

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>12/5/22</u> 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 <u>Karethy Edwards</u> College Curriculum Chair <u>Ramon W. W. W., PhD, EdD</u> College Dean <u>[Signature]</u> UUPC Chair <u>[Signature]</u> Undergraduate Studies Dean <u>[Redacted]</u> UFS President _____ Provost _____		Date <u>11-21-2022</u> <u>11-21-2022</u> <u>11-21-2022</u> <u>12/5/22</u> <u>12/5/22</u> _____ _____

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 4716

COURSE TITLE: Acute Care in Nursing Situations with Adults and Aging Populations

COURSE FORMAT: Live, in-person

CREDIT HOURS: 3

COURSE SCHEDULE:

PREREQUISITES: NUR 3262, NUR 3262L

COREQUISITES: NUR 4716L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Focus is on the integration, translation, and application of nursing knowledge using multiple ways of knowing for adults and aging populations with acute alterations in health. Emphasis is on developing clinical judgement utilizing person-centered care and interprofessional teams to promote quality and safety across the four spheres of care.

COURSE OBJECTIVES:

Becoming Competent

1. Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines to inform clinical judgement for the care of adult and aging populations with acute conditions (1.2; 1.3b,c)

2. Utilize the nursing process to discuss recognizing and analyzing cues, prioritizing and generating solutions, taking action, and evaluating outcomes through a caring lens for adults with acute conditions. (2.5, 2.6, 2.7)

Becoming Compassionate

3. Employ principles of professional nursing ethics, cultural humility, and human rights in patient care and nursing situations (9.1a)
4. Discuss how compassionate caring can facilitate health and healing. (9.2b)

Demonstrating Compartment

5. Summarize principles of caring therapeutic relationships and professional boundaries in acute nursing situations. (9.2b)

Becoming Confident

6. Discuss how collaboration with interprofessional team members is used to establish mutual healthcare goals for adult and aging populations with acute conditions. (6.4d)

Attending to Conscience

7. Examine the nurse's role within an interprofessional team to promote patient safety, prevent errors and near misses. (5.1b, 5.2b)
8. Examine how cultural background influences care to advocate for practices that advance diversity, equity, and inclusion. (9.2d)

Affirming Commitment

9. Discuss the importance of intellectual curiosity and ethical decision-making. (1.2b, e)
10. Discuss the significance of nursing as nurturing the wholeness of others using evidence-based and reflective practice in identifying calls and designing responses for and with adults and older adults with acute health conditions. (2.1, 9.2a)

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

TEACHING LEARNING STRATEGIES: Teaching/learning strategies include reading assignments in textbook and selected journal articles, lecture, video clips, analysis of nursing situations and responses, group presentations, discussions, breakout groups, and independent work

GRADING AND EVALUATIONS:

Assignment	Percent of total grade
Exam 1	10%
Exam 2	15%
Exam 3	15%
Final Exam (Comprehensive)	15%
Class Participation/Attendance	5%
In-Class Quizzes	10%
ATI Proctored Exam (week of Thanksgiving – hold travel plans until date determined)	10%
Assignments	20%
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:

Lewis, S. L., Bucher, L., Heitkemper, M. M., & Harding, M. M. (2019) Medical-surgical nursing: Assessment and management of clinical problems (11th ed.). St. Louis, MO; Elsevier. ISBN 9780323355933.

ATI RN Adult Medical-Surgical Content Mastery Series Review Module 2016 (11th ed.)

Dossey, B.M. & Keegan, L. (2016). Holistic nursing, A handbook for practice (7th edition). Jones & Bartlett Learning, ISBN 978-1-284-07267-9

American Nurses Association/American Holistic Nurses Association (2013). *Scope & Standards of Practice-Holistic Nursing* (2nd edition). American Holistic Nurses Association ISBN: 13: 978-1-55810-478-5

RECOMMENDED TEXTS:

Fischbach, F., Dunning, M. (2015). *A Manual of Laboratory and Diagnostic Tests* (9th Ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Lehne, R. A., (2018) *Pharmacology for Nursing Care* (7th ed). Philadelphia: Saunders. Grossman, S. C., (2018). *Porth's Pathophysiology* (10th ed.). Philadelphia: Wolters Kluwer

TOPICAL OUTLINE:

Caring for persons with fluid & electrolyte, acid/base imbalances nursing situations

Care of persons in acute altered perfusion nursing situations

Caring for persons in acute altered oxygenation nursing situations

Caring for persons experiencing surgery nursing situations

Caring for persons with acute alterations in mobility

Caring for persons with acute altered metabolism nursing situations

Caring for persons with acute alterations in elimination nursing situations

Caring for persons with acute sensory motor function nursing situations

Caring for persons with acute altered skin integrity

COURSE ASSIGNMENTS:

Exams will be administered on the day and time noted on the course schedule. Exams will be multiple choice, multiple answer, and matching, similar to those found on the NCLEX exam. If cheating is discovered during the exam, a grade of "0" will be given for the exam and a failing grade will be given in the course (See Academic Integrity Policy). Other than pencil and blank paper, no books, course materials, cell phones, extra paper, notebooks, food and drink will be allowed during the exam. All exams are administered in-person Respondus Lockdown Browser.

Exams 1 is worth 10% of your course grade. Exams 2, 3, and the Comprehensive Final Exam are each worth 15% of your course grade. The final exam is partially cumulative. In each week's Module, you will be provided with a list of competencies that you will be tested on, and an exam topical blueprint will be available prior to each exam.

2. ATI and other Assignments (20% of total grade)

Assignments are worth 20% of your grade. Evidence of completion of assignments must be uploaded to the appropriate assignment by Friday 11:59 pm from the week in which they are assigned, unless otherwise indicated. See course schedule for assigned dates.

LATE ASSIGNMENTS: Assignments submitted up to 48 hours late receive 25% grade deduction ($\frac{3}{4}$ credit), EVEN IF ASSIGNMENT WAS COMPLETED BY DUE DATE, JUST NOT SUBMITTED. Assignments submitted more than 48 hours late will receive a 50% grade deduction (half-credit).

See Evidence of Completion-ATI Assignments (Instructions uploaded in Course), but each submission must include Name, Score of 85% or greater; Date, & Time spent in module.

IF A MODULE HAS BEEN ASSIGNED IN A PREVIOUS COURSE, STUDENTS ARE TO REVIEW THE MODULE CONTENTS AND RETAKE THE POST-TEST. UPLOADED COMPLETIONS DATED FROM PREVIOUS COURSES WILL NOT BE ACCEPTED. There is value in repetition 😊

ATI Skills Module: Central Venous Access

ATI Skills Module: Airway Management

ATI Skills Module: Closed Chest Drainage

ATI Skills Module: Blood Administration

ATI Skills Module: Ostomy Care

ATI Skills Module: Nasogastric Intubation

ATI Practice Assessment: Targeted Medical Surgical Prac. Assess: Fluid & Electrolyte, Acid Base

ATI Practice Assessment: Targeted Medical-Surgical Practice Assessment: Cardiovascular

ATI Practice Assessment: Targeted Medical-Surgical Practice Assessment: Respiratory

ATI Practice Assessment: Targeted Medical-Surgical Perioperative

ATI Practice Assessment: Targeted Medical-Surgical Practice Assessment: Gastrointestinal

ATI Practice Assessment: Targeted Medical-Surgical Practice Assessment: Endocrine

ATI Practice Assessment: Targeted Medical-Surgical Prac. Assessment: Neurosensory & Musculoskeletal

ATI Practice Assessment: Targeted Medical-Surgical Practice Assessment: Renal and Urinary

ATI Learning System RN: Cardiovascular and Hematology

ATI Learning System RN: Endocrine

ATI Learning System RN: Neurosensory and Musculoskeletal

ATI Learning System RN: Renal and Urinary

ATI Real Life RN: GI Bleed

ATI Real Life RN: Urinary Tract Infection

Basic ECG online self-study (NOT an ATI product)

Everyone who participates in the Endocrine Group Presentations during class (Week 10) will receive one Extra Credit point.

3. ATI Proctored Exam (10% of total grade)

Please see ATI policy below

4. Attendance/Class participation (5% of total grade)

Attendance will be taken at each of our class meetings at the beginning of class and randomly after breaks. You must be punctual and engaged in class to receive credit for the day. If you anticipate an excused absence (per policy) please notify your instructor by email or Canvas message prior to class. If you are ill and cannot participate in a class meeting, please notify your instructor at your earliest convenience. You are responsible for missed content.

5. In-class quizzes (10% of total grade)

There will be a quiz at the beginning of each class. You should view the recorded narrated power point presentations PRIOR to attending class. Class time will be used for Nursing Situations (which you should also prepare before class and be ready to discuss), hands-on activities, Kahoot polling quizzes, ATI NCLEX questions, evidence-based practice discussions and other learning activities.

Self-study Pressure Ulcer Staging Module and open-book Quiz assigned Week 12 (no class that week) and due Saturday, Nov. 12 @ 11:59 pm

BIBLIOGRAPHY:

Agency for Healthcare Research and Quality (AHRQ): <http://www.ahrq.gov>

Cochrane Library: <http://www.thecochranelibrary.com/view/0/index.html>

Joanna Briggs Institute Clinical Practice Guidelines: <http://joannabriggs.org/>

National Guideline Clearinghouse (part of AHRQ): <https://www.guideline.gov/>

COURSE SPECIFIC LITERATURE:

Please see Canvas site modules for specific journal articles

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 POLICIES & GUIDELINES

1. It is expected that students will watch the narrated power point presentations and complete assigned readings PRIOR to class and be prepared to take a short quiz at the beginning of each class. If you have an unexcused absence, you will receive a zero for the quiz.
2. It is expected that when Nursing Situations are scheduled, that students will have completed the work and answered all the questions PRIOR to class so we can break out into groups to discuss.
3. It is expected that students will participate in class discussions, quiz polling, breakout groups, and nursing situations.
4. Late assignments: If assignments are up to 48 hours days late, 25% of credit will be deducted. If assignments are more than 48 hours days late, 50% of credit will be deducted. There are no end dates for submissions, so (in the RARE event that you miss an assignment date), you can submit any late assignments in the usual way.
5. This is a CONTENT-HEAVY course. Please be present and attentive in class. You should watch the narrated power point, take notes, and list any questions you have during the video presentations. These can be discussed during our next class meeting, can be entered into the Weekly discussion board, or submitted to me via email.
6. You will need your laptop for this class and for testing. Exams will be conducted through Respondus Lockdown Browser. REMEMBER TO UPDATE LOCKDOWN BROWSER BEFORE YOUR EXAM DAY!
7. Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the FAU statement on netiquette.
8. FAU email is the only email system to be used for course correspondence. Please check your email periodically as important class information may be sent by this route.
9. Canvas will also be utilized for communication. For class communication, please use the Canvas messaging system unless there is an emergency. Course announcements will be posted on Canvas rather than through email. It is the student's responsibility to periodically check the course and course announcements in Canvas for class updates/clarifications/and mail. The Canvas Student smart phone app is helpful. If the faculty needs to contact an individual student

concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Canvas.

COURSE SCHEDULE

Date	Topic	Read Before Class	Assignment
Week 1	BEFORE CLASS: Watch Health Care Delivery & Professional Practice, Fluid & Electrolyte Balance, Acid-base, 1, 2, 3 Quiz in Class	Lewis: Ch 1, 16 ATI Med/Surg: Ch 43, 44, 45	<u>Targeted Medical- Surgical:</u> Fluid, Electrolyte, Acid-Base <u>Skills:</u> Central Venous Access (all due ___) <u>Intro bio w/ video or photo</u> (NOT ATI: due ___) <u>Nsg Situation to Complete</u> <u>Before Class:</u> Sam Simmons, Fluid & Electrolyte
Week 2	BEFORE CLASS: Watch EKG, Dysrhythmias Quiz in Class	Lewis: Ch 35 ATI Med/Surg: Ch 28, 29	<u>Basic ECG Self-study</u> (NOT ATI: due ___) <u>Complete IN-Class:</u> Basic ECG Worksheet
Week 3	BEFORE CLASS: Watch ACS (Acute Coronary Syndrome, parts 1&2); Hypertension; Structural & Infectious Cardiac Quiz in Class	Lewis: Ch 32, 33, 34, 36 ATI Med/Surg: Ch 27, 30, 31, 32, 33, 34	<u>Learning System RN:</u> Cardiovascular & Hematology <u>Targeted Medical-Surgical Practice</u> <u>Assessment:</u> Cardiovascular (all due ___) <u>Nursing Situation to Complete</u>

			Before Class: George Denker, ACS
Week 4	EXAM 1 (Wks 1, 2, 3) Review Exam 1		
Week 5	BEFORE CLASS: Watch Respiratory Alt. in Tiss Perf: Alt. in O2: Atelectasis, Resp infections, severe ARS, TB, Lung abscess, Pleural conditions, ARDS Quiz in Class	Lewis: Ch 27 ATI Med/Surg: Ch 17, 18, 19, 20, 23, 24, 25, 26	<u>Targeted Medical- Surgical Practice Assessment:</u> Respiratory <u>Skills:</u> Airway Mgmt & Closed Chest Drainage (all due ___) <u>Nursing Situation to Complete Before Class:</u> James Andrews, Community Acquired Pneumonia
Week 6	BEFORE CLASS: Watch Pre-op, Intra-op, Post-op, Pain Management Quiz in Class	Lewis: Ch 17, 18, 19, 8 ATI Med/Surg: Ch 40, 94, 94, 96, 4	<u>Targeted Medical- Surgical Practice Assessment:</u> Perioperative <u>Skills:</u> Blood Administration, Ostomy Care (all due ___) <u>Nursing Situation to Complete Before Class:</u>

			Mrs. Hootie Owl, Post-Op Complication
Week 7	EXAM 2 (Wks 5, 6) Review Exam 2		2019 Adult Med Surg Practice Assessment A review live in class after exam
Week 8	BEFORE CLASS: Watch Musculo-skeletal Parts 1 & 2 Quiz in Class	Lewis: Ch 62, 63 (only 1478-1481), 64 (only 1516-1517) ATI Med/Surg: Ch 68, 69, 71	No ATI assignment <u>Nursing Situation to Complete Before Class:</u> Charles Wilson, FX Tibia
Week 9	BEFORE CLASS: Watch "itis" and Hepatic Disorders Quiz in Class	Lewis: Ch 43 (all 41 (917-920 only) 42 (934-935, 937-939, 945-947, 957-959 only)	<u>Targeted Medical- Surgical Practice Assessment:</u> Gastrointestinal <u>Skills:</u> Nasogastric Tube <u>Real Life RN 3.0:</u> GI Bleed (all due ___) <u>Nursing Situation to Complete Before Class:</u>

		ATU Med/Surg: Ch 46, 47, 53, 54, 55	Rob Medford, Abdominal Pain
Week 10	BEFORE CLASS: Watch Endocrine & Diabetes presentations GROUP PRESENTATIONS USING CARING-BASED ALTERATION IN HEALTH TEMPLATE Alt. in Metabolism, Endocrine: DM review/ DKA, Pituitary tumors, Hyper/hypo thyroid, Thyroid storm, Adrenal Insufficiency	Lewis: Ch 47, 48 (1130-1134 only) 49 ATI Med/Surg: Ch 76, 77, 78, 79, 80, 81, 82, 83	<u>Targeted Medical- Surgical Practice Assessment:</u> Endocrine <u>Learning System RN:</u> Endocrine (all due ___) <u>Nursing Situation to Complete Before Class:</u> Cindy Porter, Thyroidectomy
Week 11	EXAM 3 (Wks 8, 9, 10) Review Exam 3		

<p>Week 12</p>	<p>PLACE HOLDER FOR HOLIDAYS DURING SEMESTER</p> <p>Pressure Injury Quiz on your own (open book)</p>		<p>Do ATI 2019 Practice B and remediate on your own – no submission needed. Prep for Proctored ATI – will be given during Thanksgiving week.</p> <p>Pressure Injury self-study and open-book (open resource) quiz. You may only take quiz ONE time. (DUE Saturday, 11/12)</p>
<p>Week 13</p>	<p>BEFORE CLASS: Watch Alt. in Sensory Perception: Eyes & Ears</p>	<p>Lewis: Ch 20, 21 13 (204-209 only) ATI Med/Surg: Ch 12 & 13 (Eyes & Ears)</p>	
<p>Week 14</p>	<p>Alt. in Elimination: Urinary disorders, Kidney Disorders Quiz in Class</p>	<p>Lewis Ch 45, 46, Review 44 56, 57, 58, 59, 60, 61 (Renal)</p>	<p><u>Targeted Medical- Surgical Practice Assessment:</u> Renal & Urinary Learning System RN 3.0: Renal & Urinary <u>Real Life RN:</u> Urinary Tract Infection (all due ___) <u>Nursing situation to Complete Before Class:</u> Ms. Benites, ESRD</p> <p>Take 2019 ATI Proctored Adult Med Surg Assessment AT TESTING CENTER morning or afternoon: DATE TBA</p>
<p>Week 15</p>	<p>BEFORE CLASS: Watch Alt in Sensory & Motor Function: Seizures, Status Epilepticus, Stroke Quiz in Class</p>	<p>Lewis: Ch 56 (1300-1311 only), 57, 58 (1352-1365 only) ATI Med/Surg: Ch 6, 14, 15</p>	<p><u>Targeted Medical- Surgical Practice Assessment:</u> Neurosensory & Musculoskeletal <u>Learning System RN:</u> Neurosensory & Musculoskeletal (all due ___) <u>Nursing Situation to Complete Before Class:</u></p>

			Nora Jankowski, Acute Stroke Proctored ATI Remediation due before REtake (If score below Level 2) Proctored ATI Adult Med Surg Retake DATE TBA
Week 16	FINAL EXAM (Wks 12, 13) PLUS Cumulative content)		

COURSE POLICIES & GUIDELINES

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>
- b). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see: <https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

FACE COVERINGS and PPE in Laboratory

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

ATI Assessment and Remediation Program Policy

Introduction

The Assessment Technologies Institute (ATI) is an online, comprehensive, testing and review program,

designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

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

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

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

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

Practice Assessments

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

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

Proctored Assessments

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

Proctored Assessments

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

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

	▲	• <i>Optional retest</i>	on ATI Pulse and submit score report for each activity *Retest required	on ATI Pulse and submit score report for each activity• *Retest required
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Students earning a level 1 or below a level 1:

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

Students earning a level 2 on the first attempt:

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

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

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

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

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

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

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

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

PROFESSIONAL STATEMENT

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

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

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

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

'revised April, 2012.'