

 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>Risa Wiese, PhD, EdD</u> College Dean <u>Steph...</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date <u>11-30-2022</u> <u>11-30-2022</u> <u>11-30-2022</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 4829L

COURSE TITLE: Nursing Practice Immersion

COURSE FORMAT:

CREDIT HOURS: 3 Credit Hours

COURSE SCHEDULE:

PREREQUISITES: NUR3358, NUR3358L, NUR3455, NUR3455L, NUR 4716, NUR 4716L, NUR 4525, NUR 4525L, NUR 4638

COREQUISITES: NUR 4764 and NUR 4764L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Provides a precepted integrative clinical practicum to synthesize competencies and skills required of the entry level professional nurse. Focuses on integration of one's professional nursing identity within the organizational environment in which healthcare is delivered. Emphasizes principles of team dynamics, prioritization of patient care, gaining confidence in clinical reasoning and clinical judgement.

COURSE OBJECTIVES: Upon completion of NUR4829L, the student will be able to: *

Becoming competent

1. Synthesize knowledge from the sciences, arts and humanities as a foundation for entry level professional nursing practice. (1.1)

2. Consistently integrates nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment. (1.3b)
3. Demonstrate skill in using patient care technologies and information systems to promote wellbeing, facilitate decision-making and enhance collaboration.
4. Delegate appropriately to team members. (2.6e)

Becoming compassionate

5. Demonstrate compassionate and relationship care for persons and populations across the life span. (2.1 a, b, c, 2.2)
6. Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources. (3.3b)
7. Apply principles of team dynamics, including team roles, to facilitate effective team functioning. (6.2a)

Demonstrating comportment

8. Use a variety of communication modes appropriate for the context. (8.3a, b, c)
9. Use effective, professional, caring communication in written, verbal and digital formats (8.3a, c)

Becoming confident

10. Consistently demonstrates general principles and practices for the clinical management of populations across the age continuum.

Attending to conscience

11. Implement ethical principles to protect the health and safety of diverse populations. (3.1i)

Affirming commitment

12. Participate in the evaluation of outcomes and their implications for practice.
13. Demonstrate leadership behaviors in professional situations.

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

TEACHING LEARNING STRATEGIES:

Clinical experiences; clinical preparation, written reflective journals; simulation experiences, NCLEX-type questions.

GRADING AND EVALUATIONS:

Reflective Journal (clinical practice) (2)	5%
*ATI RN-Predictor	10%
*NCLEX Live Review: Dec. 7 th , 8 th , & 9 th	S/U

Clinical Evaluation	40%
Simulation	10%
ATI Content Quizzes	10%
Capstone Project	25%

***Successful completion of NUR 4829L** is based upon the student *satisfactorily* completing each component of the evaluation methods including NCLEX Live Review 100% attendance all days.

GRADING SCALE: A grade below C is not passing in the Undergraduate program 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:

All course required textbooks.

All ATI materials

RECOMMENDED TEXTS:

Tucker, R. (2022). Lippincott pocket drug guide for nurses. Wolters Kluwer.

TOPICAL OUTLINE:

Week 1 - 6

1. Fulfillment of Essentials For Baccalaureate Generalist Nursing Practice
2. Further development of competence, compassion, comportment, conscience, confidence, and commitment

COURSE ASSIGNMENTS:

1. Reflective Journal (5%): Two submitted to clinical faculty in Canvas (see course schedule for due dates). Prompt can be found on Canvas for each journal entry.
2. Nursing Practice Evaluation Tool (45%): The nursing practice evaluation tool provides documentation of your performance. At a mid-semester conference, the student, preceptor and faculty will review progress to date in meeting the learning outcomes for the course. Strategies to facilitate achievement of the learning goals will be mutually determined. The Professional Practice Lab and electronic resources as well as additional clinical hours may be used to augment clinical activities in supporting individual growth. The final evaluation conference will provide the final assessment of achievement of goals. At the conclusion of this course, the nursing practice evaluation tool will be jointly reviewed by the faculty, preceptor and student in a conference, signed and placed in the student's file at the College of Nursing. Signing the tool does not indicate agreement with the evaluation; the student's signature indicates that the evaluation has been reviewed.
3. NCLEX Live Review (20%) for 3 days.
4. ATI RN-Predictor/VATI completion (10%)
5. Simulation (10%):
Simulation site: College of Medicine Simulation Center (COM) or in Davie in the LA building.
To earn credit for simulation, the student must:
 - a. Attend the practice lab each week (in uniform). Must be on time and stay for the full day.
 - b. Be prepared to perform identified clinical skills. Must demonstrate critical thinking in nursing situations and competency in clinical performance.
 - c. Participate in all assigned components of the lab
6. ATI Content Quizzes (10%): The ATI content quizzes are opened on a weekly basis. ID and password will be provided each week.

To earn full credit for the ATI content quizzes, the student must:

1. Complete the ATI content quiz and achieve a score of 75% or greater. The pre-test can be retaken until a score of 75% or greater is achieved. The quiz must be completed the **Sunday** before attending the lab. The quiz can be retaken during the week of the assigned lab if a score of 75% was not achieved (**due on Friday of the assigned week**).
2. Attend the practice lab each week (in uniform). Must be on time and stay for the full day.
3. Be prepared to perform identified clinical skills. Must demonstrate critical thinking in nursing situations and competency in clinical performance
 - d. Participate in all assigned components of the lab

7. Capstone Project

Students will complete a capstone project in collaboration with their clinical preceptors and agency staff. Faculty must approve all capstone projects and the project must address a problem that impacts the clinical population of the agency. The capstone project must address course objectives 1-7.

The failure to achieve any of the above can result in a grade of unsatisfactory in the course.

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE:

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*.

Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.
University Press of Colorado.

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for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

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Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

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practice*. Jones & Bartlett.

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nursing and health care leaders: Implementing a culture of caring*. Springer.

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Davis.

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COURSE POLICIES & GUIDELINES

COURSE POLICIES & GUIDELINES

1. **Clinical attendance is mandatory (this includes Immersion lab experiences).**
Completion of the minimum number of clinical hours is mandatory to pass the course. Students must complete 144 hrs. with their preceptor (maximum of two 12-hour shifts/week).
2. Students must arrive for clinical days, including simulation days, on time and stay for the full scheduled shift. **Failure to do so may be construed as professional abandonment and failure of the course.**
3. Students must notify their preceptor/unit and faculty member by phone **1 hour prior to the clinical scheduled time (and the clinical agency -if applicable) if they will be absent or late. Failure to do this may result in an unsatisfactory comporment grade** in a clinical course. Chronic tardiness or unexcused absences will result in clinical failure.

Nursing Practice Attendance Policy

- Attendance is required for all nursing practice experiences.
- Students need to practice, synthesize, and integrate the knowledge learned in the classroom.
- Time is needed to complete all the nursing practice course objectives.
- To meet State and National Accreditation guidelines, a student must have a specified minimum number of nursing practice hours—this is accomplished by attending all nursing practice experiences.
- It is expected that students attend all nursing practice experiences. Absences should be rare and for exceptional circumstances only.
- Absences may affect a student’s grade and ability to complete course objectives and pass the course.

- To protect patients, students with communicable diseases/illnesses should not attend nursing practice experiences. Documentation of illness from a PCP must be furnished to the clinical instructor.
- 4. Students are responsible and accountable for understanding and adhering to the student policies found in the Student Handbook. Students are reminded that the College of Nursing Professional Statement, undergraduate handbook policies and procedures, and University undergraduate catalog policies related to academic integrity apply to all written assignment, verbal communications, documentation in the medical record, and other course activities in this course.
- 5. Canvas will be the electronic communication tool for this course. Class announcements and course documents will be posted on Canvas. It is the student's responsibility to check the site periodically for updates.
- 6. Any group and individual email will be sent only to the FAU email address, so please be sure that you check your FAU email regularly.
- 7. Students are expected to exhibit behaviors consistent with safe practice under the direction of the faculty and/or preceptor.
- 8. Students are expected to be knowledgeable about all technological skills required for practice, including drug actions, side effects, and nursing implications when medications are to be given. The College Professional Practice Lab is available for practice of technological competencies and/or review of other skills required for practice. Utilize the resources such as Policy and Procedure Manuals at the agency prior to performing any procedures as indicated.
- 9. Students will be active participants in the nursing activities of the unit. With the assistance and supervision of the preceptor, the student is expected to perform nursing assessments, interventions, evaluate patient responses, design and implement teaching plans, document nursing care, and all other components of the nurse's role as appropriate to the setting. All documentation must be accurate, reflecting care rendered and must demonstrate compliance with HIPAA as well as professional writing skills and reflect the Christine E. Lynn College of Nursing Philosophy. Students must adhere to all hospital policies and procedures related to students – especially any policies related to parking, use of the cafeteria, and other services.
- 10. Students MUST wear their FAU College of Nursing name badge and have their agency issued ID card or FAU OWL card visible at all times.
- 11. Medication Policy: The College of Nursing and clinical agency medication policy must be adhered to at all times.
- 12. All assignments need to be submitted by the date posted on course syllabus. Late submissions will receive a grade of zero "0" unless arrangements are made with the instructor prior to the due date.

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

COLLEGE OF NURSING POLICIES

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

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and

<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards.

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

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

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

DISABILITY STATEMENT:

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

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

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and

psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

INCOMPLETE POLICY:

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

ATTENDANCE POLICY:

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

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

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

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

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices

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

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

USE OF STUDENT COURSE MATERIAL

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

ATI Assessment and Remediation Program Policy

Introduction

The Assessment Technologies Institute (ATI) is an online, comprehensive, testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

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

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

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

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

Practice Assessments

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

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

Proctored Assessments

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

Proctored Assessments

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

<i>Student score</i>	Level 3	Level 2	Level 1	Below Level 1
<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><i>Remediation:</i></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><i>Remediation:</i></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.'