

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS  
SEMESTER: 2013 Fall**

- COURSE NUMBER:** NUR4638
- COURSE TITLE:** Population Health: Nursing Situations
- COURSE FORMAT:**
- CREDIT HOURS:** 3
- COURSE SCHEDULE:** Wednesdays 1:00 pm – 3:50 p.m. Location: College of Nursing Building Room 202.
- PREREQUISITES:** NUR 4125
- PREREQUISITES OR COREQUISITES:** NUR 3065, NUR 3065L
- FACULTY:** Karethy Edwards, DrPH, APRN, FNP-BC  
Associate Dean for Academic Programs &  
Professor  
Boca Raton Campus: College of Nursing Building, Room 304  
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- OFFICE HOURS:** Thursdays 1:30 pm to 3:30 pm and by appointment.
- COURSE DESCRIPTION:** Emphasizes promoting the well-being of populations across the lifespan. Explores core public health functions, principles of epidemiology, theoretical models of cultural competency, determinants of health, health promotion and disease and injury prevention. Addresses evidence-based clinical prevention responses, including information technology, interprofessional collaboration, population-focused advocacy partnerships and the caring role of the professional nurse to improve population health and minimize the consequences of mass emergencies.
- COURSE OBJECTIVES:** Upon completion of NUR4638, the student will be able to:
- Becoming competent**
1. Assess protective and predictive factors, including genetics, which influence the health of families, communities, and populations. (Program Outcome 1-12; Essentials I, VII).
  2. Explore core public health functions, principles of epidemiology, determinants of health, health promotion, and disease and injury prevention. (Program Outcome 1-12; Essentials V, VII).
  3. Use evidence based clinical prevention practices to guide nursing responses to health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan. (Program Outcome 1-12; Essentials III, VII).
  4. Apply theoretical models of cultural competency to promoting the wellbeing of populations. (Program Outcome 1-12; Essentials I, III).
  5. Compare and contrast the public health infrastructures and the role of the professional nurse in other countries. (Program Outcome 1-12; Essentials II, V, IX).
  6. Examine the impact of health policy on population wellbeing. (Program Outcome 1-12; Essentials V, VI).
  7. Incorporate information technology to improve the health of populations and minimize the consequences of mass emergencies. (Program Outcome 1-12; Essentials IV, VII).
- Becoming compassionate**
8. Examine the caring role of the nurse in promoting the health and wellbeing of populations across the lifespan. (Program Outcome 1-12; Essentials II, VII, IX).
  9. Develop innovative caring responses to population health promotion, disease and injury prevention. (Program Outcome 1-12; Essentials III, VII, IX).
  10. Develop nursing responses that advocate for promoting and protecting the health of vulnerable populations. (Program

Outcome 1-12; Essentials III, VI, VII, VIII, IX).

**Demonstrating comportment**

11. Develop effective communication strategies to foster interprofessional collaboration and population focused partnerships to improve the health of populations across the lifespan. (Program Outcome 1-12; Essentials IV, VI).

**Becoming confident**

12. Integrate knowledge of self and an understanding of the wholeness of persons and connectivity with the environment to develop holistic responses to population focused care. (Program Outcome 1-12; Essentials VII, VIII, IX).

**Attending to conscience**

13. Examine ethical and political issues impacting the health of populations. (Program Outcome 1-12; Essentials VII, VIII).

**Affirming commitment**

14. Describe the role and scope of practice of the professional nurse in providing safe, ethical, efficient, cost effective, quality care for populations across the life span. (Program Outcome 1-12; Essential IX).

15. Develop culturally tailored and developmentally appropriate population focused health information to improve health literacy and promote wellbeing based on current evidence-based practice. (Program Outcome 1-12; Essentials I, III, IV, VII).

**TEACHING LEARNING STRATEGIES:**

Teaching strategies include lecture, discussion, reading, films, nursing situations and responses, health literacy teaching projects, group presentations, and innovative caring in the community learning project.

**GRADING AND EVALUATION METHODS:**

**GRADING & EVALUATION METHODS:**

Assignment	% Value	Due Date
<b>Assignment 1:</b>		
Group response to the impact of Lillian Wald's and other public health nurses' contributions to public health in the United States.	S/U	Week 1
<b>Quiz # 1</b>	5%	Week 3
<b>Assignment 2:</b>		
Complete Self-Study Modules - Continuing Education Activities: <i>Self-Study Modules on Tuberculosis 1 – 5.</i>	5%	Week 5
Submit your completed CEUs for modules 1-5		
<b>Quiz #2</b>	5%	Week 5
<b>Mid-Term Exam</b>	20%	Week 6
<b>Assignment 3:</b>		
Develop a health literacy sheet for a selected population based Leventhal's Illness Representation Model.	5%	Week 11
<b>Assignment 4:</b>		
Class Presentation & Paper Innovations in Caring:	15%	Week 13
Nursing Responses to Strengthen Community Capacity for Caring.		
<b>Class Participation</b>	15 %	
<b>Final Exam</b>	25%	<b>As scheduled</b>
<b>ATI Exam</b>	5%	

**GRADING SCALE:**

Grade below C is not passing in the Undergraduate program

- 93 - 100 = A
- 90 - 92 = A-
- 87 - 89 = B+
- 83 - 86 = B
- 80 - 82 = B-
- 77 - 79 = C+
- 73 - 76 = C
- 70 - 72 = C-
- 67 - 69 = D+
- 63 - 66 = D
- 60 - 62 = D-
- 0 - 59 = F

## REQUIRED TEXTS:

Stanhope, M. & Lancaster, J. (2012). *Public Health Nursing: Population-Centered Health Care in the Community* (8<sup>th</sup> ed.). Maryland Heights, MO: Elsevier-Mosby.

## RECOMMENDED TEXTS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, (6<sup>th</sup> ed.). Washington, DC: Author.

Institute of Medicine. (2001). *Crossing the quality chasm: a new health system for the 21st century*. Washington, DC: National Academy of Sciences Press.

Institute of Medicine. (2002). *Unequal treatment: confronting racial and ethnic disparities in healthcare*. Washington, DC: National Academy of Sciences Press.

Institute of Medicine. (2010). *The future of nursing: leading change, advancing health*. Washington, DC: National Academy of Sciences Press.

Smith, M. C., Turkel, M. C., & Wolf, Z. R. (Eds.). (2013). *Caring in nursing classics: An essential resource*. New York, NY: Springer Publishing Company.

## TOPICAL OUTLINE:

### Introduction to the Course

### Public health principles & core functions

Historical overview of public health

Community/Public health situations & responses

Health Promotion/Disease Prevention

Exemplars: Lillian Wald, Margaret Sanger, Mary Breckenridge

& other Historical leaders: Connecting Caring with Nursing Responses

Population-based Public Health Nursing Practice

### Principles of Epidemiology:

Epidemiological model; demographic measures,

morbidity, mortality, incidence, prevalence, rates,

ratios, proportions, relative risk factors,

attributable risk, cause & association; odds ratio;

health status indicators, control of disease in populations,

determinants of health, screening & referral,

sources of community health data

public health surveillance & outbreak investigation

Epidemiological Exemplar: HIV/AIDS

### Infectious Diseases:

Prevention, Screening, & Treatment

Exemplars: TB, Influenza, hepatitis & STIs

**Cultural Competency;**

Health Disparities

Health Literacy & Health Education with diverse populations

**Health Promotion:**

School settings, vulnerable populations, poverty & homelessness

rural communities, urban Communities; children's health, family assessment,

community assessment, family health risks;

Screening & Referral

**Public Health Policy & Advocacy**

Patient Protection & Affordable Care Act

Nursing responses

**Health Behavior Change Theories & Population Focused Caring;**

(weight control, physical activity, nicotine management);

Evidence-based clinical prevention practice model.

**Environmental Health**

Home, Community, Local & global

**Emergency Preparedness**

Natural & Human created disasters

**Immunizations**

Across the Lifespan

**Continuity of Care**

Chronic Conditions of adults/ Case Management

**Innovations in Caring for the Community**

**COURSE ASSIGNMENTS:**

**Assignment 1:** Working in a group, select one historical public health nurse. Discuss and record a minimum of 4 contributions of this nurse to public health in the United States. Describe the impact of their work on our current society by providing 3-4 examples.

**Assignment 2:** Complete Self-Study Modules - Continuing Education Activities: *Self-Study Modules on Tuberculosis* 1 – 5. Submit your completed CEUs for modules 1-5 as a \*.pdf file to Blackboard Assignment 2.

**Assignment 3:** Develop a health literacy sheet for a chronic illness (i.e. diabetes, hypertension, asthma, arthritis) of a selected population based Leventhal's Illness Representation Model. Use the grading grid to develop your sheet. Students will work individually.

**Assignment 4: Class presentations & Paper:** Innovations in Caring: Nursing Responses to Strengthen Community Capacity for Caring. Develop a 5 page paper and Poster Presentation on your Innovation in Caring: Nursing Responses to Strengthen Capacity for Caring. Students will work in groups of 4 to develop an innovation related to any of the issues/situations in this course. The paper must include background and significance of the situation/issue, impact on the community, and innovative response to strengthen the capacity for caring.

**Late Assignments:** No late assignments will be accepted without 24 hours of prior notification to the faculty before the assignment is due date.

**Class Participation and Attendance:** Attendance/class activities points will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the professor. If you

are unable to attend class, please notify the professor. A student who misses a class is responsible for content presented during an absence.

**Exams:** There are two exams scheduled, Mid-Term and Final exams. Each exam will include material from assigned readings, websites, films, lectures, and topical class activities.

**Quizzes:** There will be 2 in class quizzes. There are no make ups for quizzes.

**BIBLIOGRAPHY:**

**COURSE SPECIFIC LITERATURE:**

Roach, S. (2002). *Caring: the human mode of being*. Ottawa, Ontario: CHA Presses de L'ACS.

Meiers, S. & Brauer, J. (2008). Existential caring in the family health experience: a proposed conceptualization.

*Scandinavian Journal of Caring Sciences*, 22(1), 110-117. DOI: 10.1111/j.1471-6712.2007.00586.x

## COURSE POLICIES & GUIDELINES

**1. Attendance:** Attendance/class activities points will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the professor. A student who misses a class is responsible for content presented during an absence.

**2. Exams:** Exams will be given at the beginning of class (see Course Schedule). The student must be present for the examination. Failure to be present for a scheduled exam will result in a "0" for the examination unless arrangements are made with the instructor PRIOR to the exam.

**3. Assignments:** Written assignments are due by midnight on the date specified on the course schedule. One point per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. If the student is unable to submit work on the designated date, arrangements must be made with the course professor BEFORE the due date to avoid the late penalty.

All assignments must be submitted via Blackboard as a .doc or .docx file by the specified due date. Unless specifically instructed by the faculty, **NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL**. Assignments submitted only through email will not be graded unless specifically instructed to submit via this route by the faculty.

**4. Use of Electronic and Personal Communication Devices in the classroom.** In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day.

**5. Email:** FAU email is recognized as the only email system that may be used for course correspondence. It is the responsibility of each student to periodically check their FAU email as important class information may be sent via this route.

In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard and sent to your FAU email. It is the student's responsibility to periodically check the board for class updates/clarifications. If the professor needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.

## COLLEGE OF NURSING POLICIES

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/index.php?main=3&nav=526>

c). **ATI Comprehensive Assessment and Review Program**

Individual access to ATI's Comprehensive Assessment and Review Program (CARP), a focused remediation resource, is required technology for this course. This comprehensive learning program offers unique remediation on each test and ties results directly back to the NCLEX®. To address diverse learning styles, this program offers multiple remediation tools, including traditional and online reading materials, videos, practice assessments and Internet sources.

Materials include multiple proctored assessments and online practice tests, as well as review materials in print and online formats. The assessments are followed by focused remediation that ties directly back to NCLEX. Each course-specific proctored exam provides an assessment of your mastery of course concepts linked to the NCLEX test plan. The course-specific proctored ATI assessment tests will count for 5 percent of your course grade.

- a. Full points are awarded for a minimum score of Level 2 on the Proctored Assessment.
- b. Half of the points are awarded for completion of the Proctored exam with a score of less than Level 2

- d). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/catalogRevs/academics.phpp> 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](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 – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

### 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 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.

**COURSE SCHEDULE**

WK #	TOPIC	ASSIGNMENTS
1 Aug 28	<p>Introduction to the Course:</p> <p>Public health principles &amp; core functions;</p> <p>Population-based Public Health Nursing</p> <p>Community/Public health situations &amp; responses</p> <p>Exemplar: Lillian Wald – Connecting Caring with Nursing Responses</p>	<p><b>Read:</b></p> <p>Stanhope &amp; Lancaster, Chapter 2</p> <p><b>View websites:</b> <a href="http://www.hhs.gov/about/">http://www.hhs.gov/about/</a>  <a href="http://www.hhs.gov/about/orgchart/">http://www.hhs.gov/about/orgchart/</a>  <a href="http://jwa.org/womenofvalor/wald">http://jwa.org/womenofvalor/wald</a></p> <p><b>Class Activity:</b> Images of nursing in the community</p> <p>Looking ahead, bring your laptop computer to class for week 2.</p>
2 Sept 4	<p>Principles of Epidemiology:</p> <p>Epidemiological model, demographic measures, morbidity, mortality, incidence, prevalence, rates, ratios, proportions, relative risk factors, attributable risk, cause &amp; association; odds ratio;</p> <p>health status indicators, control of disease in populations, determinants of health, screening &amp; referral, sources of community health data</p>	<p><b>Read:</b></p> <p>Stanhope &amp; Lancaster, Chapter 12</p> <p><b>View websites:</b> Fast-Facts from A-Z. Retrieved from <a href="http://www.cdc.gov/nchs/fastats/">http://www.cdc.gov/nchs/fastats/</a> E-Stats.</p> <p>Retrieved from <a href="http://www.cdc.gov/nchs/products/hestats.htm">http://www.cdc.gov/nchs/products/hestats.htm</a></p> <p>Health United States:  <a href="http://www.cdc.gov/nchs/hus.htm">http://www.cdc.gov/nchs/hus.htm</a></p> <p>CDC Wonder. Retrieved from <a href="http://wonder.cdc.gov/">http://wonder.cdc.gov/</a></p> <p><b>Class Activity:</b> Obtain epidemiological data impacting health and illness conditions.</p>
3 Sept 11	<p>Epidemiological Exemplar: HIV AIDS</p> <p>Public health surveillance and outbreak investigation</p>	<p><b>Read:</b> Stanhope &amp; Lancaster, pp. 317-321, Chapter 24</p> <p><b>View:</b> HIV in the United States at a glance: Fact sheet. Retrieved from <a href="http://www.cdc.gov/hiv/resources/factsheets/us.htm">http://www.cdc.gov/hiv/resources/factsheets/us.htm</a></p> <p><b>Class Activity:</b></p> <p>View &amp; Discuss excerpts from film <i>And the Band Played on</i>.</p> <p><b>Quiz # 1</b> on the film in class.</p>
	<p>Infectious Diseases:</p>	<p><b>Read:</b></p> <p>Stanhope &amp; Lancaster, pp. 286-296, 302, &amp; 321-335, 652-654 (immunizations)</p> <p><b>View &amp; Read:</b> CDC's Core Curriculum on Tuberculosis: What the Clinician Should Know.</p>



4 Sept 18	Prevention, Screening, & Treatment  Exemplars: TB, Influenza, Hepatitis & STIs  Immunizations	Retrieved from <a href="http://www.cdc.gov/lb/education/corecurr/default.htm">http://www.cdc.gov/lb/education/corecurr/default.htm</a>  <b>View website:</b>  Immunization schedules. Retrieved from: <a href="http://www.cdc.gov/vaccines/schedules/">http://www.cdc.gov/vaccines/schedules/</a>  <b>Class Activity:</b> Identify trends in STIs at the national, state, county levels for selected populations. Submit at the end of class.  <b>Assignment:</b> Complete Self-Study Modules - Continuing Education Activities: Self-Study Modules on Tuberculosis 1 – 5.  <b>Submit your completed CEUs for modules 1-5 in Blackboard.</b>  <b>On September 24, 2013 at 11:55 pm.</b>
5 Sept 25	Cultural Competence:  Health Disparities	<b>Read:</b> Stanhope & Lancaster, Chapter 7.  <b>Class Activity:</b> View <i>World's Apart</i> film clips. Participate in discussion groups.  <b>Quiz #2 over the Self-Study modules on Tuberculosis 1-5, in class September 25, 2013.</b>
6 Oct 2	<b>Mid-term Exam</b>  Health Literacy & Health Education  Nursing Situations: Health Promotion: vulnerable populations, rural communities, urban Communities  Caring for Families: Assessment, Empowerment & Healing	<b>Mid-Term Exam</b>  <b>Read:</b> Stanhope & Lancaster, pp. 354-360, Chapters 19, 27, 32  <b>Class Activity:</b> View Health Literacy Film.  Participate in discussion groups.
7 Oct 9	<b>Screening &amp; Referral : Head Start</b>  Health Promotion in schools	<b>Read:</b> Stanhope & Lancaster, chapters 28, 29, 33  Child Stats. Retrieved from: <a href="http://childstats.gov/">http://childstats.gov/</a>
8 Oct 16	<b>Screening : Head Start</b>  <b>School Health (continued)</b>	<b>Read:</b> Handouts  <b>Read:</b> Stanhope & Lancaster, Chapters, 16, 42  <b>Class Activity:</b> Nursing responses in health promotion with diverse low-income underserved populations.
9 Oct 23	Caring for the Community & Nation:  Community Assessment & Empowerment Responses;  Public Health Policy & Advocacy	<b>Read:</b> Stanhope & Lancaster, Chapters 5, 8, 18, 20, 21  <b>View websites:</b>  Affordable Care Act Snap shop Retrieved from <a href="http://www.whitehouse.gov/snapshots/expanding-access-affordable-health-care">http://www.whitehouse.gov/snapshots/expanding-access-affordable-health-care</a>  <a href="http://www.youtube.com/watch?v=zsqu_Ce8qec&amp;feature=youtu.be">http://www.youtube.com/watch?v=zsqu_Ce8qec&amp;feature=youtu.be</a>

		<b>Class Activity:</b> Discuss key aspects of the Affordable Care Act and ANA's response.
10	Health Behavior Change Theories & Population Focused Caring;  (weight control, physical activity, nicotine management);	<b>Read:</b> Stanhope & Lancaster Chapter 30  <b>Class Activity:</b> Nursing responses to health behavior change and health education.
Oct 30	Evidence-based clinical prevention practice model.	Looking Ahead:  <b>Assignment:</b> Develop a health literacy sheet for a selected chronic illness and population to promote health behavior change using Leventhal's theoretical evidence-based model. <b>Due week 12.</b>
11	Environmental Health	<b>Read:</b> Stanhope & Lancaster Chapters 10 & 23  <b>Class Activity:</b> Nursing Responses to environmental health conditions
Nov 6	Emergency Preparedness	<b>Class Activity:</b> Nursing Responses to disaster situations.
12	Global Health	<b>Read:</b> Stanhope & Lancaster, Chapters 4 & 22  <b>Class Activity:</b> Global health situations and nursing responses.
Nov 13	Continuity of Care  Case Management	<b>Read:</b> Class Handout  Evidence of the Chronic Care Model in the new millennium  Retrieved from: <a href="http://content.healthaffairs.org/content/28/1/75.full.pdf+html">http://content.healthaffairs.org/content/28/1/75.full.pdf+html</a>  <b>Class Activities:</b> Nursing situations addressing continuity of care  <b>Assignment: Health Literacy Sheet is due in Bb on November 13, 2013 at 11:55 pm.</b>
13	ATI Exam	Room TBA
Nov 20		
14	Class Presentation &  Paper Innovations in Caring:	<b>Class presentations of your Innovations in Caring:</b>  <b>Nursing Responses to Strengthen Community Capacity for Caring Paper/Presentation/ Preparation Time</b>
Nov 27	Nursing Responses to Strengthen Community Capacity for Caring	
15	Class Presentation &  Paper Innovations in Caring:	<b>Class presentations of your Innovations in Caring:</b>  <b>Nursing Responses to Strengthen Community Capacity for Caring is Due</b>
Dec 4	Nursing Responses to Strengthen Community Capacity for Caring.	
16		
Dec 11	<b>Final Exam</b>	<b>Exam is scheduled from 1:15-3:45</b>



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.'