

 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: _____ 3029C Change corequisites to: _____ <i>and</i> NUR 4525 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>Ramon Wilson, PhD, BA</i> College Dean _____ <i>Stephyn Williams</i> UUPC Chair _____ <i>Stephyn Williams</i> Undergraduate Studies Dean _____ <i>Dan Macroff</i> UFS President _____ Provost _____		Date 11-21-2022 11-21-2022 11-21-2022 12/5/22 12/5/22 _____ _____

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 4525L

COURSE TITLE: Psychiatric and Mental Health: Nursing Situations in Practice

COURSE FORMAT: Live, Clinical Experience

CREDIT HOURS: 1

COURSE SCHEDULE:

PREREQUISITES: NUR 3065, NUR 3065L, NUR 3115, NUR 3029C, NUR 4125 and NUR 3145

COREQUISITES: NUR 4525

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Presents principles of communication in developing caring, therapeutic relationships with persons in psychiatric settings, using mental health concepts and theoretical frameworks to examine coping behaviors in response to alterations in psychological functioning. Acute care and community- based experiences provide opportunities for students to participate in interprofessional team planning, interventions and therapeutic group meetings.

COURSE OBJECTIVES: Becoming competent

1. Demonstrate multiple ways of knowing and systematic inquiry to build a foundation for reflective, evidence-based practice that co- creates a caring environment in mental health nursing situations.
2. Apply the psycho- cultural-neurophysiological factors to tailor holistic mental health care.

Becoming compassionate

3. Apply selected health promotion and prevention models to address behavior change across the lifespan.
4. Incorporate the influence of family, group, and community dynamics on an individual when providing mental health care.
5. Design compassionate, person-centered and evidence-based mental health nursing responses that demonstrate clinical reasoning and judgment.

Demonstrating comporment

6. Apply basic therapeutic communication skills to conflict resolution, crisis/emergency situations, and mental health assessment.

Becoming confident

7. Apply the principles of therapeutic milieu in psychiatric-mental health nursing settings.

Attending to conscience

8. Utilize the ethical, legal, and economic implications of psychiatric mental health care.
9. Utilize strategies to promote a culture of quality and safety for patients and their families in psychiatric mental health nursing situations across settings.

Affirming commitment

10. Demonstrate commitment to nurturing the wholeness of others using reflective, evidence-based practice in psychiatric and mental health nursing situations.

TEACHING LEARNING STRATEGIES:

Clinical Assignments, Pre/Post Conference, Care Map/Nursing Situations, Mental Status Exam, Reflective Journaling, Interpersonal Process Recordings, Role-play, Group facilitation, Documentation/ATI EHR, Community Experience, Critical Elements Weekly Evaluation Tool, Nursing Practice Evaluation Tool Midterm/Final

GRADING AND EVALUATIONS:

Evaluation Method	Percentage	Due Date
Documentation of Nursing Care ATI/ EHR Tutor	30%	Weeks 2, 4, and 6 OR Weeks 8, 10, and 12
Reflective Journal	10%	Week 3 OR Week 9
Weekly Evaluation	24% - 4% each week	Weekly
Mini Mental Status Exam	10%	Week 5 OR Week 11
Nursing Practice Evaluation Tool Midterm and Final	26%	Weeks 3 and 6 OR Weeks 9 and 12
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:

ATI Nursing Education. (2016). *Content mastery series review module: RN mental health nursing* (ed. 10). Assessment Technology Institute, LLC.

ATI: EHR Tutor

TEXT: Boyd, M (2022). *Psychiatric Nursing: Contemporary Practice, Seventh Ed., CoursPoint+.* Lippincott Publishers. Enhanced version...ISBN: 978-1-9751-8650-0 **PLEASE USE THE LIPPINCOTT LINK IN THE ANNOUNCEMENTS TO ORDER THE CORRECT ONLINE SET (BOOK, vSIM, and PREPU included) May change when we are no longer using the VSIM. Students would not need to purchase the VSIM component.**

RECOMMENDED TEXTS:

American Nurses Association. (2014). *Scope and standards of psychiatric-mental health nursing practice (2nd ed.)*. Washington, DC:Author. ISBN: 978-1558105553

TOPICAL OUTLINE:

1. *Applying Communication Techniques and Forming a Therapeutic Relationship*
2. *Applying Ethical and Legal Aspects in Mental Health Nursing*
3. *Conducting a Mental Status Assessment*
4. *Culture and Spirituality in Mental Health Nursing*
5. *The Impact of Stress on the Body and Mind*
6. *Applying Biologic Foundations and Psychopharmacology*
7. *Applying Cognitive Behavioral Therapy Techniques*
8. *Caring for the Person Living with Schizophrenia*
9. *Caring for the Person Living with Anxiety and/or PTSD*
10. *Caring for the Person Living with a Mood Disorder*
11. *Suicide Prevention and Crisis Management*
12. *Caring for the Person Living with a Personality Disorder*
13. *Caring for the Person Living with a Substance Use Disorder or Addiction*
14. *Children and Adolescent Mental Health*
15. *Caring for the Person Living with an Eating Disorder*
16. *Caring for the Person Living with a Neurocognitive Disorders*
17. *Death and Grief Process*
18. *Caring for the Person Living with Sexual Dysfunction*
19. *Caring for the Person Living with a Sleep Disorder*
20. *Caring for the Person Living with a Somatic Disorder*
21. *Middle and Older Adult Mental Health*

COURSE ASSIGNMENTS:

1. Mini-Mental Status Exam

Purpose: The purpose of the Mini-Mental Status Exam (MMSE) is to give the student the opportunity to utilize assessment skills. This paper should be written in APA 7th edition format. No references are required, except textbook.

	Grading Rubric: 1 MMSE /semester/10% of total grade	Points
A	Orientation: person, date, location	1
B	Registration: naming of objects, recall	1
C	Attention & Calculation: Serial 7's, spell world backwards	1
D	Recall: Repeat of objects	1

E	Language: Naming, repeating, following command	1
F	Documentation	5
	Maximum Points	10

2. Reflective Journal

Purpose: The purpose of the reflective journal is to give the student the opportunity to develop reflection of self, therapeutic use of self, and reflection of relationship, assessment skills and therapeutic communication with another person.

	Grading Rubric: 10%	Points
A.	Description of the experience	2
B.	Reflection: What was purpose, trying to achieve, how did the other person feel/perceive the experience, perception of other person	2
C.	Influencing factors	2
D.	Reflection: How could you improve	1.5
E.	Learning: What did you learn from the experience	2
F	Timeliness: Assignment submitted on due date	0.5
	Maximum Points	10

3. Documentation of Nursing Care/EHR

Purpose: The purpose of documentation of care is to provide a legal record of care, continuity of care and communication of care. Access: EHR Tutor via ATI

	Grading Rubric: 2% of total grade	Points
A.	SOAP/DAR Note: Clear, concise, accurate documentation.	3
B.	SBAR: Clear, concise, accurate communication for change of shift report	2
C.	EHR documentation: to be	4.5

	completed as directed by faculty.	
D.	Timeliness: Assignment submitted on due date	0.5
	Maximum Points	10

4. Critical Elements Weekly Evaluation/Collaborative Grading: Weekly:

MS = Minimal supervision: Consistently meets evaluation criteria with minimal direction. A satisfaction score of 'S' must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (94-100%)

D = Developing (demonstrating improvement): Performance is improving and becoming more consistent: needs moderate level of assistance or supervision, seeks learning experiences. By the final evaluation of the course all 'D's must be 'S's to pass the course at minimum 74%. A satisfactory score of 'S' must be achieved on each of the 6 Caring competencies and critical elements by the final clinical performance evaluation in order to proceed in the program. (88-93%)

E = Emerging (meets expectations): Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure. A developmental plan should be prepared collaboratively for areas of 'improvement needed' in formative evaluations. All E's must be 'D's or MS by midterm. A satisfactory score of 'S' must be achieved on each of the 6 Caring competencies and critical elements by the final clinical performance evaluation in order to proceed in the program. (74-87%)

W = Weak., Needs Improvement: Performance is inconsistent and/or needs high level of assistance or supervision. Strengths and areas for improvement should be identified in a comprehensive evaluation by the 3rd week of clinical. A developmental plan should be prepared collaboratively for areas of 'improvement needed' in formative evaluations. A score of 'W' requires a faculty narrative along with a formal action plan. If post midterm, requires a formal meeting with the clinical faculty, BSN administrative faculty, and the student. Two 'W's after the formal meeting will result in an 'E' and failure of the course. (68-73%)

NE = Not Evident.= Does not meet expectations after remediation/developmental plan: unable to demonstrate procedures, lack confidence, coordination, and efficiency. (0-67%)

N/O = Not observed: No opportunity to observe or perform. A score of N/O prior to midterm needs to be evaluated by the clinical faculty and BSN Clinical Coordinator and an initiation of a formal action plan.

Purpose: Critical Elements are standards which are critical to safety in professional nursing practice. Failure to demonstrate safe performance in any of the Critical Elements is failure in the course regardless

of proficiency in the performance of other nursing care behaviors or written work. Faculty will review performance weekly with the student.

CE#1: Provides patient centered care, which focuses on including patients in all decisions and providing compassionate care

CE#2: Demonstrates authentic presence and caring behaviors that nurture wholeness (active listening and responding to "that which matters to those nursed").

CE#3: Collaborates with other health care providers in designing a plan of care and meeting the patient's calls for nursing using appropriate professional communication skills.

CE#4: Demonstrates an ability to understand calls and responses, including multiple ways of knowing and critical thinking in analyzing and interpreting calls and responses, which may include the use of evidence, technology, and quality improvement data.

CE#5: Maintains a safe environment in the delivery of nursing care that prevents real or potential harm to patients and their families. Please see the Critical Elements Weekly Evaluation attached to syllabi.

5. Nursing Practice Evaluation Tool

Grading: Midterm & Final; Students must achieve a grade of Satisfactory to be successful in the course.

Purpose: The evaluation of nursing practice behavior is an on-going and a collaborative process between the learner and the teacher. Students need to develop the skill to critically evaluate their own performance and behaviors and teachers need to provide constructive and on-going feedback to the learner. The foundation of the evaluation of nursing practice behaviors are the competencies of caring: Compassion, Competence,

Confidence, Conscience, Commitment and Comportment. In addition five (5) behaviors (see Critical Elements) critical to the safe and effective caring practice of the professional nurses have been identified as essential to successful completion of any nursing practice course.

The process of on-going and collaborative evaluation occurs at the completion of each nursing practice experience as the student reflects on their experience and their achievement of the course specific nursing practice competencies and achievement of the outcome indicators for each caring competencies. Students are advised to document these reflections on the narrative component of this evaluation tool following each experience. Students are to submit this tool with a midterm self-rating

and a narrative statement specifying the specific, observable and measurable behaviors, actions or outcomes to support the self-assigned rating on date assigned by faculty.

Faculty will provide written feedback to guide the student's performance for the remainder of the nursing practice course. At the end of the course, the student will submit the completed form with a self-rating for each caring attribute and narrative supporting the assigned rating. The faculty will review the student's self-evaluation, write a final evaluation and meet with the student to discuss their progress and achievement in the course and strategies for their continued learning. At the end of each course, the completed form and the course specific nursing practice competencies are to be signed by the student and the faculty and placed in the student's file in the College of Nursing, within one week after the last day of the course.

Please see the Nursing Practice Evaluation attached to syllabi.

BIBLIOGRAPHY:

Alzayyat, A. S. (2014). Barriers to evidence-based practice utilization in psychiatric/mental health nursing. *Issues in Mental Health Nursing, 35*, 134-143.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-V)(6th ed.)*. Washington, DC: Author.

Borges, T. L., Miasso, A. I., Reisdorfer, E., dos Santos, M. A., Vedana, G. G., & Hegadoren, M. (2016). Common mental disorders in primary health care units: Associated factors and impact on quality of life. *Journal of American Psychiatric Nurses Association, 22*(5), 378-386

Browning, S. & White, R. (2010). The gift of listening: Just listening strategies. *Nursing Forum, 45*(3), 150-158

Caiola, C., Docherty, S., Relf, M., & Barroso, J. (2014). Using an intersectional approach to study the impact of social determinants of health for African American mothers living with HIV. *Advances in Nursing Science, 37*(4), 287-298.

Gaynes, B. N., Lux, L., Lloyd, S., Hansen, R. A., Gartlehner, G., Thieda, P., Brode, S., Swinson Evans, T., Jonas, D., Crotty, K., Viswanathan, M., Lohr, K. N. (2011). Nonpharmacologic interventions for treatment-resistant depression in adults. Comparative effectiveness review No. 33. AHRQ Publication No. 11-EHC056-EF. Rockville, MD: Agency for Healthcare Research and Quality

Halldorsdottir, S. (2012). Nursing as compassionate competence: A theory on professional nursing care based on the patient's perspective. *International Journal for Human Caring, 16*(2), 7-19.

Hutchinson, K. (2015). *Psychiatric-mental health nursing review and resource manual* (5th ed.). Silver Spring, MD: Nursing Knowledge Center.

Kan, L. Y., Henderson, C. E., vonSternberg, K, Wang, W. (2014). Does change in alliance impact alcohol treatment outcomes? *Substance Abuse*, 35(1), 37-44.

Leininger, M. (2012). Reprint: The phenomenon of caring, Part V: Caring: The essence and central focus of nursing, *International Journal for Human Caring*, 16(2), 57-63

National Alliance on Mental Illness. (2016). *State mental health legislation 2015: Trends, themes & effective practices*. Retrieved from <https://www.nami.org/About-NAMI/Publications-Reports/Public-Policy-Reports/State-Mental-Health-Legislation-2015/NAMI-StateMentalHealthLegislation2015.pdf>

Pavlov, A., Kameg, K., Cline, T. W., Chiapetta, L., Stark, S., & Mitchell, A. M. (2017). Music therapy as a nonpharmacological intervention for anxiety in patients with a thought disorder. *Issues in Mental Health Nursing*, 38(3), 285-288.

Sinclair, V. G., Wallston, K. A., Strachan, E. (2016), Resilient coping moderates the effect of trauma exposure on depression. *Research in Nursing & Health*, 39(4), 244-252.

Wolf, Z., King, B., France, N. (2015). Antecedent context and structure of communication during a caring moment: Scoping review and analysis. *International Journal for Human Caring*, 19(2), 7-21

Zauszniewski, J. A., Bekhet, A., & Hberlein, S. (2012). A decade of published evidence for psychiatric and mental health nursing interventions. *The Online Journal of Issues in Nursing*, 17, 1-1

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

Date	Topic	Read/Listen	Assignment
Week 1	Introduction to Mental Health Nursing; Communication, Theory, Recovery, and Therapeutic Relationships	Boyd: 7, 9, 10 ATI: 1, 3, 4 Module 1 Lecture from Didactic Course	Arrive to Clinicals on Time.

Week 2	Ethics & Standards, Patient Rights, Legal Issues, and Mental Status Assessment	Boyd: 4, 6, 11 ATI: 2, 5 Module 2 Lecture from Didactic Course	Care Plan #1 Due
Week 3	Culture & Spirituality; Stress	Boyd: 3, 19 ATI: 7, 9 Module 3 Lecture from Didactic Course	Reflective Journal Due
Week 4	Biological Foundations, Psychopharmacology, Cognitive and Behavioral Therapy	Boyd: 8, 12, 13 ATI: 21-26 Module 4 Lecture from Didactic Course	Care Plan #2 Due
Week 5	Care of Persons with Schizophrenia	Boyd: 24	Mini Mental Status Exam Due

		ATI: 15, 24 Module 5 Lecture	
Week 6	Care of Persons with Anxiety/Trauma/OCD and Clients who have experienced violence	Boyd: 20, 27-29 ATI: 11-12, 21 Module 6 Lecture	Care Plan #3 Due
Week 7	Care of Persons with a Mood Disorder; ECT, TMS	Boyd: 25, 26 ATI: 10, 13-14, 22-23 Module 7 Lecture	First Week of Clinicals for Group #2. Arrive to Clinicals on time.
Week 8	Suicide Prevention Crisis management	Boyd: 21, 22 ATI: 29, 30 Module 8 Lecture	Care Plan #1 Due

Week 9	Care of Persons with Personality Disorders	Boyd: 30 ATI: 16, 31, 32 Module 9 Lecture	Reflective Journal Due
Week 10	Care of Persons with Substance Use and Addictions	Boyd: 31 ATI: 18, 26 Module 10 Lecture	Care Plan #2 Due
Week 11	Children and Adolescents; Eating Disorders	Boyd: 16, 32, 37 ATI: 19, 25, 28 Module 11 Lecture	Mini Mental Status Exam

Week 12	Neurocognitive D/O Death & Dying	Boyd: 38, 39 ATI: 17, 27 Module 12 Lecture	Care Plan #3 Due
Week 13	Sleep Disorders Middle and older adult health	Boyd: 17, 18, 34 Module 13 Lecture	Make Up Clinicals

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>	<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>
<i>Remediation/ retake</i>	<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>

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.'

