COURSE NUMBER:	NUR 4833C
COURSE TITLE:	Professional Development in Nursing II: Designer of Caring Environments
COURSE FORMAT:	Live, Web assist; online
CREDIT HOURS:	1 credit (laboratory: 2 contact hours/week)
COURSE SCHEDULE:	Online; Collaborate sessions Tuesday 4:00 – 5:00 p.m. Blackboard
PLACEMENT IN	Required course offered in junior year
CURRICULUM:	Fall semester for Accelerated Track;
	First Spring semester for Traditional Track;
	First or second semester RN-BSN Track
PREREQUISITE OR	
COREQUISITES:	NUR 4824C
FACULTY:	Nancey E.M. France RN, PhD
	Christine E. Lynn College of Nursing, room 347
	nfrance@fau.edu
	561-297-2162 (Office)
	561-297-2416 (Fax) (assignments cannot be submitted by fax)
OFFICE HOURS:	Tuesday: 9:30 a.m. – 11:30 a.m.; 2:00 – 4:00 p.m.
	Wednesday: 1:00 – 3:00 p.m.

COURSE DESCRIPTION: The professional identity of the nurse as an advocate and a member of the interdisciplinary team is examined using concepts and theories of nursing, chaos and complexity, organizational design, QSEN and IPE competencies as foundational to quality care and patient safety. Explores caring models of leadership, team work, decision-making, and priority setting in nursing situations

COURSE OBJECTIVES: Upon completion of NUR 4833L, the student will be able to create nursing responses to:

Becoming competent

1. Explore theoretical frameworks and research related to power, change, conflict, and leadership. (PO 2, 3, 4, 5, 6, 8, 9, 11; Essential I, II, III)

2. Generate a range of strategies to enhance quality, safety and cost-effectiveness in

practice including effective team communication and functioning, conflict resolution, and active involvement of patients and families in the process. (PO 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Essentials I, II, III, V, VI).

3. Apply decision-making and priority setting models to enhance the quality and safety in selected nursing situations. (PO 2, 3, 4, 5, 6, 7, 8, 9; Essential I, II, III, IV, IX).

Becoming Compassionate

4. Differentiate leadership and caring leadership. (PO 1, 2, 3, 4, 5, 8, 9, 11; Essential II, VIII, IX).

Demonstrating comportment

5. Analyze the impact of leadership and communication style on the ability to delegate and manage conflict. (PO 2, 3, 4, 5, 6, 7, 8, 9, 11; Essential I, II, VIII, IX).

Becoming confident

6. Explore the professional identity of the baccalaureate-prepared nurse as the leader of the team. (PO 1-12; Essential I - IX).

7. Examine interdisciplinary practice issues, appraise related evidence, and evaluate interdisciplinary outcomes through the lens of caring science. (PO 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Essential I, II, III, IV, VI, VII, VIII, IX).

Attending to conscience

8. Analyze how the structure, mission, vision, philosophy, and values of various healthcare delivery systems influence quality care and patient safety. (PO 2, 3, 4, 5, 6, 8, 9, 10; Essential I - IX).

9. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. (PO 1, 2, 3, 4, 5, 8, 9, 10; Essential I - IX).

Affirming commitment

10. Discuss the professional identity of the baccalaureate prepared registered nurse as a provider of care, manager of care, and member of a profession. (PO 1-12; Essential I - IX).

11. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. (PO 1-12; Essential I - IX).

TEACHING LEARNING STRATEGIES: Examination of nursing situations; guided group activities; assigned readings for discussion; guest and peer presentations; group/team problem-solving activities and project; evaluation of outcomes and developing recommendations; self-reflection and evaluation; writing assignments; beginning portfolio development

GRADING AND EVALUATION METHODS:

Evaluation Method (Rubrics will posted)	S or U
Praxis Portfolio – Beginning Development [individual assignment]	S or U
Paper: Philosophy/theory-driven praxis with standards of practice [individual assignment]	S or U
Self-reflection and evaluation [individual writing assignment]	S or U
Leadership styles/models in relation to power, chaos, change (innovation-diffusion) and conflict. [group assignment discussion board]	S or U
Comparison of CON philosophy with an organization's philosophy or framework or mission [group assignment discussion board]	S or U
Complexity compression; RN Stacking	S or U
IPCP team's communication and ability to work together to impact outcome measures (QSEN/NDNQI/Core Measures) [group discussion assignment]	S or U
Social determinants of health related to QSEN/NDNQI/Core Measures [group assignment]	S or U
Effects of policy on the quality and safety of care on the unit [group project]	S or U
Presentation: Legal and ethical issues of delegation and interprofessional collaborative practice [group project/presentation]	S or U
X. Group Evaluation [each individual member evaluates group members]	S or U
XI. Comportment	S or U
XII. ATI Leadership modules	S or U
Total	S or U

GRADING SCALE: **The grading method for this course is Satisfactory (S) and Unsatisfactory (U) grades:**

- A grade of S signifies that the work is of C quality or better and meets expectations. **Each assignment must be of C quality or better in order to earn an 'S' for the course.**
- A grade of U indicates that the work is below expectations and no credit will be given. **Any assignment that earns below a C will result in a grade of U for the course.**
- A grade below C is not passing in the Undergraduate program.
- S/U grading is not calculated into the grade point average.

Points	Grade
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:

Current edition of the *Publication Manual of the American Psychological Association* (APA) Manual

Institute of Medicine. (2011). *The future of nursing: Leading change, advancing health.*
    Washington, DC: The National Academies Press. ISBN 9780309158237

Parker, M. & Smith, M. (Eds.). (2010). *Nursing theories and nursing practice* (3rd ed.). Philadelphia: F.A.
    Davis, Co.

RECOMMENDED TEXTS:

American Nurses Association. (2001). *Code of ethics for nurses with interpretative statements.*
    Washington, D.C.: American Nurses Association.

American Nurses Association. (2010). *Nursing's social policy statement: The essence of the profession.*
    Washington, D.C.: American Nurses Association.

American Nurses Association. (2010). *Nursing: Scope and standards of practice* (2nd ed.). Washington
    D.C.: American Nurses Association.

Chinn, P. (2013). *Peace and power: New directions for building community* (8th ed.). MA: Jones &
    Bartlett Learning. [this will be required in NUR 3173 Creating Healing Environments]

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science.* New York:
    Springer Publishing Company.

TOPICAL OUTLINE:

1. BSN as leader
   a. Professional Responsibilities
   b. Managing time and the Nursing Environment
   c. IOM *The Future of Nursing*
   d. IPE competencies
   e. The Nurse as a Communicator

2. Leadership
   a. ANA's *Principles for Delegation by Registered Nurses to Unlicensed Assistive Personnel*
   b. Understanding the diverse perspectives of the health care team
   c. Decision-making
      i. Decision Making, Problem Solving, and Critical Thinking
      ii. Theoretical Approaches to Problem Solving and Decision Making
      iii. Critical Elements in Problem Solving and Decision Making
      iv. Individual Variations in Decision Making
      v. Overcoming Individual Vulnerability in Decision Making
      vi. Decision-Making Tools
      vii. Pitfalls in Using Decision-Making Tools
   d. Ethical foundations of leadership
      i. Types of Ethical Issues
      ii. Ethical Frameworks for Decision Making
      iii. Principles of Ethical Reasoning
      iv. American Nurses Association Code of Ethics and Profession Standards
      v. Ethical Problem Solving and Decision Making
      vi. Ethical Dimensions in Leadership and Management
      vii. Working Toward Ethical Behavior as the Norm
   e. Legal foundations of nursing leadership
      i. Legal Accountability
      ii. Practicing within Regulatory Frameworks
      iii. Legal Doctrines and the Practice of Nursing
      iv. Professional Negligence
      v. Avoiding Malpractice Claims
      vi. Incident Reports

        vii. Intentional Torts

    f. Advocacy

        i. Becoming an Advocate

        ii. Patient Advocacy and Patient Rights

        iii. Whistle-Blowing as Advocacy

        iv. Professional Advocacy

3. Complex organizations

    a. HMOs, proprietary, academic medical centers, religious, community

    b. Magnet organizations

4. Quality and Safety

    a. Quality Control

        i. Defining Quality

        ii. Quality Control as a Process

        iii. The Development of Standards

        iv. Audits as a Quality Control Tool

        v. Quality Improvement Models

        vi. Quality Measurement as a Organizational Mandate

        vii. Medical Errors: An Ongoing Threat to Quality of Care

    b. Defining QSEN

    c. QSEN strategies

5. Managing Conflict

    a. Categories of Conflict

    b. The Conflict Process

    c. Conflict Management

    d. Managing Unit Conflict Negotiation

    e. Alternative Dispute Resolution

    f. Seeking Consensus

COURSE ASSIGNMENTS:

NUR 4833L Professional Development in Nursing II. Designer of Caring Environments

Date	Topic/Material to be Explored	Required Reading: Please check each unit in Blackboard for materials, power point presentations, etc. that will help you	Assignment/Activities
Week 1 8/26	Review of syllabus and course expectations and requirements.	Syllabus How is the curriculum created? Importance of graduating from an accredited program http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history Praxis: Kagan, P.N., Smith, M.C., Cowling, W.R., & Chinn, P.L. (2010). A nursing manifesto: An emancipatory call for knowledge development, conscience, and praxis. *Nursing Philosophy, 11*(1), 67-84.	Become familiar with: Blackboard site Commission on Collegiate Nursing Education (CCNE); Praxis Portfolio – Beginning Development [individual assignment: submit via assignment function in Blackboard]
Week 2 9/3	Review and understand the CON Philosophy, mission, organizing framework. Chaos, Complexity Differentiate caring theories of nursing and theories for nursing.	CON Philosophy, mission, organizing framework Smith, M.C. (2011). Philosophical and theoretical perspectives related to complexity science in nursing. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (1-20). New York: Springer Publishing Company. Perkins, J. (2011). Reflective questions. In A. Davidson, M. Ray, & M. Turkel (Eds.). *Nursing, caring, and*	Using the CON philosophy and organizing framework, identify one caring theory of nursing you might choose to guide your praxis and why; identify standards of practice that are also needed to guide your practice. Three-page length maximum (not including references) [individual assignment submit via assignment function in Blackboard]

Weeks	Topics	Readings	Assignments
		complexity science (21-25). New York: Springer Publishing Company. Reeder, F.M. (2011). Reflections from a Rogerian Science perspective. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (26-29). New York: Springer Publishing Company. Watson, J. & Smith, M.C. (2002). Caring science and the science of unitary human beings: A trans-theoretical discourse for nursing knowledge development. *Journal of Advanced Nursing, 37*(5), 452–461. Caring theories of Nursing: Please see Parker & Smith text: chapters 15, 17, 19, 20, 21, 28, 30	• Reflective questions and reflections from a Rogerian Science perspective will be discussed in the group's discussion board.
Weeks 3, 4 9/9, 9/16	Explore theoretical frameworks and research related to power, chaos, change, conflict, and leadership. Complexity Leadership; Servant Leadership Other models of leadership Leader vs manager	ATI Leadership and Management: chapter 1 NCLEX Connections – leadership and management Ray, M.A. (1998). Complexity and nursing science. *Nursing Science Quarterly, 11*(3), 91-93. Crowell, D.M. (2011). Leadership in complex nursing and health care systems. In A. Davidson, M. Ray, & M. Turkel (Eds.). *Nursing, caring, and complexity science* (199-211). New York: Springer Publishing Company. Shirley, N. (2011). Reflective questions. A. Davidson, M. Ray, & M. Turkel (Eds.). *Nursing, caring, and*	Written assignment: Self-reflection and evaluation (five-page maximum including references or the PKPCT) [individual assignment submit via assignment function in Blackboard] a. As a leader at the bedside b. Current leadership style c. Evaluate yourself on the Barrett's PKPCT tool d. Based upon your reflection and power analysis, do you have the potential

Week	Topic	Readings	Discussion
	Leadership vs caring leadership	*complexity science* (212-214). New York: Springer Publishing Company. Week 4: Barrett, E.A.M. (2010). Power as knowing participation in change: What's new and what's next. *Nursing Science Quarterly, 23*(1), 47-54. **http://www.drelizabethbarrett.com/** diagram/model http://www.drelizabethbarrett.com/background/diagram-barretts-theory-power-knowing-participation-change summary of theory http://www.drelizabethbarrett.com/background/summary-barrett-power-knowing-participation-change-theory Newsome, S., Waldo, M., & Gruszka, C. (2012). Mindfulness group work: Preventing stress and increasing self-compassion among helping professionals in training. *The Journal for Specialists in Group Work, 37*(4), 297-311, DOI: 10.1080/01933922.2012.690832.	to be a complexity and servant leader? Why or why not? Group Discussion Board: week 3 True or False: leadership and management are synonymous. Compare/contrast complexity and servant leadership with other leadership styles/models in relation to power, chaos, change (innovation-diffusion) and conflict. What is differentiated practice? What should that look like in the institution? http://www.aacn.nche.edu/media-relations/fact-sheets/impact-of-education Group Discussion Board: week 4 Mindfulness; Barrett's power as knowing participation in change Differentiate between mindfulness and multi-tasking. True or False – mindfulness and multi-tasking can co-exist. Support.
Week 5 9/23	Organizational philosophy/mission; Magnet certification	IOM Key messages I and II; overcoming barriers (*The Future of Nursing*, chapters 3, 4) Go online and find a health care organization's philosophy	Using the CON philosophy, framework, and theory of caring you identified earlier, compare with an organization's

Week / Date	Topic	Readings / Content	Assignment
		and mission – compare magnet institution with non-magnet. Ray, M.A. & Turkel, M.C. (2010). Marilyn Anne Ray's theory of bureaucratic caring. In M.E. Parker & M.C. Smith (Eds.). *Nursing theories & nursing practice* (3rd ed.). Philadelphia: F.A. Davis Company. Atheoretical-driven praxis vs theory-driven praxis Power point presentations for review http://qsen.org/ http://www.nursingquality.org/ http://www.jointcommission.org/core_measure_sets.aspx http://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/HospitalQualityInits/HospitalHCAHPS.html http://www.nursecredentialing.org/Magnet.aspx	philosophy or framework or mission. [group assignment] a. Are they congruent? Why or why not? b. Could this impact quality of care, patient safety, nurse satisfaction, and HCAHPS? Why or why not? [use QSEN/NDNQI/Core Measures topic] What is magnet certification? What does it mean? Relate this to differentiated practice.
Week 6 9/30	Complexity Compression: Leadership of the BSN-RN	RN Stacking Ebright, P.R. (2010). The complex work of RNs: Implications for healthy work environments. *Online Journal of Issues in Nursing (ONLINE J ISSUES NURS)*, 15(1), 1-14.	TBA
Weeks 7, 8 10/7,	Health Care Delivery Systems	10/7: Interprofessional Collaborative Practice (IPCP) competencies; QSEN competencies (Pre-Licensure	10/7: Discussion Board: Groups Review the IPCP and QSEN competencies. How do you see the role of

10/14		KSAS: Graduate KSAS); Standards of Practice http://www.aacn.nche.edu/ 10/14: Kingston, M.B. & Turkel, M.B. (2011). Caring science and complexity science guiding the practice of hospital and nursing administrative practice. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (169-185). New York: Springer Publishing Company.	the BSN-prepared nurse? Have you seen these followed and/or measured in the clinical setting? Review the document Appendix 1-A.6. 1. How many of these national standards have you heard of and/or are familiar with? Have you seen these used or referred to in the clinical setting? 2. Review the IPE and QSEN competencies. [discussion board in groups] 10/14: Discuss how the IPCP team's communication and ability to work together can impact outcome measures (QSEN/NDNQI/Core Measures) • quality, • safety and cost-effectiveness How can you as the BSN influence this and include active involvement of patients and families in the process? [group]
Weeks 9, 10	Social determinants of health	Leader at the bedside and at the political/legislative level	Identify a social determinant of health related to QSEN/NDNQI/Core Measures

10/21, 10/28			topic. How you would advocate for this person/community at the point-of-care and at the political/legislative level? (be specific – i.e. don't just say 'write a letter', but actually write the letter) [group]
Weeks 11, 12 11/4, 11/11	Health Care Policy	EBP Standards of Practice Nurse Practice Act IOM Key Messages #3, #4 (chapters 5, 6).	Review and update a policy that enhances the quality and safety of care on the unit for nurses and the interdisciplinary team [group]
Weeks 13-16 11/18 – 12/11/13	Final project	W 4:00pm, 4:20pm or 4:30pm Final exam time is W (Dec 11) 4:00pm-6:30pm http://www.fau.edu/registrar/schedule/pdf/docs/Fall_2013 _Final_Exam_Schedule.pdf	Final Group Presentation via Collaborate: Present a Nursing situation from QSEN/NDNQI/Core Measures topic [group]: a. Fully describe the nursing situation and identify ethical and legal issues that either did arise or could have emerged b. Describe how you dealt with this. Then present how you might deal with it based on what you have learned. c. Describe your role as center of the team. d. What did you or could have

	safely, legally delegated during this nursing situation? Please also address and explain why if you believed there was nothing you could delegate.
TBA	Course and Group Evaluations [each individual member evaluates group members]

Note: Course assignments may be altered.

BIBLIOGRAPHY:

American Association of Colleges of Nursing. (2008). *The essentials of Baccalaureate education for professional nursing.* Washington, DC: Author. http://www.aacn.nche.edu/Education/essentials.htm

Barrett, E.A.M. (2010). Power as knowing participation in change: What's new and what's next. *Nursing Science Quarterly, 23*(1), 47-54.

Boykin, A., Schoenhoffer, S.O., & Linden, D. (2010). Anne Boykin and Savina O. Schoenhofer's nursing as caring theory. In M.E. Parker & M.C. Smith (Eds.) *Nursing theories and nursing practice* (3rd ed.) (pg. 370-385). Philadelphia: F.A. Davis Company.

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science, 1(*1), 13-23.

Crowell, D.M. (2011). Leadership in complex nursing and health care systems. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (199-211). New York: Springer Publishing Company.

Ebright, P.R. (2010). The complex work of RNs: Implications for healthy work environments. *Online Journal of Issues in Nursing (ONLINE J ISSUES NURS), 15*(1), 1-14.

Kagan, P.N., Smith, M.C., Cowling, W.R., & Chinn, P.L. (2010). A nursing manifesto: An emancipatory call for knowledge development, conscience, and praxis. *Nursing Philosophy, 11*(1), 67-84.

Kingston, M.B. & Turkel, M.B. (2011). Caring science and complexity science guiding the practice of hospital and nursing administrative practice. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (169-185). New York: Springer Publishing Company.

Mayeroff, M. (1970). *On caring.* New York: Harper & Row. [ISBN# 0-06-092024-6]

Newman, M.A. (2008). *Transforming presence: The difference that nursing makes.* Philadelphia, PA: F. A. Davis Co. [ISBN10-0-8036-1752-6].

Newsome, S., Waldo, M., & Gruszka, C. (2012). Mindfulness group work: Preventing stress and increasing self-compassion among helping professionals in training. *The Journal for Specialists in Group Work, 37*(4), 297-311, DOI: 10.1080/01933922.2012.690832.

Perkins, J. (2011). Reflective questions. In A. Davidson, M. Ray, & M. Turkel (Eds.). *Nursing, caring, and complexity science* (21-25). New York: Springer Publishing Company.

Ray, M.A. (1998). Complexity and nursing science. *Nursing Science Quarterly, 11*(3), 91-93.

Reeder, F.M. (2011). Reflections from a Rogerian Science perspective. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (26-29). New York: Springer Publishing Company.

Roach, S. (1992). *Caring: The human mode of being* (revised ed.). Ottawa, CA: Canadian Hospital Association Press. [ISBN# 1-896151-44-2]

Shirley, N. (2011). Reflective questions. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (212-214). New York: Springer Publishing Company.

Smith, M.C. (2011). Philosophical and theoretical perspectives related to complexity science in nursing. In A. Davidson, M. Ray, & M. Turkel(Eds.). *Nursing, caring, and complexity science* (1-20). New York: Springer Publishing Company.

Smith, M.C., Turkel, M.C. & Wolf, Z.R. (2013). *Caring in nursing classics: An essential resource*. New York: Springer Publishing Company.

Watson, J. (2011) *Human caring science. A theory of nursing* (2nd ed). Sudbury, Mass: Jones & Bartlett.

Watson, J. & Smith, M.C. (2002). Caring science and the science of unitary human beings: A trans-theoretical discourse for nursing knowledge development. *Journal of Advanced Nursing, 37*(5), 452-461.

Required additional readings may be assigned throughout the semester.

COURSE POLICIES AND GUIDELINES

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignment, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

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

2. As the course is taught online via Blackboard, the student is expected to become familiar with Blackboard and have the necessary and appropriate computer technology before the course begins.

3. *Attendance:* The student is expected to participate in each unit within the time schedule for each unit. Participation in the course is evaluated via active group participation in threaded discussions and assignments, participation in collaborate and time spent in the course. Each group depends upon its members to co-create the teaching/learning environment. Once a discussion board thread is closed, **discussions cannot be made up.**

4. Students agree that by taking this course all required papers may be subject to submission for textual similarity review for detection of plagiarism. All submitted papers may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers.

5. *Assignments:* All papers are to be submitted via the assignment function on Blackboard and are due by 11:59 p.m. on the date specified on the course schedule or assignment rubric. For every day late, the grade is reduced by one letter grade. After 5 days, the work will not be accepted and a grade of '0' will be recorded. Reminder: each assignment must earn at least a C in order to

receive an S and pass the course. **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.**

6. Regularly scheduled collaborate sessions: The faculty will lead a discussion and answer questions on a regularly scheduled date via collaborate in Blackboard. Although this is not mandatory, students are encouraged to participate. All collaborate sessions are recorded.

7. **Online Office:** Students are to post their questions re: the course in general or specific assignments in the online office instead of sending individual e-mails to the faculty. If there is a private issue that the student needs to share with the faculty, then e-mail or call.

8. Email will be answered within 24 hours with the exception of the following:
    a. Between Friday 5:00 p.m. and Monday 9:00 a.m.
    b. During holidays and/or when the university is not in session.

9. **Web and e-mail etiquette:** Communication via the internet and e-mail is more difficult than face-to-face or verbal communication. Please follow these guidelines:
    a. Always provide a greeting and an appropriate sign-off with your signature (or typed name). For example, a greeting might be 'Good morning, John (fellow classmate)' or 'Hello, Dr. France'. An appropriate sign-off might be 'take care, Sharon' or 'thank you, Bill'.
    b. Do not put message in all capital letters or use bolded letters.
    c. Do not provide a knee-jerk response. In other words, read and re-read your e-mail whether you've initiated the e-mail or you're responding to an e-mail before pushing that send button.
    d. It's a good idea to compose your initial e-mail or response to an e-mail in a word document first – then you can check for grammar, spelling, tone, etc.
    e. If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you. Under 'options' you will see 'delayed delivery'. This is a very handy function in that while you compose your e-mail at midnight you can set it to be delivered at 8:00 a.m.

10. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address. You are responsible for checking your FAU email at least three times/week throughout the semester. If you forward emails from your FAU address to another account, you may miss important information. You may obtain an

FAU email account at: http://accounts.fau.edu/ or by going to a computer lab on campus. The faculty will not respond to email from a non-FAU email address.

11. ***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 pagers, beepers and cellular telephones are to be disabled 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.

12. In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student's responsibility to regularly check the board for class updates/clarifications. 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 Blackboard.

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

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/chapter4/4.001_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 (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 1 (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.

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.

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.

F&U

FLORIDA ATLANTIC
UNIVERSITY

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.

April 2012