

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Nursing College Nursing	
Current Course Prefix and Number NUR 3455	Current Course Title Maternal Newborn: Nursing Situations	
<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>		
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 <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** 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>	Change description to: Change prerequisites/minimum grades to: NUR 3065, NUR 3065L, NUR 3115, NUR 3029C, NUR 4125 and NUR 3145 Change corequisites to: NUR 3455L 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>[Signature]</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UUPC Chair <u>Phlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date 3-21-2023 3-21-2023 3-21-2023 <u>3/27/23</u> <u>3/27/23</u> _____ _____	

Email this form and syllabus to mjennings@fau.edu seven business days before the UUPC meeting.

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

SEMESTER:

COURSE NUMBER: NUR 3455

COURSE TITLE: Maternal Newborn: Nursing Situations

COURSE FORMAT: In-person

CREDIT HOURS: 3

COURSE SCHEDULE:

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

COREQUISITES: NUR 3455L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Focuses on the study of caring science and the use of multiple ways of knowing in nursing situations with childbearing women and newborns. Addresses health promotion, risk reduction, and disease management for nursing situations in childbearing women and newborns. Examines health assessments, screenings, health teaching using a holistic nursing approach. Describes collaboration with persons, families, and interprofessional teams to create quality outcomes and a safety culture.

COURSE OBJECTIVES:

Becoming competent

1. Use multiple ways of knowing and evidence-based reflective practice in the care of childbearing women and newborns (1.1b,1.3b, 2.5, 5.1 c).
2. Develop effective communication skills to enhance person and family-centered nursing responses that engage the childbearing woman in establishing a caring relationship (2.2a, 2.2b, 2.2c).

Becoming compassionate

3. Recognizing how individual beliefs, values and personalized information impact the caring relationship with the childbearing woman and her family (2.1 c, 9.2a, 9.2b, 9.2 c).

Demonstrating comporment

4. Discuss legal and ethical issues in providing safe care for the childbearing woman and newborn (1.2e).
5. Identify sources and applications of national safety and quality standards for the care of the childbearing woman and the newborn (5.2c, 5.1b).

Becoming confident

6. Identify appropriate health assessment techniques and anticipatory guidance for pregnancy, labor, and postpartum of the childbearing woman and newborn (2.3b).
7. Discuss quality nursing care, prioritizations, implementing care and evaluating outcomes for childbearing women and the newborn (2.4c, 2.7).

Attending to conscience

8. Discuss societal, global, and technological trends that impact the healthcare of childbearing women and the newborn (8.5f).

Affirming commitment

9. Discuss methods of constructive communication with interprofessional team members to establish mutual health care goals for childbearing women and the newborn.

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

TEACHING LEARNING STRATEGIES:

A. Topic presentations

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

7. In-class simulation scenarios
- B. Independent Learning Activities
1. Independent on-line study assignments
 2. Assigned and selected textbook readings
 3. ATI modules/practice exams

GRADING AND EVALUATIONS:

Evaluation Method	Percentage
OB Nursing Situations (Participation)	10%
ATI modules OB: (strong is required)	10%
OB Worksheets	10%
Exam 1	20%
Exam 2	20%
Exam 3	20%
ATI Maternal Child Proctored Exam	10%
Total Points	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:

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

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

American Nurses Association. (2013). *Holistic nursing: Scope and standards of practice* (2nd Ed.). American Nurses Association. ISBN: 978-1558104785.

RECOMMENDED TEXTS:

Evans, S. C. (2020). *Maternal –Neonatal nursing made incredible easy* (4th ed.). Wolters Kluwer. ISBN: 978-1975120801

Meadows-Oliver, M. (2019). *Pediatric nursing made incredibly easy* (3rd ed.). Wolters Kluwer. ISBN: 978-1975124830

TOPICAL OUTLINE:

1. Healthy Pregnancy: Overview of the physiological and psychosocial adaptive processes of the childbearing woman and her family as client experiencing potential and actual stressors
 - a. Genetics
 - b. Fertility management
 - c. Physical and Psychological Changes of Pregnancy
 - d. Cultural Values
 - e. Antepartum fetal assessment
 - f. Nursing care of the prenatal woman
 - g. Risk factors (physiological, social, environmental)
 - h. Maternal health disparities and vulnerable populations
2. Assessment during each trimester
 - a. Nursing standards for prenatal health promotion
 - b. The Expectant Couple: Needs and Care
 - c. Maternal Nutrition
 - d. Preparation for Parenthood, Birthing Options, Childbirth Preparation
3. The birthing process:
 - a. Processes of labor and delivery
 - b. Adaptation to normal labor, Maternal Systemic Response to Labor
 - c. Culture and birthing methods
 - d. Intrapartum Nursing Assessment
 - e. Pain management for labor and delivery: Obstetric Analgesia and Anesthesia
 - f. Elective Obstetric Procedures
 - g. Fetal assessment: Diagnostic Assessment of Fetal Status
 - h. Nursing standards for labor health promotion
4. The Family in Childbirth: Needs and Care during the 3 Stages of Labor, Immediate Care of the Newborn
 - a. Physiologic Adaptation to the postpartum period
 - a. Alterations in postpartum well-being
 - b. Important components of Teaching
 - c. Family adaptation
 - d. Nursing standards for postpartum health promotion
 - e. Attachment and the childbearing family
5. The Normal Newborn:
 - a. Physiologic adaptation of the newborn

- b. Newborn assessment
 - c. Needs and Care, Parent Education
 - d. Successful Feeding
 - e. Predictable adaptation Issues
 - f. Nursing standards for newborn health promotion
6. Newborn feeding and nutrition
- a. Lactation
 - b. Bottle feeding
7. Childbearing at risk: Assessment of childbearing family as client with selected internal and external environmental stressors.
- a. High risk pregnancy
 - b. Complications of each trimester
 - c. Gestational complications of pregnancy
 - d. Hypertension, hemorrhage, and maternal infection
 - e. Endocrine and cardiac problems during pregnancy
 - f. Multiple gestation
 - g. Psychological problems
 - h. High-risk delivery
 - i. Complications in the postpartum period
 - j. Infants at risk
 - k. Adolescent pregnancy and age-related concerns.

COURSE ASSIGNMENTS:

Maternal/Newborn Worksheets: Students are expected to submit OB worksheets as prework prior to the start of class as outlined in the schedule.

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

Course Exams: There will be 3 exams for the course. A study guide will be provided at least a week prior to the exam outlining significant topics on the exam.

OB ATI Proctored: There will be 1 ATI proctored exam scheduled at the testing center (see further ATI instructions below).

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.F. (1988). *Humanistic nursing*. National League for Nursing.
- Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.
- Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.
- Rosa, W., Horton-Deutsch, S. & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.
- Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.
- Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.
- Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*. University Press of Colorado.
- Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE SCHEDULE

Date	Topic	Read/Listen	Assignment
January 11th	<ul style="list-style-type: none"> • Orientation, • Perspectives on Maternal, Newborn and Women's Health Care • Overview and Reproductive System • Fetal Development and Genetics 	Scott Ricci, S. Chapters 1, 3 & 10	
January 18th	<ul style="list-style-type: none"> • Maternal adaptation during Pregnancy & • Nursing management During Pregnancy 	Scott Ricci, S. Chapters 11 & 12	
January 25th	<ul style="list-style-type: none"> • Labor and Birth Processes and management • Labor and Birth Nursing Management of Discomfort 	Scott Ricci, S. Chapters 13 & 14	
	<ul style="list-style-type: none"> • Maternal and Fetal Nutrition • Fetal Assessment during Labor 	Scott Ricci, S. Chapters 11, 12, & 14	

February 1st	<ul style="list-style-type: none"> • Biophysical Profile 		
February 8th	Exam 1		
February 15th	<ul style="list-style-type: none"> • Postpartum Adaptations • Nursing Management during the Postpartum period 	Scott Ricci, S. Chapters 12 & 15, 16	
February 22nd	<ul style="list-style-type: none"> • Newborn Transitioning and Newborn Nursing Management • Breastfeeding 	Scott Ricci, S. Chapters 17 & 18	
March 1st	<ul style="list-style-type: none"> • Nursing management of Hypertensive Disorders of Pregnancy, Placenta Previa, Preterm labor, Abruptio Placentae • Gestational Diabetes 	Scott Ricci, S. Chapters 19, 20, & 21	

<p>March 8th</p>	<p>SPRING BREAK (NO CLASS)</p>		
<p>March 15th</p>	<ul style="list-style-type: none"> • Nursing Management of Labor and Birth at Risk (Dystocia, Umbilical Cord Prolapse, Labor induction and Augmentation) • Postpartum Woman at Risk (hemorrhage, thromboembolic disease, infections, sequelae of childbirth trauma including prolapse and uterine displacement, post partum depression) 	<p>Scott Ricci, S. Chapters 21, 22</p>	
<p>March 22nd</p>	<p>Exam 2</p>		
<p>March 29th</p>	<ul style="list-style-type: none"> • Nursing Care and Management of the Newborn with Special Needs • HIV and Sexually Transmitted infections during pregnancy and birth 	<p>Scott Ricci, S. Chapters 5, 20, 23 & 24</p>	

April 5 th	<ul style="list-style-type: none"> Nursing care and management of menstruation related disorders (Dysmenhorrea, Amenorrhea, premenstrual syndrome, Dysfunctional Uterine Bleeding, endometriosis, and Toxic Shock Syndrome) and sexually transmitted infections: HPV, gonorrhea, syphilis and chlamydia, vaginitis and cervicitis, and pelvic inflammatory disease 	Scott Ricci, S. Chapters 4 & 5	
April 12 th	<p>Common Reproductive Issues: Contraception, Infertility, abortion, menstruation related disorders</p> <p>Gestational Trophoblast Disease (GTD)</p>	Scott Ricci, S. Chapter 4 & 19	
April 19 th	<p>Exam 3</p> <p>Review for ATI</p>		
April 20, 21	ATI proctored Exam		

April 27, 28	ATI Retake (if scored less than a 2)		
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COURSE POLICIES & GUIDELINES

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

Class Participation: Full participation in class is an integral part of this course, and during this process of coming to know each other; we will become a very close-knit community of scholars in our study of maternal/infant and pediatric nursing situations. In-class nursing situations will be your grade for participation.

Exam Procedures: The course will have 3 exams. All exams will be taken in class on Lockdown Browser. Students must start the exam at the start time indicated on the syllabus/announcements. If a student has not entered the exam or corresponded with the instructor within 15 minutes of the exam start time, the student will be locked out of the exam. The student will then be given the opportunity to take an ESSAY exam.

Policy on Makeup Tests, Late Work, and Incompletes

Students will not be penalized for absences due to participation in university-approved activities, athletic or scholastics team, musical and theatrical performances, debate activities, or religious observances. Students will be allowed to make up assignments/exams for these absences. If you have a **valid and documented emergency**, please notify us immediately to discuss a possible re-scheduling of an exam/assignment; however, **it is at the discretion** of the instructor. If a student does not have a valid and documented excuse, 5 points will be deducted for each day that an assignment is late.

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/academic/student-resources/undergraduate/index.php>
- b). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/registrar/FACatalog/academics.php> and <http://www.fau.edu/registrar>

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.pdf>

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/s/>

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/eop/programs-and-services/religious-accommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <https://www.fau.edu/eop/programs-and-services/religious-accommodations-students-and-faculty-8-21-15.pdf>

USE OF STUDENT COURSE MATERIAL

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

FACE COVERINGS and PPE in Laboratory

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

ATI Assessment and Remediation Program Policy

Introduction

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

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

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

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

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

Practice Assessments

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

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

Proctored Assessments

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

Proctored Assessments

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

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

Students earning a level 1 or below a level 1:

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

Students earning a level 2 on the first attempt:

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

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

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

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

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

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

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

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

PROFESSIONAL STATEMENT

<http://nursing.fairleigh-dickinson.edu/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

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

SEMESTER:

COURSE NUMBER: NUR 3455

COURSE TITLE: Maternal Newborn: Nursing Situations

COURSE FORMAT: In-person

CREDIT HOURS: 3

COURSE SCHEDULE:

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

COREQUISITES: NUR 3455L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Focuses on the study of caring science and the use of multiple ways of knowing in nursing situations with childbearing women and newborns. Addresses health promotion, risk reduction, and disease management for nursing situations in childbearing women and newborns. Examines health assessments, screenings, health teaching using a holistic nursing approach. Describes collaboration with persons, families, and interprofessional teams to create quality outcomes and a safety culture.

COURSE OBJECTIVES:

Becoming competent

1. Use multiple ways of knowing and evidence-based reflective practice in the care of childbearing women and newborns (1.1b,1.3b, 2.5, 5.1 c).
2. Develop effective communication skills to enhance person and family-centered nursing responses that engage the childbearing woman in establishing a caring relationship (2.2a, 2.2b, 2.2c).

Becoming compassionate

3. Recognizing how individual beliefs, values and personalized information impact the caring relationship with the childbearing woman and her family (2.1 c, 9.2a, 9.2b, 9.2 c).

Demonstrating comportment

4. Discuss legal and ethical issues in providing safe care for the childbearing woman and newborn (1.2e).
5. Identify sources and applications of national safety and quality standards for the care of the childbearing woman and the newborn (5.2c, 5.1b).

Becoming confident

6. Identify appropriate health assessment techniques and anticipatory guidance for pregnancy, labor, and postpartum of the childbearing woman and newborn (2.3b).
7. Discuss quality nursing care, prioritizations, implementing care and evaluating outcomes for childbearing women and the newborn (2.4c, 2.7).

Attending to conscience

8. Discuss societal, global, and technological trends that impact the healthcare of childbearing women and the newborn (8.5f).

Affirming commitment

9. Discuss methods of constructive communication with interprofessional team members to establish mutual health care goals for childbearing women and the newborn.

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

TEACHING LEARNING STRATEGIES:

A. Topic presentations

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

7. In-class simulation scenarios
- B. Independent Learning Activities
1. Independent on-line study assignments
 2. Assigned and selected textbook readings
 3. ATI modules/practice exams

GRADING AND EVALUATIONS:

Evaluation Method	Percentage
OB Nursing Situations (Participation)	10%
ATI modules OB: (strong is required)	10%
OB Worksheets	10%
Exam 1	20%
Exam 2	20%
Exam 3	20%
ATI Maternal Child Proctored Exam	10%
Total Points	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:

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

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

American Nurses Association. (2013). *Holistic nursing: Scope and standards of practice* (2nd Ed.). American Nurses Association. ISBN: 978-1558104785.

RECOMMENDED TEXTS:

Evans, S. C. (2020). *Maternal –Neonatal nursing made incredible easy* (4th ed.). Wolters Kluwer. ISBN: 978-1975120801

Meadows-Oliver, M. (2019). *Pediatric nursing made incredibly easy* (3rd ed.). Wolters Kluwer. ISBN: 978-1975124830

TOPICAL OUTLINE:

1. Healthy Pregnancy: Overview of the physiological and psychosocial adaptive processes of the childbearing woman and her family as client experiencing potential and actual stressors
 - a. Genetics
 - b. Fertility management
 - c. Physical and Psychological Changes of Pregnancy
 - d. Cultural Values
 - e. Antepartum fetal assessment
 - f. Nursing care of the prenatal woman
 - g. Risk factors (physiological, social, environmental)
 - h. Maternal health disparities and vulnerable populations
2. Assessment during each trimester
 - a. Nursing standards for prenatal health promotion
 - b. The Expectant Couple: Needs and Care
 - c. Maternal Nutrition
 - d. Preparation for Parenthood, Birthing Options, Childbirth Preparation
3. The birthing process:
 - a. Processes of labor and delivery
 - b. Adaptation to normal labor, Maternal Systemic Response to Labor
 - c. Culture and birthing methods
 - d. Intrapartum Nursing Assessment
 - e. Pain management for labor and delivery: Obstetric Analgesia and Anesthesia
 - f. Elective Obstetric Procedures
 - g. Fetal assessment: Diagnostic Assessment of Fetal Status
 - h. Nursing standards for labor health promotion
4. The Family in Childbirth: Needs and Care during the 3 Stages of Labor, Immediate Care of the Newborn
 - a. Physiologic Adaptation to the postpartum period
 - a. Alterations in postpartum well-being
 - b. Important components of Teaching
 - c. Family adaptation
 - d. Nursing standards for postpartum health promotion
 - e. Attachment and the childbearing family
5. The Normal Newborn:
 - a. Physiologic adaptation of the newborn

- b. Newborn assessment
 - c. Needs and Care, Parent Education
 - d. Successful Feeding
 - e. Predictable adaptation Issues
 - f. Nursing standards for newborn health promotion
6. Newborn feeding and nutrition
- a. Lactation
 - b. Bottle feeding
7. Childbearing at risk: Assessment of childbearing family as client with selected internal and external environmental stressors.
- a. High risk pregnancy
 - b. Complications of each trimester
 - c. Gestational complications of pregnancy
 - d. Hypertension, hemorrhage, and maternal infection
 - e. Endocrine and cardiac problems during pregnancy
 - f. Multiple gestation
 - g. Psychological problems
 - h. High-risk delivery
 - i. Complications in the postpartum period
 - j. Infants at risk
 - k. Adolescent pregnancy and age-related concerns.

COURSE ASSIGNMENTS:

Maternal/Newborn Worksheets: Students are expected to submit OB worksheets as prework prior to the start of class as outlined in the schedule.

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

Course Exams: There will be 3 exams for the course. A study guide will be provided at least a week prior to the exam outlining significant topics on the exam.

OB ATI Proctored: There will be 1 ATI proctored exam scheduled at the testing center (see further ATI instructions below).

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.

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

COURSE SCHEDULE

Date	Topic	Read/Listen	Assignment
January 11th	<ul style="list-style-type: none"> • Orientation, • Perspectives on Maternal, Newborn and Women's Health Care • Overview and Reproductive System • Fetal Development and Genetics 	Scott Ricci, S. Chapters 1, 3 & 10	
January 18th	<ul style="list-style-type: none"> • Maternal adaptation during Pregnancy & • Nursing management During Pregnancy 	Scott Ricci, S. Chapters 11 & 12	
January 25th	<ul style="list-style-type: none"> • Labor and Birth Processes and management • Labor and Birth Nursing Management of Discomfort 	Scott Ricci, S. Chapters 13 & 14	
	<ul style="list-style-type: none"> • Maternal and Fetal Nutrition • Fetal Assessment during Labor 	Scott Ricci, S. Chapters 11, 12, & 14	

February 1st	<ul style="list-style-type: none"> • Biophysical Profile 		
February 8th	Exam 1		
February 15th	<ul style="list-style-type: none"> • Postpartum Adaptations • Nursing Management during the Postpartum period 	Scott Ricci, S. Chapters 12 & 15, 16	
February 22nd	<ul style="list-style-type: none"> • Newborn Transitioning and Newborn Nursing Management • Breastfeeding 	Scott Ricci, S. Chapters 17 & 18	
March 1st	<ul style="list-style-type: none"> • Nursing management of Hypertensive Disorders of Pregnancy, Placenta Previa, Preterm labor, Abruptio Placentae • Gestational Diabetes 	Scott Ricci, S. Chapters 19, 20, & 21	

March 8th	SPRING BREAK (NO CLASS)		
March 15th	<ul style="list-style-type: none"> • Nursing Management of Labor and Birth at Risk (Dystocia, Umbilical Cord Prolapse, Labor induction and Augmentation) • Postpartum Woman at Risk (hemorrhage, thromboembolic disease, infections, sequelae of childbirth trauma including prolapse and uterine displacement, post partum depression) 	Scott Ricci, S. Chapters 21, 22	
March 22nd	Exam 2		
March 29th	<ul style="list-style-type: none"> • Nursing Care and Management of the Newborn with Special Needs • HIV and Sexually Transmitted infections during pregnancy and birth 	Scott Ricci, S. Chapters 5, 20, 23 & 24	

April 5 th	<ul style="list-style-type: none"> Nursing care and management of menstruation related disorders (Dysmenhorrea, Amenorrhea, premenstrual syndrome, Dysfunctional Uterine Bleeding, endometriosis, and Toxic Shock Syndrome) and sexually transmitted infections: HPV, gonorrhea, syphilis and chlamydia, vaginitis and cervicitis, and pelvic inflammatory disease 	Scott Ricci, S. Chapters 4 & 5	
April 12 th	Common Reproductive Issues: Contraception, Infertility, abortion, menstruation related disorders Gestational Trophoblast Disease (GTD)	Scott Ricci, S. Chapter 4 & 19	
April 19 th	Exam 3 Review for ATI		
April 20, 21	ATI proctored Exam		

April 27, 28	ATI Retake (if scored less than a 2)		
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COURSE POLICIES & GUIDELINES

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

Class Participation: Full participation in class is an integral part of this course, and during this process of coming to know each other; we will become a very close-knit community of scholars in our study of maternal/infant and pediatric nursing situations. In-class nursing situations will be your grade for participation.

Exam Procedures: The course will have 3 exams. All exams will be taken in class on Lockdown Browser. Students must start the exam at the start time indicated on the syllabus/announcements. If a student has not entered the exam or corresponded with the instructor within 15 minutes of the exam start time, the student will be locked out of the exam. The student will then be given the opportunity to take an ESSAY exam.

Policy on Makeup Tests, Late Work, and Incompletes

Students will not be penalized for absences due to participation in university-approved activities, athletic or scholastics team, musical and theatrical performances, debate activities, or religious observances. Students will be allowed to make up assignments/exams for these absences. If you have a **valid and documented emergency**, please notify us immediately to discuss a possible re-scheduling of an exam/assignment; however, **it is at the discretion** of the instructor. If a student does not have a valid and documented excuse, 5 points will be deducted for each day that an assignment is late.

COLLEGE OF NURSING POLICIES

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

Policies below may be found in:

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

CODE OF ACADEMIC INTEGRITY:

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

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

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

DISABILITY STATEMENT:

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

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

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

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

INCOMPLETE POLICY:

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

ATTENDANCE POLICY:

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

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

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

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

RELIGIOUS ACCOMMODATION:

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

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

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

USE OF STUDENT COURSE MATERIAL

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

FACE COVERINGS and PPE in Laboratory

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

ATI Assessment and Remediation Program Policy

Introduction

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

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

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

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

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

Practice Assessments

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

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

Proctored Assessments

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

Proctored Assessments

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

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

Students earning a level 1 or below a level 1:

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

Students earning a level 2 on the first attempt:

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

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

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

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

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

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

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

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

PROFESSIONAL STATEMENT

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

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

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

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

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

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

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

'revised April, 2012.'

