<table>
<tr><td rowspan="2">**FAU**
FLORIDA
ATLANTIC
UNIVERSITY</td><td colspan="1">**COURSE CHANGE REQUEST**
Undergraduate Programs</td><td>UUPC Approval 12/5/22
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____</td></tr>
<tr><td>**Department**

College</td><td></td></tr>
</table>

Current Course Prefix and Number	*Current* Course Title

*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.*

Change title to:	**Change description to:**
Change prefix	
From: **To:**	
Change course number	
From: **To:**	
Change credits*	
From: **To:**	**Change prerequisites/minimum grades to:**
Change grading	3029C
From: **To:**	
Change WAC/Gordon Rule status**	**Change corequisites to:**
Add **Remove**	~~and~~ NUR 4525L
Change General Education Requirements**	
Add **Remove**	**Change registration controls to:**
*See Definition of a Credit Hour.	
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.	
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.	Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone

Approved by	*Date*
Department Chair *Karethy Edwards*	11-21-2022
College Curriculum Chair *Robin Wilse, PhD, RN*	11-21-2022
College Dean *Safiya Goa*	11-21-2022
UUPC Chair *Ethlyn Williams*	12/5/22
Undergraduate Studies Dean *Dan Meeroff*	12/5/22
UFS President	
Provost	

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 4525

COURSE TITLE: Psychiatric and Mental Health: Nursing Situations Across the Lifespan

COURSE FORMAT: In person, live

CREDIT HOURS: 3

COURSE SCHEDULE:

PREREQUISITES: NUR 3065, NUR 3065L, NUR 3115, NUR 3029C, NUR 4125, NUR 3145

COREQUISITES: NUR 4525L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Integrates behavioral concepts and standards of practice to design person-centered care in psychiatric mental health nursing situations. Presents principles of communication as a foundation for developing caring relationships. Uses clinical reasoning and evidence-based practice to provide effective psychiatric-mental health nursing care.

COURSE OBJECTIVES:
Becoming competent

1. Use multiple ways of knowing and systematic inquiry to build a foundation for reflective, evidence-based practice that co-creates a caring environment in mental health nursing situations. (1.1a, b, 5.1f, 5.2a, b, c, d, 9.1a, 9.2f, 10.1a

2. Identify the psycho- cultural-neurophysiological variables relevant to mental health. (1.1a, b, d)

Becoming compassionate
3. Describe selected health promotion and prevention models in mental health nursing. (1.1a, b)

4. Describe the influence of family, group, and community dynamics on an individual when providing mental health care. (1.1a, b)

5. Identify compassionate, person-centered and evidence-based nursing responses that demonstrate clinical reasoning and judgment in providing mental health care. (1.1 a. b)

Demonstrating comportment
6. Demonstrate basic therapeutic communication skills to apply to conflict resolution, crisis/ emergency situations, and mental health assessment. (1.1a, b, d, 9.2f)

Becoming confident
7. Describe the uses of therapeutic milieu in psychiatric-mental health nursing settings (1.1 a, b, 5.1f, 5.2a, b, c, d, 5.3b, d)

Attending to conscience
8. Describe the ethical, legal, and economic implications of mental health care. (1.1a, b, d, 9.1a)

9. Design strategies to promote a culture of quality and safety for patients and their families in psychiatric and mental health nursing situations across settings. (1.1b, 5.1a, b, f, 5.2a, b, c, d, 5.3b, d)

Affirming commitment
10. Demonstrate commitment to nurturing the wholeness of others using reflective, evidence-based practice in psychiatric and mental health nursing situations. (1.1a, b)

The 6 subjectives based on Roach's (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:
GRADING AND EVALUATIONS:

	/Percentage
(4) – 17.5% each	
uizzes (6) – 1 % each; Lowest score dropped	
are Assignment	
rt Group (written work)	
J – 10 total; 0.5 points each	
eal Life Reviews – 4 total; 0.5 points each	
roctored Exam	

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

94 - 100 = A

90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D
61 - 63 = D-
0 - 60 = F

REQUIRED TEXTS:
ATI Nursing Education. (2019). *Content mastery series review module: RN mental health*

     nursing (ed. 11). Assessment Technology Institute, LLC.

TEXT: Boyd, M (2022). Psychiatric Nursing: Contemporary Practice, Seventh Ed., CoursPoint+. Lippincott Publishers. Enhanced version...ISBN: 978-1-9751-8650-0 <mark>PLEASE USE THE LIPPINCOTT LINK IN THE ANNOUNCEMENTS TO ORDER THE CORRECT ONLINE SET (BOOK, vSIM, and PREPU included)</mark> **May change when we are no longer using the VSIM. Students would not need to purchase the VSIM component.**

RECOMMENDED TEXTS:
American Nurses Association. (2014). *Scope and standards of psychiatric-mental health*

     nursing practice (2nd ed.). Author. ISBN: 978-1558105553

Barry, C. D., Gordon, S. C., King, B. M. (2015). *Nursing case studies in caring: Across the*

     Spectrum. Springer Publishing Co. ISBN-13: 978-0826171788; ISBN-10: 08261717

TOPICAL OUTLINE:
1. *Communication and Forming a Therapeutic Relationship*
2. *Ethical and Legal Aspects in Mental Health Nursing*
3. *Conducting a Mental Status Assessment*
4. *Culture and Spirituality in Mental Health Nursing*
5. *The Impact of Stress on the Body and Mind*
6. *Biologic Foundations and Psychopharmacology*
7. *Cognitive Behavioral Therapy*
8. *Caring for the Person Living with Schizophrenia*
9. *Caring for the Person Living with Anxiety and/or PTSD*
10. *Caring for the Person Living with a Mood Disorder*
11. *Suicide Prevention and Crisis Management*
12. *Caring for the Person Living with a Personality Disorder*
13. *Caring for the Person Living with a Substance Use Disorder or Addiction*
14. *Children and Adolescent Mental Health*
15. *Caring for the Person Living with an Eating Disorder*
16. *Caring for the Person Living with a Neurocognitive Disorders*
17. *Death and Grief*
18. *Caring for the Person Living with Sexual Dysfunction*
19. *Caring for the Person Living with a Sleep Disorder*

20. *Caring for the Person Living with a Somatic Disorder*
21. *Middle and Older Adult Mental Health*

COURSE ASSIGNMENTS:

1. **ATI total of 12 points:** Proctored Exam – total of 10 points **(see ATI policy in this syllabus)** and submission of REAL LIFE (4 scenarios) = 2 points.

2. **Assignment: Support Group**
*Purpose: Student will attend a **virtual** support group in the community (ex.: AA, NA, NAMI) to evaluate and experience the modality of support groups.*
Due Date: See Course Schedule

Grading Rubric: 5 points

Assignment	Points
Attend an open AA or any other support group with a colleague and submit written synopsis by due date	1
Reflect on support group value, purpose, and experience and incorporate 1 scholarly article in the body of the text to support your reflection.	3
Reference(s): Cite according to APA-7th ed.	1
Total	**5**

3. Exams – 3 exams and 1 cumulative final exam total – 70 points.

4. Pop Quizzes – There will be a total of 6 pop quizzes throughout the semester. Each quiz will cover material from that week's recorded lecture. The lowest quiz score will be dropped.

5. Self-Care Assignment

Purpose: This assignment allows the student an opportunity to utilize holistic concepts of self-care for self. Due Date: See Course Schedule

Grading Rubric: 3 points

Criteria	Points
Select a holistic concept to incorporate into own self-care this semester.	.5
Submit a narrative of how self-care has been used, benefit, and change needed for next term.	2.5
Total	3

6. **Prep U Assignments** - using Course Point, each Prep U assignment is worth 0.5 points due by noon on the due date indicated in course schedule

BIBLIOGRAPHY:

Allen, D., deNesnera, A., Robinson, D. (2012). Psychiatric patients are at increased risk of falling and choking. *Journal of the American Psychiatric Nurses Association, 18*(2), 91-95.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-V) (*6th ed.*)*.

Gray, R., Burnett-Zeigler,L., Schuette, S., Victorson, D., Wisner, K. (2016). Mind-body approaches to treating mental health symptoms among disadvantaged populations: A comprehensive review. *The Journal of Alternative and Complementary Medicine, 22*(2), 115-124

Gray, R., & Deane, K. (2016). What is it like to take antipsychotic medication? A qualitative study of patients with first-episode psychosis. *Journal of Psychiatric and Mental Health Nursing, 23*(2), 108-115.

Green, B. (2010). Culture is treatment. *Journal of Psychosocial Nursing & Mental Health Services, 48*(7), 27-34.

Kerber, C.,Schlenker, E., Hickey, K. (2011). Promoting adherence to psychotropic medication for youth---part2. *Journal of Psychosocial Nursing & Mental Health Services, 49* (6), 38-43.

Lindsey, P., & Buckwalter, K. C. (2012). Administration of prn medications and use of nonpharmacologic interventions in acute geropsychiatric settings: Implications for practice. *Journal of the American Psychiatric Nurses Association, 18*(2), 82-90.

Llanque, S., Savage, L., Rosenburg, N., & Caserta, M. (2016). Concept analysis: Alzheimer's caregiver stress. *Nursing Forum, 51*(1), 21-31.

Peplau, H. (1952). *Interpersonal relations in nursing.* J. P. Putnam's Sons.

Puntil, C., York, J., Limandri, B., Greene, P., Arauz, E., & Hobbs, D. (2013). Competency-based training for PMH nurse generalists: Inpatient intervention and prevention suicide. *Journal of the American Psychiatric Nurses Association, 19*(4), 205-210.

Sorrell, J.M. (2011). Mental health and the oldest old. *Journal of Psychosocial Nursing & Mental Health Services,49* (5), 21-4.

Stomski, N. J., Morrison, P., & Meehan, T. (2016). Mental health nurses' views about antipsychotic medication side effects. *Journal of Psychiatric and Mental Health Nursing, 23*(6-7), 369-377.

Taylor, K., Mammen, K., Barnett, S., Hayat, M., dosReis, S., & Gross, D. (2012). Characteristics of patients with histories of multiple seclusion and restraint events during a single psychiatric hospitalization *Journal of the American Psychiatric Nurses Association, 18*(3), 159-165.

Wolf, Z., King, B., France, N. (2015). Antecedent context and structure of communication during a caring moment: Scoping review and analysis. *International Journal forHuman Caring, 19*(2), 7-21.

Zolnierek, C., & Clingerman, E. M. (2012). A medical-surgical nurse's perceptions of caring for a person with severe mental illness. *Journal of the American Psychiatric Nurses Association, 18*(4), 226-23

COURSE SPECIFIC LITERATURE:

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE SCHEDULE

Module	Date	Topic	Reading/ Listen	Assignment(s)
1		Introduction to Mental Health Nursing; Communication, Theory, Recovery, and Therapeutic Relationships	Boyd: 7, 9, 10 ATI: 1, 3. 4 Module 1 Lecture	Syllabus Review
2		Ethics & Standards, Patient Rights, Legal Issues, and Mental Status Assessment	Boyd: 4, 6, 11 ATI: 2, 5 Module 2 Lecture	Prep U – Chap 6
3		Culture & Spirituality; Stress	Boyd: 3, 19 ATI: 7, 9 Module 3 Lecture	Prep U - Chap 3
4		Biological Foundations, Psychopharmacology, Cognitive and Behavioral Therapy	Boyd: 8, 12, 13 ATI: 21-26 Module 4 Lecture	Prep U – Chap 12
5		Care of Persons with Schizophrenia	Boyd: 24 ATI: 15, 24 Module 5 Lecture	Prep U – Chap 24 ATI Real Life – Schizophrenia Exam 1

6		Care of Persons with Anxiety/Trauma/OCD and Clients who have experienced violence	Boyd: 20, 27-29 ATI: 11-12, 21 Module 6 Lecture	ATI Real Life 3.0 Anxiety ==Support Group Paper==
7		Care of Persons with a Mood Disorder; ECT, TMS	Boyd: 25, 26 ATI: 10, 13-14, 22-23 Module 7 Lecture	Prep U – Chap 25 ATI Real Life - Bipolar D/O
8		Suicide Prevention Crisis management	Boyd: 21, 22 ATI: 29, 30 Module 8 Lecture	Prep U – Chap 22
9		Care of Persons with Personality Disorders	Boyd: 30 ATI: 16, 31, 32 Module 9 Lecture	Prep U – Chap 30
10		Care of Persons with Substance Use and Addictions	Boyd: 31 ATI: 18, 26 Module 10 Lecture	Prep U -Chap 31 ATI Real Life - Alcohol Use Disorder ==Exam 2==
11		ATI Practice Exam A Review Children and Adolescents; Eating Disorders	Boyd: 16, 32, 37 ATI: 19, 25, 28 Module 11 Lecture	Prep U – Chap 36
12		Neurocognitive D/O Death & Dying	Boyd: 38, 39	==ATI Practice Exam B==

			ATI: 17, 27 Module 12 Lecture	Prep U – Chap 39
13		Sleep Disorders Middle and older adult health	Boyd: 17, 18, 34 Module 13 Lecture	<mark style="background-color:magenta">Self Care Plan</mark> <mark style="background-color:cyan">ATI Proctored Exam</mark> –
14		Sexual Dysfunction; Somatic Disorders	Boyd: 33, 35 ATI: 20, 33 Module 14 Lecture	Remediation for Proctored exam
15		Review for FINAL EXAM		If needed, repeat ATI proctored exam will be held this week <mark>Exam 3</mark>
Reading Days				
FINAL EXAM				<mark>Final Exam</mark>

COURSE POLICIES & GUIDELINES

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

and

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:

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.

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ATI Assessment and Remediation Program Policy

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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.

Student score	Level 3	Level 2	Level 1	Below Level 1
Points awarded	*10 points*	*8.5 points*	*5 points*	*0 points*
Remediation/ retake	▴Minimum one-hour remediation recommended to complete activities listed for assessment on ATI Pulse. ▴	• Minimum two-hour remediation to complete activities listed for assessment on ATI Pulse. • *Optional retest*	**Remediation:** • Minimum three-hours to complete activities listed for assessment on ATI Pulse and submit score report for each activity **Retest required*	**Remediation:** • Minimum four-hour complete activities listed for assessment on ATI Pulse and submit score report for each activity• **Retest required*

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 patters of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

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

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

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

'revised April, 2012.'