

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>12/5/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Nursing College Nursing	
Current Course Prefix and Number NUR 3262	Current Course Title Chronic Care Nursing Situations for Adults & Aging Populations	
<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 <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <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: Focuses on theoretical foundations of chronic health conditions among adults and aging populations. Emphasis is placed on the concepts of health promotion, disease prevention, and maintenance of function throughout the life course. Uses best evidence to create caring environments that ensure quality and safety across settings. The nurse's role as a member of the interprofessional team in providing culturally appropriate health teaching, screening, and care transitions is explored.	Change prerequisites/minimum grades to: NUR 3065, NUR 3065L, NUR 3145, NUR 4125, and NUR 3XXG 3026C
	Change corequisites to: NUR 3262L	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: Summer 2023	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone K. Edwards/edwardsk@health.fau.edu/297-3318		
Approved by Department Chair <u>Kerethy Edwards</u> College Curriculum Chair <u>Rubin W. W. W. PhD, BA</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date 11-21-2022 11-21-2022 11-21-2022 12/5/22 12/5/22 _____ _____	

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: Summer 2023

COURSE NUMBER: NUR 3262

COURSE TITLE: Chronic Care Nursing Situations for Adults and Aging Populations

COURSE FORMAT:

CREDIT HOURS: 3 credits

COURSE SCHEDULE:

PREREQUISITES: NUR 3065, NUR 3065L, NUR 3145, NUR 4125, and NUR 3026C

COREQUISITES: NUR 3262L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Focuses on theoretical foundations of chronic health conditions among adults and aging populations. Emphasis is placed on the concepts of health promotion, disease prevention, and maintenance of function throughout the life course. Uses best evidence to create caring environments that ensure quality and safety across settings. The nurse's role as a member of the interprofessional team in providing culturally appropriate health teaching, screening, and care transitions is explored.

COURSE OBJECTIVES:

Becoming Competent

1. Identify nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines to inform clinical judgement for care of adult and aging populations (1.2; 1.3b,c)
2. Understand the nursing process to recognize and analyze cues, prioritize and generate solutions, take action, and evaluate outcomes through a caring lens for adults with chronic conditions. (2.5, 2.6, 2.7)
3. Discuss evidence-based principles of the teaching/learning process to diverse patient populations. (2.2e)

Becoming Compassionate

4. Identify how individual beliefs, values, and personalized information impact communication in the care of the adults and older adults with chronic conditions (2.2b).
5. Discuss ethical principles and human rights in the care of the adults and older adults with chronic conditions (9.1a).

Demonstrating Comportment

6. Discuss how respect for diverse individual differences and diverse communities and populations impacts care of patients with chronic conditions (9.6a).

Becoming Confident

7. Discuss how collaboration with interprofessional team members is used to establish mutual healthcare goals for individuals, communities, or populations (6.4d).

Attending to Conscience

8. Identify sources and application of national safety and quality standards to guide nursing practice of adults and aging populations with chronic health conditions. (5.1b).
9. Examine how cultural background influences care to advocate for practices that advance diversity, equity, and inclusion. (9.2d).

Affirming Commitment

10. Examine evidence-based practices relevant to chronic conditions in adults and aging populations. (4.2)
11. Demonstrate an understanding of nursing as nurturing the wholeness of others using evidence-based and reflective practice in identifying calls and designing responses for and with adults and older adults with chronic health nursing situations. (2.1, 9.2a)

TEACHING LEARNING STRATEGIES:

Teaching strategies will include lecture, analysis of patient scenarios, discussion, readings, videos, role playing, group activities, guest lecture, and independent study. Please read the material prior to class attendance.

GRADING AND EVALUATIONS:

ITEM	PERCENT OF TOTAL GRADE	DUE DATE
EXAMS		

Exam 1	15%	9/12 (in class) 6:30-7:45pm
Exam 2	15%	10/17 (in class) 6:30- 7:45pm
Exam 3	20%	10/31 (in class) 6:30- 7:45pm
Comprehensive Final Exam- ***In Class	35%	12/12/22 In class @ 6:30-9:30pm
ATI		
ATI assignments	15%	10/24 In class @ 8:20-9:30pm (Optional-Week 10) 11/14 In class @ 8:20-9:30pm Fridays by 11:59pm
TOTAL	100%	

GRADING SCALE: Grade below C is not passing in the Undergraduate program

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D

61 - 63 = D-
 0 - 60 = F

A	94-100%	A-	90-93%		
B+	87-89%	B	84-86%	B-	80-83%
C+	77-79%	C	74-76% Minimum required to pass course	C-	70-73%
D+	67-69%	D	64-66%	D-	61-63%
F	0-60%				

REQUIRED TEXTS:

Lewis, S. L., Bucher, L., Heitkemper, M. M., & Harding, M. M. (2020) *Medical-surgical nursing: Assessment and management of clinical problems* (11th ed.). St. Louis, MO; Elsevier. ISBN

ATI Content Mastery Series Review Module: *RN Adult medical surgical nursing* (ed. 10.0)

Dossey, B. M., & Keegan, L. (2019). *Holistic nursing: A handbook for practice* (8th ed.). Sudbury, MA: Jones and Bartlett Publishing.

RECOMMENDED TEXTS:

American Holistic Nurses Association. *Holistic nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: American Holistic Nurses Association & American Nurses Association. ISBN: 978-1558104785.

TOPICAL OUTLINE:

Date	Course objectives	Topic	Read/Listen	Assignment
Week 1	<p>1. Identify nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines to inform clinical judgement for care of adult and aging populations (1.2; 1.3b,c)</p> <p>2. Discuss ethical principles and human rights in the care of the adults and older adults with chronic conditions (9.1a)</p>	<p>Patient and Caregiver Teaching</p> <p>Culturally Competent</p> <p>Chronic Illness and Older Adults</p>	<p>Ch. 2, 4, & 5 (Lewis)</p> <p>Ch. 10 (Dossey)</p>	<p>ATI Video Case Studies 3.0: Teaching and Learning/Patient Education: Disease Management</p>
Weeks 2, 3 & 4	<p>1. Discuss evidence-based principles of the teaching/learning process to diverse patient populations. (2.2e)</p> <p>2. Discuss how collaboration with interprofessional team members is used to establish mutual healthcare goals for individuals, communities, or populations (6.4d)</p> <p>1. Understand the nursing process to recognize and analyze cues, prioritize, and</p>	<p>Management of patients with hypertension</p>	<p>Ch. 32 (Lewis)</p> <p>Ch. 10 (Dossey)</p> <p>ATI Review book Ch. 36 Hypertension Application Exercises</p>	<p>EXAM 1 (in Class)</p> <p>ATI Review book Ch. 36 Hypertension Application Exercises</p>

	generate solutions, act, and evaluate outcomes through a caring lens for adults with chronic conditions. (2.5, 2.6, 2.7)			
Week 5	<p>1. Discuss how respect for diverse individual differences and diverse communities and populations impacts care of patients with chronic conditions (9.6a).</p> <p>2. Identify sources and application of national safety and quality standards to guide nursing practice of adults and aging populations with chronic health conditions. (5.1b).</p>	Management of patients with Diabetes Type I	<p>Ch. 48 (Lewis)</p> <p>ATI Review book</p> <p>Ch. 82 & 83</p>	<p>ATI Video Case Study</p> <p>Metabolism: Type 1 Diabetes Mellitus</p>
Weeks 6&7	<p>2. Discuss evidence-based principles of the teaching/learning process to diverse patient populations. (2.2e)</p> <p>2. Discuss how collaboration with interprofessional team members is used to establish mutual healthcare goals for individuals, communities, or populations (6.4d)</p>	Management of patients with Diabetes Types I & II	<p>Ch. 48 (Lewis)</p> <p>ATI Review book</p> <p>Ch. 82 & 83</p>	<p>ATI Video Case Studies</p> <p>Metabolism: Type 1 Diabetes Mellitus management Part 1</p> <p>Type 1 Diabetes Mellitus management Part 2</p>

<p>Weeks 8&9</p>	<p>1.Demonstrate an understanding of nursing as nurturing the wholeness of others using evidence-based and reflective practice in identifying calls and designing responses for and with adults and older adults with chronic</p> <p>2.Identify sources and application of national safety and quality standards to guide nursing practice of adults and aging populations with chronic health conditions. (5.1b)</p>	<p>Management of patients with chronic kidney disease</p>	<p>Ch. 46 (Lewis)</p>	<p>EXAM 2 (in Class)</p> <p>ATI Fundamentals Practice Assessment A (Mandatory)</p> <p>ATI: Real Life RN Medical Surgical 4.0: chronic kidney disease</p> <p>ATI Video Case Studies 3.0: Fluid & Electrolyte Balance: Chronic Renal Failure</p> <p>ATI Video Case Studies 3.0: Fluid and Electrolyte Balance: Chronic Kidney Failure and Hemodialysis</p>
<p>Week 10</p>	<p>1.Examine evidence-based practices relevant to chronic conditions relevant to adults and aging populations. (4.2)</p>	<p>Management of patients with: Obstructive Pulmonary Diseases</p> <p>COPD, Cystic fibrosis & Asthma</p>	<p>Ch. 28 (Lewis)</p> <p>Ch. 8 (Dossey)</p> <p>ATI Review book Ch. 56, 57 & 59</p>	<p>EXAM 3 (in Class)</p> <p>Real Life RN Medical Surgical 4.0: COPD</p> <p>ATI Fundamental Practice Assessment B (optional)</p>
<p>Week 11</p>	<p>1.Understand the nursing process to recognize and analyze cues, prioritize, and</p>	<p>Management of patients with: Obstructive Pulmonary Diseases</p>	<p>Ch. 28 (Lewis)</p> <p>Ch. 8 (Dossey)</p>	<p>ATI Video Case Studies 3.0: Gas Exchange/Oxygenation: Identifying Health</p>

	generate solutions, take action, and evaluate outcomes through a caring lens for adults with chronic conditions. (2.5, 2.6, 2.7)	COPD, Cystic fibrosis & Asthma	ATI Review book Ch. 56, 57 & 59	Concerns/Client at Risk for Developing Cystic Fibrosis Gas Exchange/Oxygenation: Cystic Fibrosis Part 1 Gas Exchange/Oxygenation: Cystic Fibrosis Part 2
Week 12	1. Identify how individual beliefs, values, and personalized information impact communication	Management of patients with: Obstructive Pulmonary Diseases COPD, Cystic fibrosis & Asthma	Ch. 41 & 42 (Lewis) ATI Review book Ch. 48, 49, & 50	ATI Fundamentals Proctored Exam
Week 13	1. Discuss how respect for diverse individual differences and diverse communities and populations impacts care of patients with chronic conditions (9.6a) 2. Promote a culture of safety and quality across healthcare settings for adults and older adults with	Nutritional problems Management of patients with gastric and duodenal disorders	Ch. 39 & 48 (Lewis) pg. 1142-1147 ATI Review book Ch. 82 & 83	

	chronic health conditions			
Week 14	1.Examine how cultural background influences care to advocate for practices that advance diversity, equity, and inclusion. (9.2d)	Review of all concepts presented and represented on final exam.	Review of all concepts presented and represented on final exam.	
Week 15		READING DAYS Review and study for final exam.	READING DAYS Review and study for final exam.	
Week 16		COMPREHENSIVE FINAL EXAMINATION		COMPREHENSIVE FINAL EXAMINATION

Week 17		Semester Ends-grades posted		Semester Ends-grades posted

COURSE ASSIGNMENTS:

See Grading & Evaluation Methods for additional information.

- EXAMS 1-3 (50%)** - A total of four examinations will be administered on the allotted dates on the course schedule. Exams will be multiple choice and multiple answers in format, similar to those found on the National Council Licensure Examination (NCLEX®). If cheating is discovered during the exam, a grade of “0” will be given for the exam and a failing grade will be given in the course (See Academic Integrity Policy). No books, course materials, cell phones, paper, notebooks, food and drink will be allowed at your desk during the exam. All exams are administered in class and online through Respondus Lockdown Browser with the web camera. Cheating in examinations and tests includes:

 - The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.
 - Referring to notes, study aids, or other texts in the bathroom during an examination or test.
 - Using electronic devices or other means to store or receive information and looking at this information during the course of an examination.
 - Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment to include:
 - Eyeing the work of another or allowing a classmate to view your work.
 - Having someone take an examination or complete an assignment in your place.
 - Giving questions to other students prior to the examination.
 - Securing an exam, receiving or sharing an unauthorized copy of an examination.
 - Procuring or sharing test items in advance of the exam.

- Claiming to have submitted your exam or assignment when this is not the case.
2. **COMPREHENSIVE FINAL EXAMINATION (35%)** –The Comprehensive Final Exam will be administered online through Respondus Lockdown Browser with the web camera. All students will take this exam in class.

A minimum final grade of "C" and an **average minimum exam score of 74%** is required to successfully pass this course.

In order to achieve a passing grade of "C" or higher, students must successfully:

1. Meet all course objectives
2. Complete all course requirements/assignments and exams

3. **ATI PROCTORED EXAM: FUNDAMENTALS and ATI PRACTICE ASSESSMENTS FUNDAMENTALS.** Practice assessment A is mandatory and Practice assessment B optional. Proficiency of 65% (as defined by ATI) is the benchmark with two attempts on each assessment. The practice and proctored exams will assist you in preparing for the Comprehensive Final Exam and will count for 10% of your grade

4. **ATI ASSIGNMENTS (15%)**

ATI Skills or Real-life RN Med-Surg modules are assigned. Due dates will be Fridays at 11:59pm. You must receive a score of 90% or greater on ATI Skills and Satisfactory or Strong on Real-life RN Med-Surg to receive points for the assignments. Please check Canvas for due dates. These assignments are relevant to the content.

You must post evidence of completion by the due date (please see ATI assignment instructions), WHICH INCLUDES THE FOLLOWING:

- NAME
- SCORE OF 90% or greater on ATI Skills and Satisfactory or Strong on Real-life RN
- DATE
- TIME
 - ATI Modules:
 - **Real Life RN Medical Surgical 4.0**
 - Chronic Kidney Disease
 - COPD
 - **Video Case Studies 3.0**
 - Metabolism: Type 1 Diabetes Mellitus
 - Metabolism: Type 1 Diabetes Mellitus Management Part 1
 - Metabolism: Type 1 Diabetes Mellitus Management Part 2
 - Teaching and Learning/Patient Education: Disease Management
 - Fluid & Electrolyte Balance: Chronic Renal Failure

- Fluid and Electrolyte Balance: Chronic Kidney Failure and Hemodialysis
- Gas Exchange/Oxygenation: Identifying Health Concerns/Client at Risk for Developing Cystic Fibrosis
- Gas Exchange/Oxygenation: Cystic Fibrosis Part 1
- Gas Exchange/Oxygenation: Cystic Fibrosis Part 2

If your online submission is LATE you will have 10 days to submit your assignment, and you will receive 5% deduction for each day late up to 10 days. On day 11th you will receive a grade of zero for the assignment.

BIBLIOGRAPHY:

- Johns, C. (2005). Reflections on the relationship between technology and caring. *Nursing in Critical Care*, 10(3), 150-155.
- Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3), 122-131.
- Gaut & Leininger (1991). Five basic modes of being with another. *Caring: The Compassionate Healer*, pp. 37-49
- Institute of Medicine of the National Academies (2012). *Living Well With Chronic Illness: A Call for Public Health Action*. The National Academies Press, Washington, DC
- Pavilish, C. Brown-Saltzman, K., Hersh, M., Shirk, M., & Roukle, A. (2011). Nursing priorities, Actions, and regrets for ethical situations in clinical practice. *Journal of Nursing Scholarship*, 43(4), 385-5.
- Quinn, J.F. (1992). Holding sacred space: The nurse as healing environment. *Holistic Nursing Practice*, 6(4), 26-36.

COURSE SPECIFIC LITERATURE:

Lippincott direct link

<http://lippincottdirect.lww.com/NursingEducation-FloridaAtlanticUniversity-Fall2022>

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	Patient and Caregiver Teaching	Ch. 2, 4, & 5 (Lewis)	ATI Video Case Studies 3.0:

	<p>Culturally Competent</p> <p>Chronic Illness and Older Adults</p>	<p>Ch. 10 (Dossey)</p>	<p>Teaching and Learning/Patient Education: Disease Management</p>
<p>Weeks 2, 3 & 4</p>	<p>Management of patients with hypertension</p>	<p>Ch. 32 (Lewis)</p> <p>Ch. 10 (Dossey)</p> <p>ATI Review book Ch. 36 Hypertension Application Exercises</p>	<p>EXAM 1 (in Class)</p> <p>ATI Review book Ch. 36 Hypertension Application Exercises</p>
<p>Week 5</p>	<p>Management of patients with Diabetes Type I</p>	<p>Ch. 48 (Lewis)</p> <p>ATI Review book Ch. 82 & 83</p>	<p>ATI Video Case Study</p> <p>Metabolism: Type 1 Diabetes Mellitus</p>
<p>Weeks 6&7</p>	<p>Management of patients with Diabetes Types I & II</p>	<p>Ch. 48 (Lewis)</p> <p>ATI Review book Ch. 82 & 83</p>	<p>ATI Video Case Studies</p> <p>Metabolism: Type 1 Diabetes Mellitus management Part 1</p> <p>Type 1 Diabetes Mellitus management Part 2</p>

<p>Weeks 8&9</p>	<p>Management of patients with chronic kidney disease</p>	<p>Ch. 46 (Lewis)</p>	<p>EXAM 2 (in Class)</p> <p>ATI Fundamentals Practice Assessment A (Mandatory)</p> <p>ATI: Real Life RN Medical Surgical 4.0: chronic kidney disease</p> <p>ATI Video Case Studies 3.0: Fluid & Electrolyte Balance: Chronic Renal Failure</p> <p>ATI Video Case Studies 3.0: Fluid and Electrolyte Balance: Chronic Kidney Failure and Hemodialysis</p>
<p>Week 10</p>	<p>Management of patients with: Obstructive Pulmonary Diseases</p> <p>COPD, Cystic fibrosis & Asthma</p>	<p>Ch. 28 (Lewis)</p> <p>Ch. 8 (Dossey)</p> <p>ATI Review book Ch. 56, 57 & 59</p>	<p>EXAM 3 (in Class)</p> <p>Real Life RN Medical Surgical 4.0: COPD</p> <p>ATI Fundamental Practice Assessment B (optional)</p>
<p>Week 11</p>	<p>Management of patients with: Obstructive Pulmonary Diseases</p>	<p>Ch. 28 (Lewis)</p> <p>Ch. 8 (Dossey)</p>	<p>ATI Video Case Studies 3.0:</p> <p>Gas Exchange/Oxygenation: Identifying Health</p>

	COPD, Cystic fibrosis & Asthma	ATI Review book Ch. 56, 57 & 59	Concerns/Client at Risk for Developing Cystic Fibrosis Gas Exchange/Oxygenation: Cystic Fibrosis Part 1 Gas Exchange/Oxygenation: Cystic Fibrosis Part 2
Week 12	Management of patients with: Obstructive Pulmonary Diseases COPD, Cystic fibrosis & Asthma	Ch. 41 & 42 (Lewis) ATI Review book Ch. 48, 49, & 50	ATI Fundamentals Proctored Exam
Week 13	Nutritional problems Management of patients with gastric and duodenal disorders	Ch. 39 & 48 (Lewis) pg. 1142-1147 ATI Review book Ch. 82 & 83	
Week 14	Review of all concepts presented and represented on final exam.	Review of all concepts presented and represented on final exam.	

Week 15	READING DAYS Review and study for final exam.	READING DAYS Review and study for final exam.	
Week 16	COMPREHENSIVE FINAL EXAMINATION		COMPREHENSIVE FINAL EXAMINATION
Week 17	Semester Ends-grades posted		Semester Ends-grades posted

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COURSE POLICIES & GUIDELINES

1. PARTICIPATION: It is expected that you will be present and participate in class discussions and activities. If you are unable to attend class, please notify the instructor prior to your absence. A student who misses a class is responsible for content presented during an absence. Audio and video recordings during this class are prohibited.

2. ASSIGNMENTS: 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. Written assignments are due on the date specified. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date.

3. 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 cellular telephones are to be disabled and out of reach 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.

*****Laptops are required for testing, note-taking, and group activities. Testing will be conducted through Respondus Lockdown Browser with the web camera.**

*****I-Clicker electronic response system (either iClicker Reef on your smartphone or iClicker handheld device) for didactic lecture group responses**

THIS IS A CONTENT-HEAVY COURSE. YOU SHOULD BE ATTENTIVE THROUGHOUT CLASS AND TAKE NOTES.

4. EMAIL: Your 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.

5. CANVAS: In addition to being a portal for assignments and course documents, CANVAS will be utilized as a mode of communication. **For individual queries or concerns, please communicate via email with course faculty.** Course announcements will be posted on CANVAS rather than through email. It is the student’s responsibility to periodically check the

designated CANVAS site for this course to view updates & clarifications etc. If the faculty 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 Canvas.

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

Students earning a level 1 or below a level 1:

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

Students earning a level 2 on the first attempt:

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

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

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

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

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

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

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

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

PROFESSIONAL STATEMENT

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

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and

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

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING
STATEMENT OF PHILOSOPHY

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

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

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

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University. 'revised April, 2012.'