

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UUPC Chair _____ Undergraduate Studies Dean _____ UFS President _____ Provost _____		Date 3-15-2023 3-15-2023 3-15-2023 3/27/23 3/27/23 _____ _____

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

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

SEMESTER:

COURSE NUMBER: NUR 4079

COURSE TITLE Systems, Quality, & Information Technology

COURSE FORMAT: In-Person

CREDIT HOURS: 3

COURSE SCHEDULE:

PREREQUISITES: NUR3821

COREQUISITES:

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Examines the role of the nurse in responding to complex systems of healthcare while employing established and emerging principles of safety and improvement science. Describes the use of informatic processes and technologies in the delivery of safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.

COURSE OBJECTIVES:

Becoming Competent

1. Differentiate between various healthcare delivery environments across the continuum of care (7.1c)
2. Describe the financial and payment models of health care (7.2a)
3. Explain the relationship of policy, regulatory requirements, and economics on care outcomes (7.2d)

4. Identify the variety of information and communication technologies used in care settings. (8.1a)

Becoming Compassionate

5. Recognize one's role in sustaining a just culture reflecting civility and respect. (5.3d)

Demonstrating Comportment

6. Articulate the nurse's role within an interprofessional team in promoting safety and preventing errors and near misses (5.2b)

Becoming Confident

7. Recognize nursing's essential role in improving healthcare quality and safety. (5.1a)

Attending to Conscience

8. Identify actual and potential level of risks to providers within the workplace. (5.3a)
9. Identify impact of information and communication technology on quality and safety of care. (8.3e)

Affirming Commitment

10. Discuss legal and regulatory requirements related to use of communication and information technologies. (8.5c)
11. Discuss performance metrics to compare/monitor outcomes. (7.3c)

TEACHING LEARNING STRATEGIES:

Class presentations, nursing situation analysis, audiovisuals, quizzes, assigned readings, group discussions

GRADING AND EVALUATIONS:

EXAMS (30%): Midterm (15%) and Final (15%)

LEADERSHIP CHARACTERISTICS AND SKILLS ASSESSMENT WITH SELF-EVALUATION COMMENTARY (10%)

PROFESSIONAL RESUME (10%)

STAFFING PROJECT (20%)

PATIENT SAFETY GOALS AND HEALTHCARE TECHNOLOGY GROUP PROJECT (20%)

ATI LEADERSHIP PROCTORED ASSESSMENT (10%)

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:

American Nurses Association. (2013). *Holistic nursing: Scope and standards of practice* (2nd ed.). American Nurses Association, Silver Spring, MD. ISBN: 9781558104786

American Psychological Association (APA) (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D. C.: American Psychological Association [3rd printing]. ISBN: 9781433805622

Dossey, B. & Keegan, L. (2016). *Holistic nursing: A handbook for practice*. (7th ed.). Burlington, MA: Jones & Bartlett. ISBN: 9781284072679

Grossman, S.C., & Valiga, T.M. (2016). *The new leadership challenge: Creating the future of nursing* (5th Ed.). Philadelphia, PA: F.A. Davis Company. ISBN: 978-0-8036-5766-3

Murray, E. (2021). *Nursing leadership and management for patient safety and quality care* (2nd ed.). Philadelphia: F.A. Davis Company ISBN 978-0-8036-3021-5

RECOMMENDED TEXTS:

Chinn, P. (2013). *Peace and power: New directions for building community* (8th ed.). MA: Jones & Bartlett Learning. ISBN-13: 978-1449645557

TOPICAL OUTLINE:

1. Leadership vs. Management

- a. Leadership styles
- 2. Communication; conflict resolution; problem-solving
 - a. Interpersonal, inter-group
 - b. Conflict resolution/management
 - c. Giving and receiving feedback
 - d. Written, non-verbal
- 3. Team Building and Staffing
 - a. Performance Appraisal
- 4. Time management
- 5. Delegation guidelines
- 6. Models of Care Delivery
- 7. Financial structures for healthcare
 - a. Managing Budgets and resources
- 8. Quality and Safety
 - a. Definition Quality improvement
 - b. Models of Quality Improvement
 - c. National benchmarks
 - d. National Patient Safety Goals
 - e. Identifying risk
 - f. Safety of patients and staff
 - g. Roles of the nurse in safety and quality as part of an interprofessional team
 - h. Workplace Violence and Just Culture, Incivility
- 9. Informatics Processes
 - a. Information and communication technology tools used in patient care
 - b. Use of information and communication technology to gather data, create information, and generate knowledge.
 - c. Use of information and communication technologies and informatics processes to deliver safe nursing care.
 - d. Use of information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
 - e. Use of information and communication technologies in accordance with ethical, legal, professional, and regulatory standards.
- 10. Healthy Work Environments
- 11. Transition from Student to Professional Nurse and Beyond

COURSE ASSIGNMENTS:

EXAMS (50%): Midterm (25%) and Final (25%)

LEADERSHIP CHARACTERISTICS AND SKILLS ASSESSMENT WITH SELF-EVALUATION COMMENTARY (10%)

Complete the Grossman & Valiga (2016) Leadership Characteristics and Skills Assessment (Chapter 2 – Appendix – pp. 32-37). Write a one-two page reflective commentary in APA format that:

1)Evaluates your perception of your leadership skills and opportunities based on your score.

PROFESSIONAL RESUME (10%)

STAFFING ASSIGNMENT (20%)

PATIENT SAFETY GOALS AND HEALTHCARE TECHNOLOGY GROUP PROJECT (20%)

Groups will be assigned one of the national patient safety goals (or another safety concern). The group will then identify how healthcare technology improves patient safety and quality of care in relation to the topic. This project will be submitted as a narrated PPT or video.

ATI LEADERSHIP PROCTORED ASSESSMENT (10%)

BIBLIOGRAPHY:

Bacon, C.T., Gontarz, J., & Jenkins, M. (2022). Transitioning from nurse-patient ratios to workload

intensity staffing: What helps and hinders the change. *Journal of Nursing Administration*, 52(7/8), 413-418. DOI:10.1097/NNA.0000000000001174

Dempsey, C. (2022) Nursing leadership across the continuum: The nurse leader in industry. *Nursing*

Administration Quarterly, 46(4), 283-290. DOI: 10.1097/NAQ.0000000000000544

Hagle, M., Dwyer, D., Gettrust, L., Lusk, D., Peterson, & K., Tennies, S. (2019). Development and

implementation of a model for research, evidence-based practice, quality improvement, and

innovation. *Journal of Nursing Care Quality*, 35(2), 102-107.

DOI:10.1097/NCQ.0000000000000422

Prestia, A. (2016, August). Existential authenticity: Caring strategies for living leadership presence.

International Journal for Human Caring, 20(1),8-11.

Schoenhoffer, S. & Boykin, A. (2022). Storytelling: A strategy for caring connection in creative nursing

leadership. *Nurse Leader*, 349-351. <https://doi.org/10.1016/j.mnl.2022.01.009>

COURSE SPECIFIC LITERATURE:

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE SCHEDULE

Date	Topic	Read/Listen	Assignment
Week 1	Review Course Syllabus 1. Leadership vs. Management a. Leadership styles	Read Syllabus Murray Chapter 3 ATI Ch. 1	Class Activity: Learning Activities
Week 2	Communication; conflict resolution; problem-solving 1. Interpersonal, inter-group 2. Conflict resolution/management 3. Giving and receiving feedback 4. Written, non-verbal 5. Team Building	Murray Chapters 8 and 15	Class Activity: Learning Activities

Week 3	Staffing and scheduling	Murray Chapter 11	Class Activity: Learning Activities
Week 4	Prioritization and Delegation a. Time management b. Delegation guidelines	Murray Chapter 14 ATi Ch. 2	Class Activity: Learning Activities
Week 5	Models of Care Delivery	Murray Chapter 2	Class Activity: Learning Activities
Week 6	Financial Structures of Healthcare	Murray Chapter 16	Class Activity: Learning Activities

Week 7	<p>Quality and Safety</p> <p>Definition of Quality Improvement</p> <p>Models of Quality Improvement</p>	Murray Chapter 1	Midterm Exam
Week 8	<p>Quality and Safety</p> <ul style="list-style-type: none"> a. National benchmarks b. National Patient Safety Goals c. Identifying risk d. Safety of patients and staff e. Roles of the nurse in safety and quality as part of an interprofessional team 	Murray Chapters 7 and 9	
Week 9	<p>Quality and Safety</p> <ul style="list-style-type: none"> a. Identifying risk b. Safety of patients and staff c. Roles of the nurse in safety and quality as part of an 	<p>Murray Chapter 13</p> <p>ATI Ch. 5</p>	

	interprofessional team		
Week 10	Working with the Interprofessional Team		
Week 11	<p>Information Technology</p> <ul style="list-style-type: none"> a. Information and communication technology tools used in patient care b. Use of information and communication technology to gather data, create information, and generate knowledge. c. Use of information and communication technologies and informatics processes to deliver safe nursing care. 	Murray Chapter 10	
Week 12	<p>Informatics Processes</p> <ul style="list-style-type: none"> d. Information and communication technology tools used in patient care e. Use of information and communication technology to gather data, create information, and generate knowledge. f. Use of information and communication technologies and informatics processes to deliver safe nursing care. 	Murray Chapter 10	
Week 13	Creating and Sustaining a Healthy Work Environment	Murray Chapter 12	

Week 14	Workplace Violence and Just Culture		
Week 15	Transitioning from Student to Professional Nurse and Beyond	Murray Chapter 17	Professional Resume
Week 16	Final		Final Exam

--	--	--	--

COURSE POLICIES & GUIDELINES

CARING FOR YOURSELF

In this course, you need to be organized, aware of time constraints in your own schedule, and committed to devoting adequate time required for successful completion of your coursework. There is a considerable amount of reading required. Being organized is essential for achieving your best and integral to caring for yourself.

COLLEGIAL CARING

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by treating each other in a caring manner and by supporting each other to grow from each experience.

COMMUNICATION

CANVAS will be the electronic communication tool for this course. Class announcements and course documents will be posted on CANVAS. It is the student's responsibility to check the site periodically for updates. Any group and individual email will be sent via CANVAS to the FAU e-mail address so please be sure that you check your **CANVAS** FAU email regularly.

CLASS ASSIGNMENTS

Academic Skills

Competence with writing and grammar skills is expected of all students. If you self-identify at the beginning of the semester that you need any assistance with basic grammar, punctuation, and comprehension, please seek help immediately from the University Center for Excellence in Writing (free service) and prior to handing in your first assignment. APA (7th ed.) Publication Manual of the American Psychological Association is used for formatting all written assignments (no exceptions). It is your responsibility to learn APA (7th ed.) style of writing.

SUBMITTING ASSIGNMENTS

Written assignments are due by 11:59 PM on the date specified, within the course schedule. You will need to upload assignments into CANVAS in order to receive a grade. **Please note also that assignments sent by email will not be accepted.**

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy, 4.001

POLICY ON LATE SUBMISSION OF ASSIGNMENTS

Assignments are due on the day assigned. Professional practice realizes due dates and deadlines. Discussion Board posts must be submitted timely to support a discussion. Discussion board posts will not be accepted after the due date. For written assignments, 10% of the allotted points per day will be deducted for late submission. **No assignments will be accepted after three days from due date.**

GRADES

Grades will be posted in the CANVAS Grade book. The Grade book information is confidential and only the professor and the individual student have access to that information. You can follow your course progress through the Grade Book. Assignments will be graded within 1 week of due date. **All course requirements and objectives must be met in order to obtain a passing grade. A grade of “C” is required to pass this course.**

STUDENT HANDBOOK

Students are responsible and accountable for understanding and adhering to the student policies found in the Student Handbook. Students are reminded that the College of Nursing Professional Statement undergraduate handbook policies and procedures, and University undergraduate catalog policies related to academic integrity apply to all written assignment, verbal communications, documentation in the medical record, and other course activities. All policies in the Christine E. Lynn College of Nursing Undergraduate Student Handbook and the FAU Undergraduate Catalogs apply to this course. ADHERENCE TO ALL HIPAA GUIDELINES IS MANDATORY

COLLEGE OF NURSING POLICIES

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

Policies below may be found in:

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

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student

enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

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

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

DISABILITY STATEMENT:

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

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

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

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

INCOMPLETE POLICY:

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

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with

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

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

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

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

RELIGIOUS ACCOMMODATION:

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

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

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

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board

of nursing review process, etc. In such cases, materials will be used within the college and university.

FACE COVERINGS and PPE in Laboratory

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

ATI Assessment and Remediation Program Policy

Introduction

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

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

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

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

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

Practice Assessments

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

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

Proctored Assessments

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

Proctored Assessments

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

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

Students earning a level 1 or below a level 1:

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

Students earning a level 2 on the first attempt:

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

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

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

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

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

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

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

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

PROFESSIONAL STATEMENT

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

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

Approved in Faculty Assembly 11/28/201



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.'