

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE OVERVIEW  
Summer2014**

**COURSE NUMBER:** NUR4829L

**COURSE TITLE:** Nursing Practice Immersion

**COURSE FORMAT:** Live, Web assist

**CREDIT HOURS:** 4 credits

**COURSE SCHEDULE:** \*\*\*\*\*Boca(\*\*\*\*\*), NU 202.

**PLACEMENT IN CURRICULUM:** Required course

**PREREQUISITES:** NUR 4638; NUR 3465, NUR 3465L, NUR 4525, NUR 4525L

**PRE/COREQUISITES:** NUR 4764, NUR 4764L, NUR 4945L, Permission of Department

**FACULTY:** Name and credentials:  
Title:  
Office Location:  
Phone:  
E-mail

**OFFICE HOURS:** Day of week X-X PM

**COURSE DESCRIPTION:**

This course is designed as a precepted integrative clinical providing the opportunity to synthesize foundational concepts and master the competencies and skills of the advanced beginner in professional nursing. The focus is on integration of one's professional nursing identity within the complex organizational environment in which health care is delivered.

**COURSE OBJECTIVES:** Upon completion of NUR 4829L, the student will be able to:

**Becoming competent**

1. Synthesize knowledge from the sciences, arts and humanities as a foundation for generalist practice in nursing. (PO 2, 3, 8, 9; Essential I-IX)
2. Use multiple patterns of knowing in responding critically and reflectively to calls within nursing situations in generalist nursing practice. (PO 2, 3, 8, 9; Essential I-IX)
3. Promote well-being for persons and populations across the lifespan in a variety of settings. (PO 1 2, 3, 4, 5, 6, 8; Essential I-IX)

4. Use systematic inquiry to inform decision-making, create nursing responses, and evaluate outcomes. (PO 1, 2, 3, 4, 6, 7, 8, 9; Essential I, II, VI, VII, VIII)

#### **Becoming Compassionate**

5. Affect change through caring leadership to improve quality health outcomes for persons served. (PO 1, 2, 3, 4, 5, 8, 10, 11; Essential I, II, III, V, VI, VII, VIII, IX)
6. Improve quality and safety within complex environments for healthcare delivery. (PO 2-10; Essential I, II, III, IV, VI, IX)
7. Provide care for and with others with awareness of and respect for cultural differences. (PO 2, 3, 5, 8, 9; Essential I, VIII, IX)

#### **Demonstrating comportment**

8. Collaborate with nurses and other healthcare professionals in providing care in complex healthcare systems. (PO 1, 2, 3, 4, 5, 6, 8, 9, 10, 11; Essential I, II, III, VI, VIII, IX)
9. Use effective, professional, caring communication in written, verbal and digital formats. (PO 1, 2, 3, 4, 5, 7; Essential I, IV, VI, IX)
10. Demonstrate skill in using patient care technologies and information systems to promote well-being, facilitate decision-making and enhance collaboration. (PO 2, 3, 5, 7, 8, 9, 11; Essential I, IV, VI, VII, IX)

#### **Attending to conscience**

11. Care for the environment through stewardship of fiscal, material and natural resources. (PO 2, 3, 4, 6, 12; Essential I, III, V, VIII, IX)
12. Advocate for public policy that honors human dignity and health equity. (PO 2, 3, 4, 5, 6, 7, 8, 10; Essential I, III, V, VI, VIII, IX)
13. Participate in social and political activities that improve healthcare for all. (PO 2, 3, 4, 5, 6, 8, 10; Essential I, III, V, VI, VIII, IX)

#### **Becoming confident**

14. Unfold a personal journey of coming to know and care for self. (PO 1, 2, 3, 5; Essential I, VI, VIII, IX)
15. Practice nursing safely and ethically in generalist practice. (PO 1, 2, 3, 4, 5, 8, 9; Essential I-IX)
16. Demonstrate integrity and accountability in all situations. (PO 1, 2, 3, 4, 5, 8, 9; Essential VIII, IX)

#### **Affirming commitment**

17. Engage in activities that contribute to development of the profession and self as professional (PO 1-12; Essential I-IX)
18. Create environments that nurture the wholeness of persons served. PO 1-9; Essential I-IX)
19. Use nursing theories and research to guide caring-based reflective nursing practice. (PO 2, 3, 5, 8, 9; Essential I, VIII, IX)

**TEACHING LEARNING STRATEGIES:**

Clinical experiences; post-conference discussions; written reflection journal; Electronic Health Record Nursing Documentation

**GRADING AND EVALUATION METHODS:**

<b>EVALUATION METHODS</b>	<b>PERCENT OF TOTAL GRADE</b>
Weekly reflective journal	40%
ATI exit exam assessment	25%
Nursing Practice Evaluation Tool	35%

**GRADING SCALE:**

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A grade of U indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

**REQUIRED TEXTS:**

Ignatavicius, D. & Workman, L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care* (7th Ed.). St. Louis: Saunders Elsevier. ISBN (single volume) 978-1-4377-2801-9 or ISBN (2 volume set) 978- 1-4377-2799-9

**RECOMMENDED TEXTS:**

Lehne, R. A. *Pharmacology for Nursing Care*. (7<sup>th</sup> ed). Philadelphia: Saunders. ISBN- 978-1-4160-6249-3.

Smith, S.F., Duell, D.J., Mmtin, B.C. (2012). *Clinical Nursing Skills* (8<sup>th</sup> ed.). Prentice Hall Co. ISBN-13:978-0-13-511473-5.

**TOPICAL OUTLINE:**

1. Interprofessional approach to person-centered care for persons: (Essential I)
2. Quality care & patient safety: (Essentials II, V, VII)
3. Evidence-based practices to guide complex care nursing: (Essential III)
4. Information management and application of patient care technology. (Essential IV).
5. Interprofessional Communication & Collaboration (Essentials VI & IX)
6. Demonstration of professional compmtment (Essential VIII).

**COURSE ASSIGNMENTS:**

**Nursing Practice Evaluation Tool:** The nursing practice evaluation tool provides documentation of your performance. At a mid-semester conference, the student and faculty will review progress to date in meeting the learning outcomes for the course. Strategies to facilitate achievement of the learning goals will be mutually determined. The Professional Practice Lab and electronic resources may be used to augment clinical activities in supporting individual growth. The final evaluation conference will provide the final assessment of achievement of goals. At the conclusion of this course, the nursing practice evaluation tool will be jointly reviewed by the faculty and student in a conference, signed and placed in the student's file at the College of Nursing. Signing the tool does not indicate agreement with the evaluation; the student's signature indicates that the evaluation has been reviewed

**ATI Exit Exam:** All students are required to complete and pass the ATI exit exam and ATI critical thinking exit exam.

### **COLLEGE OF NURSING POLICIES**

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). 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/chapter4/4.00 I Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.00%20I%20Code%20of%20Academic%20Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton-SU 133 (561-297-3880), in Davie-MOD I (954-236-1222), in Jupiter-SR 117 (561-799-8585) or at the Treasure Coast-CO 128 (772-873-3305), and follow all OSD procedures.

### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

**ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the 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.

NUR 4829L Assignments

Week	Clinical Assignment	Evaluation
Weeks 1-4	<ul style="list-style-type: none"> <li>• Quality care and patient safety</li> <li>• Interprofessional collaborative practice</li> <li>• Evidence-based practice to guide complex nursing care</li> <li>• Information management and application of patient care technology</li> <li>• Further development of               <ul style="list-style-type: none"> <li>• Competence</li> <li>• Compassion</li> <li>• Comportment</li> <li>• Conscience</li> <li>• Confidence</li> <li>• commitment</li> </ul> </li> </ul>	Submission of weekly self-evaluation to preceptor Evaluation with preceptor and/or course faculty at least 3 times during the course



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.'