

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
SEMESTER: 2017 FALL**

COURSE NUMBER:	NUR 4947
COURSE TITLE:	Scholarship for Evidence-Based Nursing Practice
COURSE FORMAT:	Live
CREDIT HOURS:	3
COURSE SCHEDULE:	TBA
PREREQUISITES:	NUR 4165
COREQUISITES:	None
FACULTY:	TBA
OFFICE HOURS:	TBA

COURSE DESCRIPTION: This course will prepare the BSN student to identify issues, appraise and integrate evidence and evaluate outcomes. The emphasis is on translation of current evidence into nursing practice.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to create caring nursing responses in:

Becoming competent

1. Apply appropriate information management technology skills to locate, appraise, and synthesize evidence for practice. (PO 2, 3, 6, 7, 8; Essentials, III, IV).

Becoming compassionate

2. Describe models of evidence-based practice and quality improvement to address practice issues identified in nursing situations. (PO 2, 3, 4, 5, 6, 8; Essential III, VI)

Demonstrate comportment

1. Collaborate with peer team to identify potential issues. (PO 2, 3, 4, 5, 6, 7, 8, 9, 11; Essentials II, III, VI).
2. Demonstrate the ability to work cohesively with a team. (PO1, 2, 3, 4, 5, 8, 9, 11; Essential II, VI).
3. Adhere to ethical standards during all phases of evidence-based practice and quality improvement initiatives. (PO 4, 11; Essential III).

Becoming confident

4. Use available evidence to discover potential solutions to identified practice issues. (PO 2, 3, 5, 6, 8, 9; Essential III, VI).

- Evaluate outcomes of project using planned criteria (PO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Essentials II, III).

Attending to conscience

- Select appropriate quality improvement data collection tools, national patient safety resources, and evidence-based practice resources to facilitate quality improvement. (PO 2, 3, 4, 6, 7, 8, 9, 10; Essential III, IX).
- Describe examples of the impact of team functioning on safety and quality of care. (PO 1, 2, 3, 4, 5, 8, 9, 10, 11; Essential I, VII, IX).

Affirming commitment

- Describe the significance of evidence-based practice to the BSNs role on interprofessional healthcare teams as an advocate for the delivery of safe and quality care. (PO 1, 2, 3, 4, 5, 6, 8, 9, 10, 11; Essentials II, III, VI).
- Apply quality improvement models and processes to the identified practice issues. (PO 1, 2, 3, 4, 5, 6, 7, 8, 9; Essentials II, III).
- Evaluate the need for additional quality improvement in practice based on outcome data. (PO1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Essential II, III, IV, VII, VIII).
- Disseminate results of project in a professional format at select student research events. (PO1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12; Essential III, IX).

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

TEACHING LEARNING STRATEGIES:

Lecture, discussion, group activities, in-class activities, assigned and selected readings, and presentations.

GRADING AND EVALUATION METHODS:

Assignment/Activity	Potential Points	Percentage of Total
Nursing Situation	200	20%
PICOT Question	50	5%
Searching for and	300	30%
Identifying Meaningful Outcomes	50	5%
Dissemination	350	35%
Class	50	5%
Total	1000	100%

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

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

REQUIRED TEXTS:

Melnyk, BM, & Fineout-Overhold, E. (2015). *Evidence-based practice in nursing & healthcare: A guide to best practice (3rd ed.)* Philadelphia: Wolters Kluwer. ISBN-13:978-1451190946

RECOMMENDED TEXTS: N/A

TOPICAL OUTLINE:

1. Role of the BSN-Prepared nurse in evidence-based practice.
2. Interprofessional collaboration for delivery of quality, safe care.
3. Ethical components of evidence-based practice.
4. Identification of practice issues from nursing situations using multiple ways of knowing.
5. Formulating appropriate practice questions.
6. Methods for locating and evaluating sources of evidence.
7. Searching for evidence for practice using appropriate information management technology methods.
8. Appraisal of evidence using established guidelines.
9. Patient role in evidence-based practice.
10. Differentiation of clinical opinion from research and evidence summaries.
11. Levels of evidence.
12. Planning for change.
13. Identification of models of evidence-based practice, process improvement and quality improvement.
14. Nurse-sensitive indicators and performance measures.
15. Measuring changes in practice and evaluating patient outcomes.
16. Scholarship of dissemination methods.

COURSE ASSIGNMENTS:

In this course you will be working on a group EBP project but will be generating individual work that will contribute to the overall project objectives.

Nursing Situation (Individual Work) (100 points – 10% of Grade)

For this assignment each student will write a nursing situation in which a nursing call (problem) is identified. Current resources (5 years) will be used to define and support the call's significance to patients and health care.

The assignment is to be submitted in the format of a professional APA-formatted paper including a title page, margins, font size and grammar as described in the current edition of the APA Manual of Style. In addition to submitting the assignment, students will discuss the situations in class in order to select topics for the group EBP project.

Asking Practice Questions – PICOT (Group Work) (50 points – 5% of grade)

A proper clinical question in the PICOT format helps guide inquiry into a clinical issue. PICOT is an acronym for: Population Intervention or Issue of interest, Comparison, Outcome, and Time. Some references do not use the Time component, so you will also see the acronym PICO. The components of the PICO question can be used to search for literature and other evidence to address a practice problem.

For this assignment, each group will write a PICOT question relevant to the nursing call (problem) that will be the topic of their project. The assignment will include:

1. A brief description of the nursing call (problem) including background information and significance supported by three current references.
2. The identification of the type of PICOT question being asked. Use the templates described with the Clinical Scenarios boxes in Chapter 2 of the Melnyk and Fineout-Overholt (2015) book to help with the identification. The types include intervention, prognosis, diagnosis, etiology, and meaning.
3. Written components of the question (P = population; I = intervention or issue of interest; C = comparison intervention or issue for observation; O = outcome; T = time). The components must be relevant and matched to both the call and the type of question you have designated. For instance, if you choose to use an intervention type question, the I component (intervention) must be an action that can result in the outcome (O component).
4. A complete written PICOT question using the templates in Chapter 2 of the textbook and based on the type of question you are asking.

Searching for and Appraising Evidence Assignment (Individual Work) (300 points; 30% of grade)

For this assignment each student will identify four to five sources of evidence that could be used to help answer the PICOT question. The sources should be in the form of quantitative or qualitative research studies, systematic reviews (meta-analyses or meta-syntheses are acceptable), or clinical practice guidelines. The evidence should not be a clinical or opinion article, or a literature or integrative review. Though some authors identify literature reviews as systematic reviews, the work does not represent the criteria required for a systematic review. For this assignment, only true systematic reviews can be used.

The sources of the evidence need to be a **peer-reviewed journal** or a **database such as the Cochrane Review** and be current within the last five years. Requirements for assignment:

1. Identify the nursing call (problem) that is central to the PICOT question (see the PICOT question assignment above) and state the PICOT question. Incorporate instructor feedback and revise the PICOT question as necessary.
2. Identify four-five sources of evidence.
3. Submit the four-five sources of evidence in the form of a PDF or HTML file when the assignment is submitted (multiple attachments can be uploaded with the assignment in Blackboard/Canvas). Check to assure that the file can be opened prior to submitting.
4. Create an evidence table for the sources of evidence. A template will be provided.

The assignment needs to include a title page and an APA current edition formatted reference list.

Identifying Meaningful Outcomes (50 points; 5% of grade) (Group work)

For this assignment each student will refer back to the group PICOT question and determine potential ways to collect data on the outcome component of the question.

For this assignment:

1. Identify the outcome of the group PICOT question (“O” element).
2. Search for two articles in which single research studies. EBP projects or QI projects is described and include the same outcome as the one identified in the PICOT questions (“O” component). (Do not use systematic reviews, literature reviews, or clinical practice guidelines for this assignment). The article will be from a peer reviewed journal and it will be current (within the last five years).
3. Briefly describe the study/project. Describe how the outcome was defined (conceptual definition) and how it was measured (operational definition). Describe the validity and reliability of the measure if applicable.
4. Consider if the same type of measurements would be appropriate in practice if the same outcome were to be measured. That is, would you measure the outcome as described in the article or not? If yes, why? If no, why?
5. Submit a copy of the article with the assignment. Attach as a PDF or HTML file.

The paper needs to be presented in the format of a professional APA –formatted paper including a title page, margins, font size and grammar as described in the 6th edition of the APA Manual of Style.

Project Dissemination and Peer Evaluation (Group Work)

Each group will create a professional presentation of their project and present to the class. In keeping in line with the requirements for professional presentations, comportment must be demonstrated during the presentations including a demonstration of respect for fellow students and professional attire.

The presentation can should be in the format of a PowerPoint or poster and include the background for and significance of the project (including appropriate citations), a PICOT question, summary of evidence and recommendations, and a description of the plan for implementation and evaluation of the project. A depth of understanding regarding the identified problem and its potential solutions must be demonstrated through the project. Peer evaluations of the group and fellow presenters will be completed by each student and will count towards grades for dissemination. The presentations need to adhere to APA 6th edition criteria for grammar, citations and references. Citations need to be included on the slides, and a reference list needs to be included at the end of the presentation.

Class Attendance/participation (50% points; 5% of grade)

Attendance will be taken each week. Activities will be done in class, including peer reviews, and review/critique of research studies. In order to earn the points for the day, the student must be on time, stay for the entire class, and actively participate in class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor.

An important skill for all nurses is to have the ability to critically evaluate evidence. One of the objectives of this course is to learn the skills to critically appraise evidence and to be able to share and support your critique of evidence. This skill will be used throughout the course and demonstrated in your assignments and in your class engagement.

COURSE SPECIFIC LITERATURE:

Duffy, J.R. (2003). Caring relationship and evidence-based practice: Can they co-exist?
International Journal of Human Caring 7(3), 45-50. <http://www.humancaring.org/journal/>

Duffy, J.R., & Hoskins, L.M. (2003). The Quality-Caring Model©: Blending dual paradigms.
Advances in Nursing Science, (26)1. 77-88

<http://journals.lww.com/advancesinnursingscience/pages/default.aspx>

Makic, M.B., Martin, S.A., Burns, S., Philbrick, S., & Rauon, C. (2013). Putting evidence into practice: Traditional practices not supported by the evidence. *Critical Care Nurse*, 33(2), 28-43.

Shirey, M.R., Hauck, S.L., Embree, J.L., Kinner, T.J., Schaar, G.L., Ashby, S.R., Swenty, C.F., & McCool, L.A. (2011). Showcasing differences between quality improvement, evidence-based practice, and Research. *The Journal of Continuing Education in Nursing*. 42(2), 57-71. Doi: 10.3928/00220124-20100701-01

Articals as assigned

Essential Literature on Caring

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

Buber, M. (1970). *I and thou*. New York: 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, H.J.: 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, Indiana, USA: Sigma Theta Tau International Honor Society of Nursing.
- Mayeroff, M. (1971). *On caring*. New York: HarperCollins.
- 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 professions*. 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 edition. Boulder: University Press of Colorado.

COURSE POLICIES & GUIDELINES

All assignments must be created originally for this course. Assignments developed in other courses will not be accepted.

All course requirements and objectives must be met in order to earn a passing grade.

1. **Class participation:** Students are expected to prepare for and attend class, arrive on time and stay for the entire class. Important course content and concepts will be discussed, and the concepts are to be applied in all course work. Class activities will be assigned and must be completed during class time. If a student is not present, they will not receive credit for the activities. Students are expected to be respectful of others and work together as assigned.
2. **Assignments:** Assignments are due by midnight on the date specified on the course schedule. Two points per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.
3. Canvas will be utilized in this course. All assignments must be submitted via Canvas as a .doc or .docx file by the specified due date. **UNLESS SPECIFICALLY INSTRUCTED BY THE FACULTY, NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL.** Assignments submitted only through email will not be graded unless specifically instructed to submit via this route by the faculty.

Turnitin, a plagiarism detection system, will be utilized for papers in this course. Specified papers must be submitted to Turnitin prior to submitting to Blackboard for a grade. If Turnitin identifies a problem with citations, these must be corrected before submitting the assignment to Canvas for grading. Failure to make these corrections may constitute plagiarism and could result in a failure of the paper and/or the course. Assignments must be submitted for grading after the Canvas report is reviewed. Papers submitted only to Canvas will not be graded and will be considered as late until submitted for grading.

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 including cellular telephones are to be disabled in class sessions. For emergency purposes, cell phones may be on vibrate, but if a student needs to answer a call or text, they must leave the classroom. Students who are in violation of this may be asked to leave the class and not receive credit for that day.
4. ***Communication, Virtual Office, and Email:*** Announcements will be occasionally posted on Canvas. It is the responsibility of each student to check the Blackboard site throughout the week to receive course information.

Canvas will be the main source for electronic communication with faculty with the course. The Virtual Office on the Canvas site is to be used to correspond directly with the faculty regarding private matters or to set-up appointments. Only the faculty can read the correspondence in the Virtual Office. Please do not email faculty as this can result in delayed responses or lost emails. If there is a question of a more general nature or about an assignment and from which others may benefit, please post to the Cyber Café. The Virtual Office and the Cyber Café will be checked once daily Monday-Friday 9am – 6pm. Please allow 24 hours for a response.

The only way that faculty can generate electronic contact with a student is through email. The only recognized email by the University is FAU email. It is the responsibility of each student to check their emails throughout the week. Failure to read or to respond to an email from faculty in a timely manner may impact grades.

5. **Grading:** For final grades in the course, normal rounding rules will be used. A final grade of 92.4 will round to a 92, or an A-, and 92.6 will round to a 93, or an A.

COLLEGE AND NURSING POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at <http://nursing.fau.edu/index.php?main=3&nav=526>
- c). ATI Comprehensive Assessment and Review Program
Individual access to ATI's Comprehensive Assessment and Review Program (CARP), a focused remediation resource, is required technology for this course. This comprehensive learning program offers unique remediation on each test and ties results directly back to the NCLEX®. To address diverse learning styles, this program offers multiple remediation tools, including traditional and online reading materials, videos, practice assessments and Internet sources.

Materials include multiple proctored assessments and online practice tests, as well as review materials in print and online formats. The assessments are followed by focused remediation that ties directly back to NCLEX. Each course-specific proctored exam provides an assessment of your mastery of course concepts linked to the NCLEX test plan. The course-specific proctored ATI assessment tests will count for 5 percent of your course grade.
 - a. Full points are awarded for a minimum score of Level 2 on the Proctored Assessment.
 - b. Half of the points are awarded for completion of the Proctored exam with a score of less than Level 2
- d). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.phpp> and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonest 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.

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)—in Boca Raton, SU 133 (561-297-2880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (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 RECOMMENDATIONS

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 or nursing review process, etc. In such cases, materials will be used within the college and university.

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

Course Schedule: NUR 4947 Fall 2017

Class Dates	Topic	Read/View	Activities/Assignment
Week 1	<p>Introduction to Evidence Based Nursing Course</p> <p>Quality and Safety in Health Care</p>	<p><u>Agency for Healthcare Research and Quality</u></p> <p>Institute of Medicine</p> <p><u>Institute for Healthcare Improvement</u></p>	<p>Introductions</p> <p>EBP in Nursing</p>
Week 2	<p>Introduction to Evidence-Based Practice (EBP)</p> <p>Definition of EBP</p> <ul style="list-style-type: none"> • Steps of EBP • Distinguishing EBP from research <p>Ethical Consideration for Evidence Implementation</p>	<p>Read: Melnyk and Fineout-Overholt (2015)</p> <p>Chapters 1 and 2</p> <p>Article: Shirey et al. (2011)</p> <p>View: Presentation</p> <p><u>FAU Division of Research</u></p>	<p>Nursing Situations: Calls for Nursing and Spirit of Inquiry</p>
Week 3	<p>Developing Clinical Questions</p> <p>Background vs foreground and questions</p> <p>Formulating PICOT questions</p>	<p>Read: Melnyk and Fineout-Overholt (2015)</p> <p>Chapter 2</p> <p>View: Presentation</p>	<p>Exercise: PICOT questions</p>

<p>Week 4</p>	<p>Searching the Literature for Supporting Evidence</p> <p>Types of Evidence</p> <ul style="list-style-type: none"> • Searching Databases • Identifying appropriate databases <p>Critically Appraising Knowledge</p> <ul style="list-style-type: none"> • Weighing and rating of evidence • Appraising sources • Internal and external evidence 	<p>Read Melnyk and Fineout-Overholt (2015)</p> <p>Chapters 3 and 4</p> <p>View Presentation</p>	<p>Assignment: Asking Practice Questions (Due Sept. 13th)</p>
<p>Week 5</p>	<p>Appraisal of Quantitative Studies</p> <ul style="list-style-type: none"> • Types of quantitative studies • Validity • Reliability • Applicability <p>Appraisal of Qualitative Studies</p> <ul style="list-style-type: none"> • Types of qualitative studies <p>Trustworthiness</p>	<p>Read: Melnyk and Fineout-Overholt (2015)</p> <p>Chapters 5 and 6</p> <p>View Presentation</p>	<p>Research Review</p>

Week 6	<p>Integration of Patient Preferences and Clinician Expertise into Decision-Making</p> <p>Clinical Expertise</p> <p>Patient preferences and values</p> <p>Evidence-Based Clinical Guidelines (EBCGs)</p> <p>What is a guideline?</p> <p>Assessing guidelines</p> <p>Appraising guidelines</p>	<p>Read: Melynk and Fineout-Overholt (2015)</p> <p>Chapters 7 and 8</p> <p>View: Presentation</p>	<p>Introduction to the National Guideline Clearinghouse</p>
Week 7	<p>Role of Outcomes and Quality Improvement</p>	<p>Read: Melynk and Fineout-Overholt (2015)</p> <p>Chapter 10</p>	<p>Assignment: Searching for and Appraising Evidence (Due October 4th)</p>
Week 8	<p>FALL BREAK</p>		
Week 9	<p>Models for EBP</p>	<p>Read: Melynk and Fineout-Overholt (2015)</p> <p>View: Presentation</p>	<p>Assignment: Identifying Meaningful Outcomes (Due October 18th)</p>
Week 10	<p>Implementing Evidence in Clinical Settings</p>	<p>Read: Melynk and Fineout-Overholt (2015)</p> <p>Chapter 9</p> <p>View: Presentation</p>	
Week 11	<p>Dissemination of Evidence</p>	<p>Read: Melynk and Fineout-Overholt (2015)</p> <p>Chapter 18</p> <p>View: Presentation</p>	<p>Interpretations for Practice (Due Nov. 8th)</p>

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.'