

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department Nursing College Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
Prefix NGR Number 7119	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Lecture	Course Title Caring Science III: Innovative Methodologies to Study Caring Science	
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> Evaluates and designs caring science-based approaches in nursing and team science. Develops expertise in applying innovative methodologies to study phenomenon of interest within caring science.		
Effective Date <i>(TERM & YEAR)</i> Spring, 2021	Prerequisites NGR 7815, NGR 7818, NGR 7118 Caring Science II: Developing a Phenomenon of Interest Within Research Focus Areas		Corequisites None	Registration Controls <i>(Major, College, Level)</i>
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>				
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here See syllabus		
Faculty Contact/Email/Phone Christine Williams cwill154@health.fau.edu 561-297-0095		List/Attach comments from departments affected by new course		

Approved by Department Chair <u>Christine Williams</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____	Date 10/25/18 11.14.18 11/14/18 11/15/18
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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GRADUATE COLLEGE

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
SEMESTER: Spring 2021**

COURSE NUMBER: NGR 7119

COURSE TITLE: Caring Science III: Innovative Methodologies to Study Caring Science

COURSE FORMAT: Hybrid: once/monthly in-person meetings and canvas online instruction

CREDIT HOURS: 3

COURSE SCHEDULE: Hybrid: once/monthly in-person meetings and canvas online

PLACEMENT IN CURRICULUM: Second Year - Spring Semester – PhD in Nursing Program

PREREQUISITES: NGR 7815, NGR 7818, NGR 7118

COREQUISITES: None

FACULTY: TBA

OFFICE HOURS: TBA

COURSE DESCRIPTION:

Evaluates and designs caring science-based approaches in nursing and team science. Develops expertise in applying innovative methodologies to study phenomena of interest within caring science.

COURSE OBJECTIVES: Upon completion of NGR 7119, the student will be able to create caring responses in:*

Becoming competent

1. Create innovative research designs and methods for caring science.
2. Evaluates instruments for their usefulness, validity, and reliability for research in caring science.
3. Proposes research designs to test caring science-based interventions/approaches.

Becoming compassionate

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4. Assimilates the qualities of a caring-based researcher.
5. Appreciates the experiences of participants who engage in research.
6. Actualize a practice of nurturing the wholeness of others through caring by development or revision of a practice-relevant measurement instrument.

Demonstrating comportment

7. Embraces the role of researcher to discuss and analyze psychometric/biometric properties of measurement instruments.
8. Applies principles of responsible conduct of research.
9. Lives caring in relationship with others on a research team and study participants.

Becoming confident

10. Provides and receives collegial constructive feedback in a caring manner
11. Engages in team science by advancing nursing's disciplinary perspective.
12. Asserts the value of caring science in the research proposal.

Attending to conscience

13. Critiques instruments with an ethical caring philosophy.
14. Protects human subjects in the design of an intervention protocol.
15. Analyzes ethical issues related to the design and implementation of research studies.

Affirming commitment

16. Advocates for the importance of engaging multiple ways of knowing in research designs
17. Designs the research proposal with the intent to improve health, well-being, healing, and quality of life.
18. Identify caring science measurable indicators for practice based research.

*Roach, M.S. (2002). *Caring, the human mode of being: A blueprint for the health professions*. Ottawa, ONT: CHA Press. ISBN-10 1896151422.

TEACHING LEARNING STRATEGIES:

Written assignments, Critique of method, design and instrument, class discussion

GRADING AND EVALUATION METHODS

Evaluation	Points	Percentage	Due Dates
Analysis of research design grounded in caring science	20	20%	
Description/evaluation of potential improvements to a measure of phenomenon of interest grounded in caring science	20	20%	
IRB application to actualize caring-based approaches to human subjects/participants	30	30%	
Group Discussions	20	20%	
Attendance/Participation	20	20%	
Total	100	100%	

GRADING SCALE: Grade below C is not passing in the Graduate 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:

DeVellis, R.F. (2017). *Scale development: Theory and applications* (4th Ed.). Thousand Oaks, CA: Sage Publications. ISBN 9781506341569

Waltz, C.F., Strickland, O. & Lenz, E.R. (2017). *Measurement in nursing and health research* (5th Ed.). New York, NY: Springer Publishing. ISBN: 9780826170613

RECOMMENDED TEXTS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: Author.

Carmines, E. G. & Zeller, R. (1979). *Reliability and validity assessment*. Newbury Park: NJ: Sage. ISBN: 9780803913714

Furr, R. M. & Bacharach, V. R. (2014). *Psychometrics: An introduction*, 2nd Edition. Thousand Oaks, CA: Sage. ISBN: 9781452256801

- Rosa, W.R, Horton-Deutsch, S. Watson, J. Ray, M., Smith, M.C., Turkel, M. & Hernandez, G. (2018) *A handbook for caring science: Expanding the paradigm*. Springer Publishing New York: New York (Available Fall 2018)
- Tappen, R. M. (2015). *Advanced Nursing Research*. Burlington, MA: Jones & Bartlett Publishers.
- Watson, J. (2018). *Unitary caring science: The philosophy and praxis of nursing*. University Press of Colorado, Boulder Colorado. (Available on Amazon May 1 2018)
- Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences 2nd Edition*. Springer Publishing New York: New York (Revised 3rd edition, will be available Fall 2018 or Spring 2019)

TOPICAL OUTLINE:

Caring-Based Research

- Value of Caring Science Research
- Qualities of Researcher
- Principles of Responsible Conduct of Research
- Ethical Caring Philosophy/Approach
- Ethical Issues of Design/Intervention/Approach
- Living Caring with Human Subjects/Participants
- Living Caring with Research Team

Research Designs Grounded in Caring Science

- Theoretical Foundation of Design
 - Phenomenon of Interest
 - Caring Science Theorist
 - Concept Tree
- Multiple Ways of Knowing
 - Community Participatory Research Design
 - Cross-over Design (2 groups, both groups participate in the innovative approach)
 - Stepped Wedge Design (several groups, all participate in the innovative approach for different lengths of time)
 - Qualitative Research Design
 - Mixed Methods
 - Innovative Designs
- IRB Proposal/Design

Measurement of Caring Science

- Methods of Measurement
 - Interview, Questionnaires, Observation, Biophysical Measures, Surveys, Scales
- Evaluating Existing Measures/Instruments of Caring Science

- Theoretical Foundation of Instrument
- Testing reliability/validity of instruments
- Instrument Development Grounded in Caring Science
 - Qualitative Data/Instrument Development
 - Quantitative Data/Instrument Development
 - Concept Tree/Operational indicators
- IRB Proposal/Measurement
- Data Collection Methods and Issues
 - Human Subjects/Participants
 - Cultural Bias, Implicit Bias
 - Literacy
 - Translations
 - Special Populations
- IRB Proposal/Human Subjects

COURSE ASSIGNMENTS:

Class Participation:

Description: Class discussions will have a rotating convener. The convener will offer a SOPHIA to introduce the topic to the group. Sophia is a Greek word for wisdom; Sophia represented wisdom in ancient mythologies. In the context of our course, SOPHIA means: Speak Out, Play Havoc, and Imagine Alternatives (please refer to Chinn’s (2013) Peace and Power: Creative Leadership in Building Page 2 Communities, pp. 54-55). The SOPHIA is a 1-2 page overview of the topic area prepared by the convener. It is a synthesis of the readings but more than that. It calls for the convener to take a position on the topic, to share personal perspectives, to challenge current thinking, to evoke dialogue and to break through boundaries of conventions and imagine possibilities and new ways of looking at the topic. The convener will set the agenda for discussion by posing some critical questions for discussion at the conclusion of the SOPHIA. In both the online and classroom seminars the conveners will facilitate the discussion. At the conclusion of the discussion the convener should summarize and synthesize the main themes of the dialogue.

Each online and face-to-face seminar will end with a closing. The closing includes three parts: 1) An appreciation for something or someone; 2) A critique of the group process; 3) An affirmation, a positive statement couched in the present that can inspire you and the group.

Grading Rubric	
Criteria	Points
Participation in SOPHIA as a convener and/or participant.	3 for Convening 3 for Participating
Doctoral level quality of thought and presentation required.	5 for Convening 5 for Participating
Demonstrates authentic presence as leader and/or participant.	2 for Convening 2 for Participating

Scholarly Paper 1: Research design grounded in caring science

Description: Analyze a research design for evaluation of approach/intervention grounded in caring science related to selected phenomenon of interest	
Grading Rubric	
Criteria	Points
Accuracy and depth in description of selected research design grounded in caring	25
Logical application of design to phenomenon of interest	25
In depth analysis of fit of selected design to caring-based science	35
Logical, coherent expression of ideas	15

Title: Measurement grounded in caring science

Description: Evaluate and describe potential improvements to a measure of phenomenon of interest grounded in caring science.

Grading Rubric	
Criteria	Points
Accuracy and depth in description of selected measure grounded in caring	25
Critique of measurement fit with phenomenon of interest	25
Critique of measurement fit with caring-based science	35
Logical, coherent expression of ideas	15

Title: Responsible conduct of research grounded in caring science

Description: Complete IRB application to actualize caring-based approaches to human subjects/participants

Grading Rubric	
Criteria	Points
Accuracy and depth in protocol grounded in caring	25
Capitalize on opportunities to incorporate caring-based approaches	25
Comprehensiveness of IRB application	35
Logical, coherent expression of ideas	15

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE:

- Bice, A. A., Wyatt, T. H. (2017). Holistic comfort interventions for pediatric nursing procedures: A systematic review. *Journal of Holistic Nursing*, 35(3), 280-295.
- Braybrook, D. E., Mróz, L. W., Robertson, S., White, A., & Milnes, K. (2017). Holistic experiences and strategies for conducting research with couples. *Qualitative Health Research*, 27(4), 584-590. doi/abs/10.1177/1049732316628520
- Hanley, M. A., Coppa, D., Shields, D. (2017). A practice-based theory of healing through therapeutic touch: Advancing holistic nursing practice. *Journal of Holistic Nursing*, 35(4), 369-381.
- Hines, M., & Gaughan, J. (2017). Advanced holistic nursing practice narratives. *Journal of Holistic Nursing*, 35(4), 328-341.
- Kinchen, E. (2015). Developing and testing of an instrument to measure holistic nursing values in nurse practitioner care. *Advances in Nursing Science*, 38(2), 144-157.
- Martinez-Hume, A.C, Baker, A.M., Bell, H.S, Montemayor,I, Elwell, K., Hunt, L.M. (2017). They treat you a different way: Public insurance, stigma, and the challenge to quality health care. *Culture, Medicine, and Psychiatry*, 41(1): 161-180.
- Levy-Malmberg, R., Hilli, Y. (2014). The enhancement of clinical competence through caring science. *Scandinavian Journal of Caring Science*, 28(4), 861-866.
- Rehnsfeldt, A., & Arman, M. (2016). The justification of caring science. *Scandinavian Journal of Caring Science*, 30(2), 215-216.
- Turkel, M. C., Watson, J., Giovannoni, J. (2018). Caring science or science of caring. *Nursing Science Quarterly*, 31(1), 66-71.
- Wolf, Z. R., Bailey, D. N., & Keeley, P. A. (2014). Creation of a caring protocol: Activities and dissemination strategies in caring research and instruments. *International Journal for Human Caring*, 18(1), 66-82.
- Young, K. W., Ng, P., Kwok, T., & Cheng, D. (2017). The effects of holistic health group interventions on improving the cognitive ability of persons with mild cognitive impairment: a randomized controlled trial. *Clinical Interventions in Aging*, 12, 1543. doi: 10.2147/CIA.S142109
- Zeraati, M., & Alavi, N. M. (2014). Designing and validity evaluation of quality of nursing care scale in intensive care units. *Journal of Nursing Measurement*, 22(3), 461-471

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, NY: 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, NJ: 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, IN: Sigma Theta Tau International Honor Society of Nursing.
- Mayeroff, M. (1971). *On caring*. New York: Harper Collins.
- 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 profession*. 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 Ed.). Boulder: University Press Colorado.

COURSE POLICIES & GUIDELINES

The well-being of each student as an expression of successful learning is of great importance to the course professor.

Caring for Self

In this course you will need to be organized, aware of due dates for assignments, and committed to devoting adequate time for successful completion of coursework. Being organized is essential for achieving your goals and integral to caring for yourself.

Collegial Caring

A supportive environment for learning is a caring environment in which all aspects of persons 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. A caring community is one in which you nurture each other throughout the semester.

Online Course Participation

This course has both live and an online delivery format and frequent participation in the course is required. Students are expected to check email frequently and participate in all online course activities and assignments. If you are experiencing major illness or other issues that impact your participation in this course, contact the professor immediately to formulate a resolution.

Assignments

All course assignments must be completed by the due dates on the Course Schedule.

Email and Netiquette

Students are required to use their FAU e-mail and are advised to check it frequently for important course announcements. Communication using web-based tools has created the need for a protocol called “netiquette” that encourages efficient and effective communication while discouraging abuse of email, chat sessions, and discussion boards. Proper grammar and spelling is expected. Avoid all text shorthand messages. Civil and respectful messages to faculty and students is required. Visit <http://www.albion.com/netiquette/corerules.html> for more information. No exceptions are permitted.

Policy for Late Assignments

If you are experiencing some unusual situation, you must contact the professor before the due date of an assignment. Otherwise, all assignments must be submitted by the due date. **If assignments are not submitted by due date and there has been no communication with the faculty, no points will be awarded.**

Academic Integrity

Student work is to be done independently or in groups if assigned in that manner. Sharing course work or assignments with other students is a breach of academic integrity. Plagiarizing will result in an automatic "0" for all papers, exams, and assignments.

Plagiarism includes definition in the university handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

Changes in Course Format or Schedule

At times it may be necessary to change the course schedule. The professor can make these changes for the benefit of student learning.

COLLEGE OF NURSING AND UNIVERSITY 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). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/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.

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/>

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA),

students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (561-799-8585)—and follow all SAS 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

Date	Topic/Exam Schedule	Assigned Readings	Assignment DUE
Week 1 & 2	Course Introduction Caring Based Research -Value of Caring Research -Living Caring as Researcher -Living Caring with Research Team Living Caring with Human Subjects/Participants	Waltz: Chapter 1, 2, 4 & 17 Tappen:	
Week 3 & 4	Research Designs Grounded in Caring Science -Concept Tree --Theoretical Foundation --Caring Science Theorist --Phenomenon of Interest	Tappen: See Canvas for Article Assignments	
Week 5 & 6	Research Designs Grounded in Caring Science -Multiple Ways of Knowing --Community Participatory Research --Qualitative --Mixed Methods --Innovative Designs IRB Proposal-Design	See Canvas for Article Assignments Tappen:	Research Design Assignment Due:
Week 7, 8, 9, & 10	Measurements of Caring Science -Methods of Measurement -Evaluating Measurements --Reliability, Validity -Existing Measures in Caring Science	Carmines & Zeller: Chapter 1 Tappen: Waltz, Stricklan & Lenz Watson See Canvas for Article Assignments	
Week 11, 12, & 13	Measurements of Caring Science -Instrument Development Grounded in Caring Science Concept Tree IRB Proposal- Measurement	Watson DeVellis Waltz, Strickland & Lenz See Canvas for Article Assignments	Measurement Due:
Week 14	Measurements of Caring Science Data Collection -Literacy, Translation	Tappen: See Canvas for Article Assignments	Human subjects Due:

	-Bias		
Week 15	Final IRB Proposal Review Caring Based Design Caring Science Measures Living Caring with Human Subjects/Participants	See Canvas for Article Assignments	IRB Proposal Due:

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.

April 2012

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

Approved in Faculty Assembly 11/28/2016