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| **FLORIDA ATLANTIC UNIVERSITYCHRISTINE E. LYNN COLLEGE OF NURSINGCOURSE SYLLABUSSEMESTER: 2015 Spring** |
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| **COURSE NUMBER:** | NUR4824C  |
|    |    |
| **COURSE TITLE:** | Professional Development in Nursing 1: Ethical and Legal Perspectives of Caring  |
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| **COURSE FORMAT:** | Live  |
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| **CREDIT HOURS:** | 1  |
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| **COURSE SCHEDULE:** | Wednesdays 3:00 PM - 4:50 PM, Room 201  Boca Raton Campus |
|    |    |
| **PREREQUISITES:** | Admission to BSN Program  |
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| **COREQUISITES:** | None  |
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| **FACULTY:** | Lisa Kirk Wiese, PhD, RN Office: 317OOffice Phone: 561-297-4644Cell: 561-573-5765 (Preferred Method of Contact) Email: lwiese@fau.edu |
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| **OFFICE HOURS:** | Monday and Wednesdays 12:00 PM - 3:00 PM and by appointment  |
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| **COURSE DESCRIPTION:** | Provides an introduction to the profession of nursing with emphasis on professional and personal accountability and theory-guided practice. Legal and ethical principles are examined and applied in nursing situations. Provides opportunities to establish personal and professional boundaries, examine individual beliefs and values and develop a personal philosophy of nursing emerging from the College of Nursing philosophy of caring.  |
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| **COURSE OBJECTIVES:** | Upon completion of NUR4824C , the student will be able to: |
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| **Becoming competent**

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|   | 1.  | Identify the critical value of a liberal education as a foundation for baccalaureate generalist nursing practice. (Program Outcome 1-12; Essential I). |
|   | 2.  | Explain the significance of information and patient care technology in delivering quality patient care. (Program Outcome 1-12; Essential IV). |

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| **Becoming compassionate**

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|   | 3.  | Explore ethical knowing in nursing as nurturing the wholeness of others through caring. (Program Outcome 1-12; Essential I, VIII). |

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| **Demonstrating comportment**

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|   | 4.  | Examine professional and personal accountability and responsibility in nursing and apply to situations. (Program Outcome 1-12; Essential VIII). |
|   | 5.  | Recognize the significance of protecting patient privacy and confidentiality of patient records and other privileged communications. (Program Outcome 1-12; Essential IX). |

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| **Becoming confident**

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|   | 6.  | Identify the legal foundations, theories and principles of nursing as caring. (Program Outcome 1-12; Essential V and VIII). |
|   | 7.  | Examine professional and personal accountability and responsibility in nursing and apply to nursing situations. (Program Outcome 1-12; Essential IX). |

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| **Attending to conscience**

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|   | 8.  | Identify the ethical foundations for nursing practice. (Program Outcome 1-12; Essential VIII). |
|   | 9.  | Describe state and national statutes, rules, and regulations that authorize and define professional nursing and differentiated practice. (Program Outcome 1-12; Essential V). |

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| **Affirming commitment**

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|   | 10.  | Discuss the professional identity of the baccalaureate prepared registered nurse as a provider of care, manager of care, and member of a profession. (Program Outcome 1-12; Essential VIII, IX). |
|   | 11.  | Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. (Program Outcome 1-12; Essential IX). |

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| **TEACHING LEARNING STRATEGIES:** |
| Group discussions, class activities, nursing situation analysis, short papers, audiovisuals, and assigned readings. An interactive classroom response system (Tophat) is required. **Regular classroom attendance is vital for completion/submission of course assignments.** |
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| **GRADING AND EVALUATION METHODS:** |
| COURSE ASSIGNMENTS:

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| **Students must achieve a C (73% or 73 points) to receive a Satisfactory****(S) grade in this course. A grade below C is unsatisfactory (U)  and is not a passing grade in the Undergraduate program** |
| **Evaluation Method** | **Points** | **Percentage** | **Due Date** |
| Professional Assignment: Individual | 10 | 10% | January 20 |
| Legal Assignment: Individual | 10 | 10% | January 27 |
| Ethical Assignment: Group | 10 | 10% | February 3 |

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| Electronic Portfolio: Individual | 10 | 10% | February 10 |
| Class Participation | 05 | 5% |   |
| Quizzes (4) | 50 | 50% | Units 2,3,4,6 2,2M22,3,4, |
| Final ATI Exam | 05 | 5% | February 18 |
| Total | 100 | 100% | Ends Feb. 20 |

**1.  Professional Assignment****Purpose: This assignment allows the student to reflect upon personal definition of nursing, own core values, and reason for pursuing a nursing  degree.****Course Objective: 1, 3, 4, 7, 10, 11****Due Date: January 20, 2015**

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| **Grading Criteria** | **Points** | **Percentage** | **S/U** |
| **Discuss personal reason(s) for pursuing nursing degree.** | **2 points** | **20%** |   |
| **Identify at least 3 core values that exemplify self-values and relate them to nursing values** | **5 points** | **50%** |   |
| **Describe personal definition of nursing** | **1 point** | **10%** |   |
| **Format: APA****Grammar, including sentence structure, spelling paragraphing****& organization: writing style,  logic****Timely submission** | **2 points** | **20%** |   |
| **Total** | **10 points** | **100%** |  |

**2.  Legal Assignment****Purpose: The purpose of this assignment is to apply the student’s knowledge of legal terminology and concepts to a nursing  situation.****Course Objectives: 2, 3, 4, 5, 6, 7, 9, 10, 11****Due Date: January 27, 2015**

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| **Grading Criteria** | **Points** | **Percentage** | **S/U** |
| **Discuss the legal principles evident in the nursing situation** | **2 points** | **20%** |   |
| **Discuss the professional and personal responsibilities of the nurse in the nursing situation** | **2 points** | **20%** |   |

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| **Correlate the HIPPA guidelines to the nursing situation** | **2 points** | **20%** |   |
| **Relate at least 1 scholarly article to the nursing situation and legal principles.** | **2 points** | **20%** |   |
| **Format: APA** | **2 points** | **20%** |   |

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| **Grammar, including sentence structure, spelling paragraphing****& organization: writing style,  logic****Timely submission** |   |   |   |
| **Total** | **10 points** | **100%** |  |

**3.Ethical Assignment****Purpose: The purpose of this assignment is to apply the ethical principles and concepts to a nursing situation.****Course Objectives: 3, 4, 5, 7, 8, 10, 11****Due Date: February 3, 2015**

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| **Grading Criteria** | **Points** | **Percentage** | **S/U** |
| **Describe the ethical principles within the Code for Nurses in the nursing situation and its effect on ethical decision making** | **2 points** | **20%** |   |
| **Explain how nurses can use the ethical principles within the Code for Nurses to demonstrate Roach’s 6 C’s of Caring** | **2 points** | **20%** |   |
| **Discuss the use of ethical principles (patient autonomy, nonmaleficence, beneficence and justice) to explore the nurse- patient relationship in the nursing situation** | **2 points** | **20%** |   |
| **Relate at least 1 scholarly article to the nursing situation** | **2 points** | **20%** |   |
| **Format:****Clarity of presentation****&  aesthetics** | **1 point** | **10%** |   |
| **Group Peer Evaluation** | **1 point** | **10%** |   |
| **Total** | **10 points** | **100%** |  |

4.   Electronic Portfolio**Purpose: The purpose of an electronic portfolio is to assist the student in developing an electronic journey of their nursing profession.****Course Objectives: 1, 4, & 10****Due Date: February 10, 2015**

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| **Grading Criteria** | **Points** | **Percentage** | **S/U** |
| **Develop an electronic portfolio** | **2 points** | **20%** |   |
| **Include: Personal Definition of  Nursing** | **2 points** | **20%** |   |
| **Include at least 3 reference materials related to course content: profession, CON, legal and  ethical** | **2 points** | **20%** |   |
| **Include at least 2 goals for personal growth & professional development** | **2 points** | **20%** |   |
| **Format:****Aesthetics of portfolio, grammar, spelling and organization Timely****submission** | **2 points** | **20%** |   |
| **Total** | **10 points** | **100%** |  |

**5. Class Participation: 5 points/5%**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 nursing, legal and ethical concepts and values. Participation points will be awarded randomly throughout the semester via i-clicker activation. In order to earn the full amount of points, the student must be present at the time of the i-clicker activation. A student who misses a class is responsible for content presented during an absence. 6. Quizzes (4): 50 points total or 50% of the grade**January 14** (Unit 2), **January 21** (Unit 3), **January 28** (Unit 4), **February 11** (Unit 6):The course has 4 quizzes for a total of 50 points (50%). Students must have their own computer, as quizzes will be given in class on BB via respondus lockdown. Student must achieve a 73% and above (total) to achieve a Satisfactory grade.7. Final ATI exam: 05 points/5% of the gradeFebruary 18, 2015   |
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|  | **GRADING SCALE:**

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| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76\* |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | Below 59 |

\* A grade of at least a “C” must be received in order to pass this class. |
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| **REQUIRED TEXTS:** |
| American Nurses Association. (2010). Nursing Scope & standards of practice. (2nd ed.). Silver Springs, MD:           Author. American Nurses Association. (2010). Nursing’s social policy statement: The essence of the profession. (3rd ed.). Silver Springs, MD: Author. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. Fowler, M. ed. (2010). Guide to the code of ethics for nurses. Silver Springs, Md.: American Nurses Association.  ELECTRONIC LEARNING TOOL:“Tophat” interactive classroom response system for cellular phones   |
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| **RECOMMENDED TEXTS:** |
|       Davis, A., Fowler, M. & Aroskar, M. (2010). Ethical dilemmas and nursing practice. (5th ed.). Upper Saddle River, NJ: Pearson. Masters, K. (2013). Role development in professional nursing practice (3rd ed.). Burlington, MA: Jones & Bartlett. Smith, M. C., Turtal, M. C., & Wolf, Z. R. (2013). Caring in nursing classics: An essential resource. New York: Springer Publishing. |
| **TOPICAL OUTLINE:** |
| Topical OutlineA. Nursing Profession1. Nursing Defineda. Historicalb. Current2. Nursing Valuesa. Core Valuesb. Roach’s Six C’sc. Mayeroffs Caring Ingredients3. Professional Criteriaa. Flexner's Criteriab. Bixler & Bixlerc. Hall4. Education of Nursesa. AACN Essentials of BSN Educationb. Educational Paths: AD, BSN, MSN, DNP, PhD5. Roles & Responsibilities:a. Leaderb. Managerc. Provider of Care6. Nursing Organizations:a. ANAb. Sigma Theta Tauc. ACCN7. Major Reports:a. Institute of Medicine: Future of Nursing,b. QSENc. Affordable Healthcare ActB. Christine E. Lynn College of Nursing1. Mission, Philosophy, Conceptual Framework2. Guiding Values/Principles3. Curriculum4. Administrators/Faculty5. Students: OrganizationsC. Legal Foundation1. National Council Board of Nursinga. NCLEX2. Licensure RN, Advance Practice3. Florida Nurse Practice Act4. Health Insurance Portability and Accountability Act Information (HIPPA)a. Violationsa.   5. Legal Concepts Relevant to Health Carea. Malpracticeb. Negligencec. Torts6. Legal Issues in Practicea. Advance Directivesb. DNRc. Informed Consentd. Advocacye. Peer ReviewD. Ethical Foundation1. ANA Code of Ethics2. Ethical theories and principles3. Ethical principles used in nursing situations4. Ethical reasoning in the ethical decision-making process5. Rights-based issues across the lifespan6. Ethical Issues confronting nursing today |
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| **COURSE ASSIGNMENTS:** |
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| **Evaluation Method** | **Points** | **Percentage** | **Due Date** |   |
| Professional Assignment: Individual | 10 | 10% | January 20 | 1, 3, 4, 7, 10, 11 |
| Legal Assignment: Individual | 10 | 10% | January 27 | 2, 3, 4, 5, 6, 7, 9, 10,11 |
| Ethical Assignment: Group | 10 | 10% | February 3 | 3, 4, 5, 7, 8, 10, 11 |
| Electronic Portfolio: Individual | 10 | 10% | February 10 | 1, 4, 10 |
| Class Participation | 05 | 5% |   |   |
| Quizzes (4) | 50 | 50% | Units 2,3,4,6 2,2M22,3,4 | all |
| Final ATI Exam | 05 | 5% | February 18 | all |
| Total | 100 | 100% | Ends Feb. 20 |   |
|   |

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| **BIBLIOGRAPHY:** |    |
| Aber, C., & Hawkins, J. (1992). Portrayal of nurses in advertisements in medical and nursing journals. Image: Journal of Nursing Scholarship, 24(4),  289-293.American Association of Colleges of Nursing. (2008). The essentials of baccalaureate education for professional nursing. Washington, DC:  Author. Barret, E. A, M. (2002). What is nursing science? Nursing Science Quarterly, 15 (1),  51-60. Berragan, L. (1998). Nursing practice draws upon several different ways of knowing. Journal of Clinical Nursing, 7(3), 209-217. Brooks, J. A., & Kleine-Kracht, A. E. (1983). Evolution of a definition of nursing. Advances in Nursing Science, 5(4), 51-85. Carper, B. A. (1978). Fundamental patterns of knowing in nursing. Advances in Nursing Science, 1(1), 13-23. Christman, L. (1998). Who is a nurse? Journal of Nursing Scholarship, 30(3),  211-214. Donaldson, S. & Crowley, D. (1978). The discipline of nursing. Nursing Outlook, 26, 114-120. Gordon, S. (2002). Thinking like a nurse: You have to be a nurse to do it. Nursing Inquiry,9(1), 57-61. Eley, D.. E;y, R. Bertello, M., & Rogers-Clark, C. (2012). Why did I become a nurse? Personality traits and reasons for entering nursing. Journal of Advanced  Nursing,.Institute of Medicine. (2011). The future of nursing: Leading change, advancing health. Washington, D.C.: The National Academies Press. Lane, S. & Kohlenberg, E. (2010). The future of baccalaureate degrees for nurses. Nursing Forum, 45(4), 218-22 Reed, P. G. (1997). Nursing: The ontology of the discipline. Nursing Science Quarterly, 10(2), 76-79. Smythe, E. (2008). Feeling like a nurse: Recalling the spirit of Nursing. Journal of Holistic Nursing, 26(4), 243-252.. White, J. (1995). Patterns of knowing: Review, critique, and update. Advances in Nursing Science, 17(4),  73-86. |
|    |
| **COURSE SPECIFIC LITERATURE:** |
| **Essential Literature on Caring**Boykin, A. & Schoenhofer, S. (2001). Nursing as caring: A model for transforming practice.Mississauga, Ontario: Jones &  Bartlett. Buber, M. (1970). I and thou. New York:  Scribner Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). Nursing, caring, and complexity  science.New York: Springer Publishing  Company Johns, C. (2013). Becoming a reflective practitioner (4th ed). Hoboken, N.J.: Wiley- Blackwell.ISBN: 978-0470674260 Leininger, M. & McFarlane, M.R. (2002). Transcultural nursing: Concepts, theories, research, and practice. New York: McGraw-Hill, Medical Publishing  Division.         Locsin, R.C. (2005). Technological competency as caring in nursing: A model for practice. Indianapolis, Indiana, USA: Sigma Theta Tau International Honor Society of Nursing.          Mayeroff, M. (1971). On caring. New York:  HarperCollins.         Paterson, J. & Zderad, L.T. (1988). Humanistic nursing. New York: Nationa League for Nursing.         Roach, M.S. (1987). The human act of caring: A blueprint for the health  professions.Ottawa: Canadian Hospital  Association.          Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). Caring in nursing classics: An essential resource. New York: Springer Publishing  Company.          Watson, J. (2009). Assessing and measuring caring in nursing and health  sciences.New York: Springer Publishing  Company.         Watson, J. (2008). The philosophy and science of caring. Revised edition. Boulder: University Press of Colorado. **Essential Literature on Caring**Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming**practice.* Mississauga, Ontario: Jones & Bartlett. Buber, M. (1970). *I and thou*. New York: ScribnerDavidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science.* New York: Springer Publishing CompanyJohns, C. (2013). Becoming a reflective practitioner (4th ed). Hoboken, N.J.: Wiley-Blackwell. ISBN: 978-0470674260Leininger, M. & McFarlane, M.R. (2002). *Transcultural nursing: Concepts, theories,*       *research,* *and practice.* New York: McGraw-Hill, Medical Publishing Division. Locsin, R.C. (2005). *Technological competency as caring in nursing: A model for*       *practice.* Indianapolis, Indiana, USA: Sigma Theta Tau International Honor       Society of Nursing.Mayeroff, M. (1971). On caring. New York: HarperCollins.Paterson, J. & Zderad, L.T. (1988). Humanistic nursing. New York: National League for Nursing.Roach, M.S. (1984). *Caring: The human mode of being: Implications for nursing.*       Toronto: Faculty of Nursing, University of Toronto.Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions.*       Ottawa: Canadian Hospital Association. Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An* *essential resource.* New York: Springer Publishing Company.Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences.*       New York: Springer Publishing Company.Watson, J. (2008). *The philosophy and science of caring*. Revised edition. Boulder:University Press of Colorado.  |

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| COLLEGE OF NURSING POLICIES |
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| Policies below may be found in: a). The faculty reserves the right to make changes in course content and requirements. b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <http://nursing.fau.edu/undergraduatehandbook> c). 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:** The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. 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. 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: <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.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 (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton SU 133 (561-297-3880), in Davie - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures. http://osd.fau.edu/ **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 nonattendance. 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 absence 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. **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. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use student 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. |

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| **COURSE SCHEDULE** |
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| **Week/ Learning Unit** | **Dates** | **Topic** | **Readings** | **To Do** |
|  **Week One** |  January | Course Introduction, | Syllabus |     Review BB and APA Tutorials    Syllabus Quiz    Post student introduction |
| Requirements, & | Course Schedule |
| **START HERE** | 7‐January | Resources | Instructor/Student |
| 13 | introduction |
| **Week Two** | January | Nursing as a discipline | Social Policy Statement; | Ensure that ATI Access |
| **LEARNING** | 14 ‐ | and a profession | Pages 3‐10 | is enabled (for pre‐ |
| **UNIT TWO:** | January |   | Appendix B pp. 88‐92 | licensure students) |
|   | 20 | Values that guide the | Appendix C pp. 110‐119 |   |
| **Professional** | nursing profession | Appendix D pp. 139‐144 | **Assignment Due** |
| **Nursing** |   |   | **January 20:** |
| Nursing's Social Policy Statement | ATI: Getting Started (for pre‐licensure students) | Professional Reflection/Definition |
| **Quiz 1** |
|  **Week Three** | January | The national statutes | Social Policy Statement; |  **Assignment Due** |
| 21 – | rules and regulations | Appendix A |
| **LEARNING** | January | that authorize and | **January 27th:** |
| **UNIT THREE:** | 27 | define professional | Applying Legal |
|   | nursing and | Principles to Nursing |
| **Legal** | differentiate practice | Situations |
| **Foundations** |   |   |
| **of Nursing** | The functions of the | **Quiz 2** |
| State Board of Nursing |

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|   |   | and the scope of the Nurse Practice Act The legal aspects of malpractice, negligence and mandatory reporting system Informed consent, do not resuscitate orders and advanced directives Patient Self Determination Act and the Patient Bill of Rights Health Insurance Accountability Information Act (HIPPA) Florida State Laws re RNs and the role of FNA in the legislative platform Examine professional and personal accountability and responsibility in nursing and apply to nursing situations |   |   |
|  **4** | January 28 –February 3 | ANA Code of Ethics Ethical theories and principles and its application to the code of ethicsValues and code of ethics influence our decision making | Readings Guide to the Code of Ethics for Nurses: pp. 2‐9& pp. 12‐22 ANAhttp://www.nursingworld. org/ethics | **Assignment Due February 3:** Applying Ethical Principles to Nursing Situations **(Group Presentations)** **Quiz 3** |
|  **5** | February 4 –February 10 | Synthesis of becoming a professional nurse | Review of all reading materials | **Assignment Due February 10:** Electronic Portfolio **NO Quiz this week** **Group Presentations,** |

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|  **5** | February 4 –February 10 | Synthesis of becoming a professional nurse | Review of all reading materials | **Assignment Due February 10:** Electronic Portfolio **NO Quiz this week** **Group Presentations, continued** |
|  **6** | February | Evaluation of Ethical | Review of all reading | **Quiz 4** |
| 11‐ | and Legal Principles | materials |   |
| February | **Group Presentations,** |
| 17 | **continued** |
|   | FINAL | Review of all content |   | Final Exam |

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| CHRISTINE E. LYNN COLLEGE OF NURSING |
| **STATEMENT OF PHILOSOPHY** |
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|         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 patters 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.' |

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