b>Effective Date</b> <i>(TERM &amp; YEAR)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i>	
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b>  Yes                      No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b>			
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u>Karethy Edwards</u> College Curriculum Chair <u>Russell W. Moore, PhD, BA</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			<b>Date</b> <u>11-22-2022</u> <u>11-22-2022</u> <u>11-22-2022</u> <u>12/5/22</u> <u>12/5/22</u> _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

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

**SEMESTER:** Summer

**COURSE NUMBER:** NUR 3358

**COURSE TITLE:** Nursing Care of Children: Nursing Situations

**COURSE FORMAT:** In Person

**CREDIT HOURS:** 3

**COURSE SCHEDULE:**

**PREREQUISITES:** NUR 3065, NUR 3065L, NUR 3115, NUR 3119C, NUR 4125 and NUR 3145

**COREQUISITES:**

**FACULTY:**

**OFFICE HOURS:**

**COURSE DESCRIPTION:**

Focuses on holistic and developmentally appropriate nursing care of children and their family members. Emphasizes understanding normal childhood development, common health challenges, and appropriate nursing care to promote well-being in children and families through compassionate caring. Explores how collaboration with persons, families and interprofessional teams creates quality outcomes and a culture of safety.

## **COURSE OBJECTIVES:**

### **Becoming competent**

Apply knowledge from nursing science as well as the natural, physical, and social sciences to build an understanding of the human experience of the child and family and nursing practice. 1.2a

Distinguish between normal and abnormal health findings in children. 2.3e

Develop skills needed to educate children and families regarding self-care for health promotion, illness prevention, and illness management. 2.8c

Examine basic safety principles to reduce risk of harm to children. 5.2c

### **Becoming compassionate**

Assess family relationships and implement evidence-based nursing responses to support parent-child interactions

### **Demonstrating comportment**

Identify how individual beliefs, values, and personalized information affects communication with pediatric patients and their family members. 2.2b

### **Becoming confident**

Use multiple ways of knowing and systematic inquiry to plan safe, quality, developmentally appropriate nursing care, set priorities, implement care, and evaluate outcomes for children and families. 1.2

Discuss how collaboration with interprofessional team members is used to establish mutual healthcare goals for children and their families 6.4d

### **Attending to conscience**

Identify ethical principles to protect the health and safety of children and families. 3.1i

### **Affirming commitment**

Cultivate respect for diverse individual differences among children and their family members 9.6a

## **TEACHING LEARNING STRATEGIES:**

### **A. Topic presentations**

1. Examination of nursing situations
2. Critical thinking group discussions and problem-solving activities
3. Lecture/discussions
4. Audiovisuals
5. Canvas enhancement and enrichment activities/Exams
6. Peer presentations

### **B. Independent Learning Activities**

1. Independent on-line study assignments
2. Assigned and selected textbook readings
3. ATI modules/practice exams

## GRADING AND EVALUATIONS:

Evaluation Method	Percentage
Cumulative final	25%
Midterm	10%
Class Participation	5%
Quizzes	20%
Pediatric Nursing Situations	10%
Group Presentation	10%
Pediatric ATI modules: (Must score "Strong" or at least 90%)	10%
ATI Pediatric Proctored Exam	10%
<b>Total Points</b>	<b>100%</b>

**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:**

Ricci, S.S, Kyle, T., & Carman, S. (2021). *Maternal and Pediatric Nursing* (4<sup>th</sup> Ed.). Wolters Kluwer. ISBN: 978-1975139766

Dossey, B.M. & Keegan, L. (2022). *Holistic nursing: A handbook for practice* (8<sup>th</sup> Ed.). Jones & Bartlett Learning. ISBN: 978-1284196528

## **RECOMMENDED TEXTS:**

Faber, A. & Mazlish, E. (2012). *How to Talk so Kids will Listen and Listen so Kids will Talk* (1<sup>st</sup> Scribner ed.). Scribner.

## **TOPICAL OUTLINE:**

1. Children, their families, and the nurse:
  - a. Adaptive responses of the family experiencing stressors with emphasis on the infant, toddler, preschooler, school-age, and adolescent.
2. Caring for the family across care settings including community, acute, school, and home care
3. Identification of evidence-based practice guidelines and research findings in assisting childrearing families
  - a. Selected nursing theories
  - b. Academic journals
  - c. American Academy of Pediatrics Guidelines
4. Caring for the child
  - a. The nursing process in assisting families with stressors associated with childhood and adolescence
  - b. Family-centered care of the child during illness
  - c. Developmentally appropriate strategies for communicating with children and their families
  - d. Understanding coping skills used by children at each developmental stage
  - e. The role of play in childhood coping
  - f. Pain management strategies across the spectrum of developmental stages
5. Pediatric Assessment
  - a. Growth and development
  - b. Atraumatic care
6. Historical, social, legal, economic, political influences, and associated ethical considerations that impact nursing care of children and families.
7. Pediatric medication calculation and safe administration
8. Routine and acute nursing care of children:
  - a. Normal child development
  - b. Respiratory system

- c. Hematologic system
  - d. Immune system
  - e. Integumentary system
  - f. Genitourinary and renal system
  - g. Gastrointestinal system
  - h. Endocrine system
  - i. Psychosocial needs
  - j. Neurologic system
  - k. Musculoskeletal system
9. Palliative care and end-of-life considerations for children and families

## **COURSE ASSIGNMENTS:**

**Class attendance:** Students are expected to attend class, arrive on time, and participate in group discussion. Students are expected to have completed the assigned textbook chapter readings and weekly homework assignments before class. Role will be taken for each class. You are expected to participate in reviewing nursing situations and be able to discuss relevant information to nursing situations.

Students who are ill and unable to attend class will be able to request a class recording. Please notify the faculty before class that you need an accommodation.

**Class Participation:** Full participation in class is an integral part of this course, and during this process of coming to know each other; we will become a very close-knit community of scholars in our study of pediatric nursing situations. A student who misses a class is responsible for content presented during an absence.

**Weekly Quizzes:** Each week class will begin with a quiz to assess students' understanding of course readings and pre-assignments

**Course Exams:** There will be 1 midterm and 1 cumulative final for the course.

**Pediatric Nursing Situations:** Students will work in groups to present nursing situations each week of class. Each group will take a turn preparing and leading the weekly nursing situation.

**ATI Exams:** There will be a total of 2 ATI exams in this course: Practice A and the Nursing Care of Children Proctored Exam. Students will also have the option to complete Practice B. See below for more ATI information.

**ATI Tutorials:** Students must complete real life modules with a score of "strong" or >90% to receive full points. A screen shot of the pre-test and post-test needs to be uploaded to Canvas.

**Group Presentation:** Students will work in groups to prepare a presentation related to the nursing care of children using clinical guidelines.

## **BIBLIOGRAPHY:**

Fleischman, A.L. (2016). *Pediatric Ethics: protecting the interests of children*. Oxford.

Friedman, M.M., Bowden, V.R. & Jones, E.G. (2003). *Family Nursing: Research, theory, and practice*. Prentice Hall.

White, J.M., Martin, T.F. & Adomsons, K. (2019). *Family Theories: An Introduction (5<sup>th</sup> ed.)*. Sage.

## **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 (2<sup>nd</sup> 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	<ul style="list-style-type: none"> <li>• Review Syllabus</li> <li>• Introduction to atraumatic care of children</li> <li>• Key Pediatric Nursing interventions</li> <li>• Pediatric Assessment</li> </ul>	Ricci Ch. 30, 32, 35  ATI Ch. 1, 2, 8, & 10  United Nations Rights of the Child	ATI Real Life: Well Child Module  Weekly Quiz  In-Class Nursing Situation
Week 2	<ul style="list-style-type: none"> <li>• Growth and development of the infant</li> <li>• Nursing care of the child with an alteration in comfort</li> </ul>	Ricci Ch. 25 & 36  ATI Ch. 3 & 9	ATI Pediatric Assessment Skills Module  Weekly Quiz  In-Class Nursing Situation
Week 3	<ul style="list-style-type: none"> <li>• Growth and development of the toddler</li> <li>• Nursing care of the child with a respiratory</li> </ul>	Ricci Ch. 26, 39 & 40  ATI Ch. 4, 16, 17, & 37	ATI Cystic Fibrosis: Community Care Module  Weekly Quiz



	<p>disorder: common colds, pharyngitis, croup, and epiglottitis</p> <ul style="list-style-type: none"> <li>• Nursing care of a child with a disorder of the eyes and ears</li> </ul>		In-Class Nursing Situation
Week 4	<ul style="list-style-type: none"> <li>• Growth and development of the preschooler</li> <li>• Nursing care of the child with a respiratory disorder: pneumonia, bronchiolitis, cystic fibrosis, and asthma</li> </ul>	<p>Ricci Ch. 27 &amp; Ch. 40</p> <p>ATI Ch. 5, 18, &amp; 19</p>	<p>ATI Cystic Fibrosis Inpatient Module</p> <p>Weekly Quiz</p> <p>In-Class Nursing Situation</p>
Week 5	<ul style="list-style-type: none"> <li>• Growth and development of the school-age child</li> <li>• Nursing care of the child with a neurologic disorder: seizures</li> </ul>	<p>Ricci Ch. 28 &amp; 38</p> <p>ATI Ch. 6, 13, &amp; 14</p>	<p>Weekly Quiz</p> <p>In-Class Nursing Situation</p>
Week 6	<ul style="list-style-type: none"> <li>• Growth and development of the adolescent</li> <li>• Nursing care of the child with a neurologic disorder: hydrocephalus, meningitis, craniosynostosis, positional plagiocephaly</li> </ul>	<p>Ricci Ch. 29 &amp; 38</p> <p>ATI Ch. 7 &amp; 12</p>	<p>Weekly Quiz</p> <p>In-Class Nursing Situation</p>
	<ul style="list-style-type: none"> <li>• Nursing care of the child with a cardiovascular disorder</li> </ul>	<p>Ricci Ch. 41</p> <p>ATI Ch. 20</p>	<p>Weekly Quiz</p> <p>In-Class Nursing Situation</p>

Week 7			
Week 8	<ul style="list-style-type: none"> <li>• Midterm exam in class</li> <li>• Nursing care of a child with an integumentary disorder</li> </ul>	Ricci Ch. 45 ATI Ch. 30 & 31	Weekly Quiz In-Class Nursing Situation
Week 9	<ul style="list-style-type: none"> <li>• Nursing care of a child with a gastrointestinal disorder</li> </ul>	Ricci Ch. 42 ATI Ch. 22 & 23	ATI Real Life: Gastroenteritis and Dehydration Weekly Quiz In-Class Nursing Situation
Week 10	<ul style="list-style-type: none"> <li>• Nursing care of a child with a genitourinary disorder</li> </ul>	Ricci Ch. 43 ATI Ch. 24, 25, & 26	Weekly Quiz In-Class Nursing Situation
Week 11	<ul style="list-style-type: none"> <li>• Nursing care of a child with a hematologic or oncologic disorder</li> <li>• Children's perspectives on death; end-of-life care in pediatrics</li> </ul>	Ricci Ch. 34 & 46 ATI Ch. 11, 21, 39, 40, & 41	Weekly quiz In-Class Nursing Situation
Week 10	<ul style="list-style-type: none"> <li>• Nursing care of the child with an infection</li> <li>• Nursing care of the child with an immunologic disorder</li> <li>• Vaccinations</li> </ul>	Ricci Ch. 37 & 47 ATI Ch. 35, 36, & 38	Weekly quiz In-Class Nursing Situation

Week 11	<ul style="list-style-type: none"> <li>• Nursing care of the child with an endocrine disorder</li> </ul>	Ricci Ch. 48 ATI Ch. 33 & 34	ATI Type I Diabetes Module  Weekly Quiz  In-Class Nursing Situation
Week 12	<ul style="list-style-type: none"> <li>• Nursing care of a child with a neuromuscular or musculoskeletal disorder</li> <li>• Nursing care of a child with an alteration in genetics</li> </ul>	Ricci Ch. 44 & 49 ATI Ch. 27, 28, & 29	Weekly Quiz  In-Class Nursing Situation
Week 13	<ul style="list-style-type: none"> <li>• Nursing care of child with an alteration in cognition or development</li> <li>• In-class ATI Practice A</li> </ul>	Ricci Ch. 50 ATI Ch. 15 & 44	Weekly Quiz  In-Class Nursing Situation  ATI Practice B at home
Week 14	<ul style="list-style-type: none"> <li>• Nursing care during a pediatric emergency</li> </ul>	Ricci Ch. 51 ATI Ch. 42 & 43	In-Class Nursing Situation  ATI Nursing Care of Children Proctored Exam in testing center
Week 15	<ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>		Nursing Care of Children Proctored Exam Retake
Week 16	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>		

## **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>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Below Level 1</b>
<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>	<ul style="list-style-type: none"> <li>• Minimum one-hour remediation recommended to complete activities listed for assessment on ATI Pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum two-hour remediation to complete activities listed for assessment on ATI Pulse.                             <ul style="list-style-type: none"> <li>• <i>Optional retest</i></li> </ul> </li> </ul>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Minimum three-hours to complete activities listed for assessment on ATI Pulse and submit score report for each activity</li> </ul> <p><i>*Retest required</i></p>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>• Minimum four-hour complete activities listed for assessment on ATI Pulse and submit score report for each activity</li> </ul> <p><i>*Retest required</i></p>

#### **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.'