

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval <u>3/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Nursing College Nursing		
<b>Current Course Prefix and Number</b> NUR 3065L		<b>Current Course Title</b> Health Assessment in Nursing Situations Lab	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See <u>Definition of a Credit Hour</u>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> Admission to B.S.N. program, BSC 2085 and BSC 2085L or equivalent BSC 2086 and BSC 2086L or equivalent  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Fall 2023		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Joy Longo/jlongo5@health.fau.edu/561-297-3389			
<b>Approved by</b> Department Chair <u>Joy Longo</u> College Curriculum Chair <u>Susan W. Hill, PhD, EdD</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		<b>Date</b> 3-15-2023 3-15-2023 3-15-2023 <u>3/27/23</u> <u>3/27/23</u> _____ _____	

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

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

**SEMESTER:**

**COURSE NUMBER:** NUR 3065L

**COURSE TITLE:** Health Assessment in Nursing Situations Lab

**COURSE FORMAT:**

**CREDIT HOURS:** 1 Credit Hour

**COURSE SCHEDULE:**

**PREREQUISITES:** Admission to B.S.N. program, BSC 2085 and BSC 2085L or equivalent  
BSC 2086 and BSC 2086L or equivalent

**COREQUISITES:** NUR 3065

**FACULTY:**

**OFFICE HOURS:**

**COURSE DESCRIPTION:** Focuses on the systematic obtainment of a complete and accurate history, performing clinically relevant holistic health assessment of adults including modifications for infants, children, older adults and persons with special needs. Emphasizes the application of professional caring and ethical principles in conducting the health assessment.

**COURSE OBJECTIVES:** **Becoming competent**

1. Systematically obtains a complete and accurate history. (2.3b)

2. Performs clinically relevant, holistic health assessment distinguishing between normal and abnormal health findings. (2.3c, 2.3e)
3. Applies modifications necessary to conduct an accurate holistic health history and health examination of infants, children, older adults, and persons with special needs (2.3c)
4. Documents and communicates the findings of a health assessment. (2.3g)

### **Becoming compassionate**

5. Demonstrates compassionate care when performing a health assessment. (2.1b)

### **Demonstrating comportment**

6. Demonstrates ethical and legal behaviors that reflect the standards of nursing practice in the assessment of patients including integrity, honesty, accountability, and respect for the dignity of others. (1.2e)

### **Becoming confident**

7. Creates an environment that promotes a dynamic interactive experience during the health assessment. (2.3a)

### **Attending to conscience**

8. Demonstrates professional and personal honesty, integrity when conducting a health assessment. (9.3c)

### **Affirming commitment**

9. Demonstrates professional commitment to clients while conducting a health assessment. (9.3c)

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

### **TEACHING LEARNING STRATEGIES:**

Shadow Health® Digital Clinical Experience assignments, nursing situation analysis, & practice of health assessment skills.

### **GRADING AND EVALUATIONS:**

Shadow Health® Comprehensive Health History & Conversation Concept Lab	15%
Shadow Health® Systems Assessments	20%
Shadow Health® Concept Labs (Cardiac/Respiratory/Abdominal)	10%
Shadow Health® Focused Assessments	15%
Shadow Health® Comprehensive Assessment	40%

## **GRADING SCALE:**

Satisfactory (S) and Unsatisfactory (U) grades: A grade of satisfactory signifies that the work is of C quality or better and meets expectations. An unsatisfactory grade indicates that the work is below C quality and not credit will be given for work undertaken. A grade below C is not passing in the Undergraduate program.

94 - 100 = A  
90 - 93 = A-  
87 - 89 = B+  
84 - 86 = B  
80 - 83 = B-  
77 - 79 = C+  
74 - 76 = C  
70 - 73 = C-  
67 - 69 = D+  
64 - 66 = D  
61 - 63 = D-  
0 - 60 = F

## **REQUIRED TEXTS:**

Hogan-Quigley, B, Palm, M.L., & Bickley, L. S. (2022). *Bates' nursing guide to physical examination and history taking*. (3<sup>rd</sup> ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 9781975161095

American Holistic Nurses Association. *Holistic nursing: Scope and standards of practice*. (3rd ed.). Silver Spring, MD: American Holistic Nurses Association & American Nurses Association. ISBN: 9781947800397

Dossey, B. M., & Keegan, L. (2021). *Holistic nursing: A handbook for practice* (9th ed.). Sudbury, MA: Jones and Bartlett Publishing. ISBN 9781284251012

## **RECOMMENDED TEXTS:**

### **TOPICAL OUTLINE:**

1. The Nurses' Role in Health Assessment
2. Problem Solving Process in Nursing Situations
3. Clinical reasoning and decision making: Using multiple ways of knowing, Pattern recognition
4. The Interview and Therapeutic Dialogue across the lifespan
  - a. Active listening, empathy, silence, touch
  - b. Paraphrasing, clarifying, focusing, summarizing
  - c. Self-disclosing, confronting
5. Assessment
  - Overview
  - b. Health history

- c. Functional health pattern assessment
  - d. Developmental assessment
  - e. Mental status assessment
  - f. Physical examination
  - g. Techniques and equipment
  - h. Systems review
  - i. Head-to-toe assessment of the adult
  - j. Special populations
    - Newborns and infants
    - Children and adolescents
    - Older adults
6. Communication of health assessment data
7. Collaboration with Interprofessional healthcare team

## **COURSE ASSIGNMENTS:**

### **Course Assignment Guidelines**

**\*All the course assignments must be completed to obtain a passing grade in this course.**

### **Shadow Health® Digital Clinical Experience™:**

The Shadow Health® Digital Clinical Experience™ (DCE) provides a dynamic, immersive experience designed to improve your skills and clinical reasoning through the examination of digital standardized patients. Although these patients are digital, each one breathes, speaks, and has a complex medical and psychosocial history. We will be completing Shadow Health assignments throughout the course.

### **Conversation Concept Lab and the Comprehensive Health History**

To help prepare for the Health History Assignment with Tina Jones, you will complete a Conversation Concept Lab with Rachel Adler. In this lab, you will practice asking open and closed questions. After the Conversation Concept Lab, you will complete a detailed health history with Tina Jones. The Conversation Concept Lab and the Comprehensive Health History **will be worth 15% of your grade.**

### **Concept Lab Grading**

The Cardiac, Respiratory, and Abdominal Concept Labs will be **10 percent of your final grade.**

### **System-by-System Assignments**

With Tina Jones, you will then practice performing physical assessments in system-by-system assignments. After each assignment, you will complete post-exam activities. In these activities, you will practice patient-centered communication skills, answer lifespan and assessment questions, and journal about your experiences. In select system assignments, you can also explore concept labs. The abdominal, respiratory, and cardiovascular concept labs allow you to review the anatomy of each system and practice identifying normal and abnormal sounds.

**System-by-System Grading** The system-by-system assignments with Tina Jones **will be worth 20 percent of your final grade.**

### **System-by-System Goals**

You will practice relevant skills and apply content knowledge to reinforce knowledge and improve communication and physical assessment skills. You will complete the system-by-system assignments after reviewing course content, reading the course textbook, and attending lecture or watching demonstrative videos.

### **Focused Exam Assignments**

The Focused Exams allow you to demonstrate critical thinking as you rule out causes of a patient's chief complaint.

### **Focused Exams Grading**

There are three focused exams, and each one will be graded using a point value rubric that considers the DCE Score and communication, among other things. The focused exams are worth **15 percent of your final grade.**

### **Focused Exams Goals**

The Focused Exams allow you to demonstrate mastery of skills relevant to multiple systems and professional communication in a graded capstone activity.

### **Comprehensive Assessment Assignment**

The Comprehensive Assessment provides a fresh start with Tina Jones in a clinic setting, where you can perform a head-to-toe examination on Tina Jones in one assignment.

### **Comprehensive Assessment Grading**

This assignment will be graded using a point-value rubric that considers the DCE Score and documentation, among other things. The Comprehensive Assessment will be worth **40 percent of your final grade in this course.**

### **Comprehensive Assessment Goal**

The Comprehensive Assessment is a way for you to demonstrate mastery of a head-to-toe examination.

## **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 (2<sup>nd</sup> ed.)*. Silliman University Press.

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

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

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

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

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

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

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

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

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

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

## COURSE SCHEDULE

Dates	Topical Outline	Required Readings	NUR 3065 Didactic Component Assessments
Module 1	Orientation, critical thinking, and interviewing	Bates chs. 1, 2, & 3	Shadow Health® Digital Clinical Experience™ Orientation (20 minutes) Shadow Health® Conversation Concept Lab (20 minutes) Assignments
Module 2	Health hx, cultural, spiritual, & nutritional assessment	Bates chs. 4, 5, & 8	Shadow Health® Health History (150 minutes) Assignment <b>due by 5/28 @ 2359</b>
Module 3	Beginning the physical exam, general survey, vital signs, pain, mental status	Bates chs. 6, 7, & 19	Shadow Health® Focused Exam: Chest Pain (75 minutes) <b>due by 6/4 @ 2359</b>
Module 4	Assessment of skin, hair, and nails	Bates ch. 9	Shadow Health® Skin, hair, & nails assessment (105 minutes) <b>due by 6/11 @ 2359</b>

Module 5	Head, face, neck, regional lymphatics, eyes, ears, nose, mouth, throat, cranial nerves	Bates chs. 10, 11, 12 & pages 687-692	Shadow Health® HEENT assessment (105 minutes) Assignment <b>due by 6/18 @ 2359.</b>
Module 6	Cardiovascular & Peripheral Vascular system	Bates chs. 14 & 15	Shadow Health® Cardiovascular Concept Lab Shadow Health® Cardiovascular assessment (130 minutes) <b>due by 6/25 @ 2359.</b>
Module 7	Respiratory System	Bates ch. 13	Shadow Health® Respiratory Concept Lab Shadow Health® Respiratory assessment (130 minutes) <b>due by 7/2 @ 2359.</b>
Module 8	Gastrointestinal, renal, breast, axillae	Bates chs. 16 & 17	Shadow Health® Abdominal Concept Lab Shadow Health® Abdominal assessment (130 minutes) <b>due by</b>
Module 9	Musculoskeletal and Nervous systems	Bates chs. 18 & 20	Shadow Health® Musculoskeletal & Neurological & assessments (210 minutes) <b>due by</b>
Module 10	Male/female reproductive Putting it all together	Bates ch. 21 & 22	Shadow Health® Focused Exam: Abdominal pain (75 minutes) <b>due by</b>
Module 11	Infant, child adolescent & Older adult	Bates ch. 23, 24	Shadow Health® Focused Exam: Cough (75 minutes) <b>due by</b>
Module 12	Comprehensive Physical Assessment		Shadow Health® Comprehensive Assessment (3 hours) <b>due by</b>

## COURSE POLICIES & GUIDELINES

### COLLEGE OF NURSING POLICIES

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

Policies below may be found in:

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

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

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

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

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

### CODE OF ACADEMIC INTEGRITY:

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

Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic



dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

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

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

#### **DISABILITY STATEMENT:**

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

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

#### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

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

#### **INCOMPLETE POLICY:**

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

#### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military

obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

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

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

### **RELIGIOUS ACCOMMODATION:**

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

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

### **USE OF STUDENT COURSE MATERIAL**

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

## **FACE COVERINGS and PPE in Laboratory**

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

## **ATI Assessment and Remediation Program Policy**

### **Introduction**

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

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

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

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

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

### **Practice Assessments**

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

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

### **Proctored Assessments**

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

## **Proctored Assessments**

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

<i>Student score</i>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Below Level 1</b>
<i>Points awarded</i>	<i>10 points</i>	<i>8.5 points</i>	<i>5 points</i>	<i>0 points</i>
<b>Remediation/ retake</b>	<ul style="list-style-type: none"> <li>Minimum one-hour remediation recommended to complete activities listed for assessment on ATI Pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Minimum two-hour remediation to complete activities listed for assessment on ATI Pulse.               <ul style="list-style-type: none"> <li><i>Optional retest</i></li> </ul> </li> </ul>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Minimum three-hours to complete activities listed for assessment on ATI Pulse and submit score report for each activity</li> </ul> <p><i>*Retest required</i></p>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Minimum four-hour complete activities listed for assessment on ATI Pulse and submit score report for each activity</li> </ul> <p><i>*Retest required</i></p>

**Students earning a level 1 or below a level 1:**

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

**Students earning a level 2 on the first attempt:**

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

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

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

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

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

Students are expected to achieve a score  $\geq 92\%$  of the *Predicted Probability of Passing the NCLEX-RN®* and a level 2 or better on 5 of 7 ATI content exams. **Students who do not meet BOTH of these expectations must achieve the 100% stage of Virtual ATI remediation (at the student's expense).**

**Following successful remediation, students will have completed the requirements for the ATI assignment in NUR 4829L.**

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

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

## **PROFESSIONAL STATEMENT**

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

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

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons

enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

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

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

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

'revised April, 2012.'