 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department <sup>Nursing</sup> College <sup>Nursing</sup>		
<b>Current Course Prefix and Number</b> NGR 7945L		<b>Current Course Title</b> RESIDENCY IN ADVANCED PRACTICE NURSING	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> From:                      To: <b>Change course number</b> From:                      To: <b>Change credits*</b> From:                      To: <b>Change grading</b> From:                      To: <b>Academic Service Learning (ASL) **</b> Add <input checked="" type="checkbox"/> Remove <input checked="" type="checkbox"/>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>	
* Review <u>Provost Memorandum</u> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> SUMMER 2021		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Sue Bulfin /sbulfin@health.fau.edu/ 561-297-3600			
<b>Approved by</b> Department Chair <u>Susan Bulfin</u> College Curriculum Chair <u>Sheila</u> College Dean <u>Thomas E. Edwards</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> <u>2/16/2021</u> <u>12/14/20</u> <u>2-16-2021</u>	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

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

**COURSE TITLE:** RESIDENCY IN ADVANCED PRACTICE NURSING

**COURSE NUMBER:** NGR 7945L

**CREDIT HOURS:** 3 Credits: 180 clinical hours  
Clinical hours: 4:1 ratio = 16 hours per week x 12 weeks

**TIME AND LOCATION:** Monthly clinical conferences will be arranged by clinical faculty.

**CURRICULUM**

**PLACEMENT:** Final Summer and Fall Semesters of Program

**PRE-REQUISITE:** Completion of all BSN-DNP course work/  
Approval of DNP Project Proposal

**FACULTY:** TBD

**OFFICE HOURS:** TBD

**COURSE DESCRIPTION:** This residency course will provide a comprehensive practice experience to allow the learner to further synthesize and expand upon nursing knowledge, competency, and caring science for advanced nursing practice at a high level of expertise. Learners will have the opportunity to translate research into practice, link policy making with clinical systems, and serve as change agents for health care. The learner will begin implementation of the DNP Project in their area of specialization.

**OBJECTIVES:**

Upon completion of NGR 7945L, the student will demonstrate evidence of:

**1. Being competent**

- a. Incorporate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. (*Essential III*)
- b. Collaborate with faculty and preceptor to design mutually agreed upon goals and objectives for the clinical experience. (*Essential VI*)
- c. Create innovative models for advanced nursing practice that are grounded in caring, best evidence, and knowledge from nursing and other disciplines. (*Essential I*)

## **2. Becoming compassionate**

- a. Base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, nursing, and caring science as appropriate in their area of specialization (*Essential I*)
- b. Conduct ongoing evaluation of advanced nursing care to determine its effectiveness in responding to the needs of the target population. (*Essential VII*)
- c. Choose care management strategies with consideration of patient's financial, cultural, spiritual, and physical concerns. (*Essential I*)

## **3. Demonstrating comportment**

- a. Develop self as a caring based leader through professional relationships with peers and patients while addressing complex health issues. (*Essential II*)
- b. Articulate the goals and objectives of the DNP project to facility administrators, staff, and participants. (*Essential VIII*)
- c. Design caring environments in the practice setting which support and nurture the wholeness of persons. (*Essential VIII*)

## **4. Becoming confident**

- a. Become proficient in assessing, diagnosing, and managing complex patient problems from a caring perspective in the clinical setting. (*Essentials I, II, VIII*)
- b. Examine local and global health policy to advocate for populations and communities to improve health outcomes. (*Essential V*)
- c. Appraise existing clinical protocols in the chosen practice setting to determine gaps in adherence to current guidelines and best practices. (*Essential III*)

## **5. Attending to conscience**

- a. Implement effective models of care which address specific population needs of the diverse groups served in the practice setting. (*Essential VII*)
- b. Analyze effectiveness of advanced nursing care for individuals and populations served in the practice setting. (*Essential VII*)
- c. Articulates how the topic chosen for the final capstone project responds to a verified need within the practicum setting. (*Essential VII*)

## **6. Affirming commitment**

- a. Articulate the DNP's accountability for practice expertise, specialized knowledge, and expanded role in the care and management of individuals and families. (*Essential VIII*)
- b. Lead the transformation of complex healthcare systems through caring leadership that facilitates intra and interprofessional collaboration to achieve quality outcomes.
- c. Discuss the DNP Project implementation with interdisciplinary team members to elicit collaboration, critique, and support. (*Essential VII*)

### **TEACHING LEARNING STRATEGIES:**

Discussions, clinical site visits, clinical conferences, individual faculty meetings, Blackboard assignments, required readings, written papers, and student presentations.

### **GRADING AND EVALUATION METHODS**

Grading Scale: Satisfactory/Unsatisfactory

### **REQUIRED TEXTS:**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Collins-Bride, G. M., & Saxe, J.M. (2011). *Clinical guidelines for advanced practice Nursing: An interdisciplinary approach*. (2<sup>nd</sup> ed.). San Francisco: Jones & Bartlett. ISBN: 978-0-7637-7414-1

McCaffrey, R. (2012). *Doctor of Nursing Practice: Enhancing professional development*. Philadelphia: FA Davis Publishers.

Moran, K., Burson, R., & Conrad, D. (2014). *The Doctor of Nursing Practice scholarly project: A framework for success*. Burlington, MA: Jones & Bartlett Learning.

### **RECOMMENDED READING:**

Bickley, L. S. (2012). *Bates' guide to physical examination and history taking*. (11<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

Cash, J. & Glass, C. (2011). *Family Practice Guidelines*. (2<sup>nd</sup> ed.). New York, NY: Springer.

Colyar, M. R. (2011). *Assessment of the school-age child and adolescent*. Philadelphia: F. A. Davis Company. ISBN: 978-0-8036-2334-7

Domino, F. (2014). *The Five Minute Clinical Consult* Philadelphia, PA: Wolters Kluwer.

Dunphy, L. & Winland-Brown, J. (2011). *Primary care: The art and science of advanced practice nursing (3<sup>rd</sup> Ed.)*. Philadelphia, PA: F.A. Davis. ISBN - 9780803622555

Fitzgerald Health Education Associates <http://fhea.com>. (Newsletter is free).  
Fitzgerald, M. A. (2010). *Nurse practitioner certification examination and practice preparation*. FA Davis Company: Philadelphia.

Habif, T. P. (2011) *Skin disease, diagnosis and treatment*. Third Edition. Elsevier

Saunders: Edinburgh. ISBN-13: 979-0-323-07700-2.

Mengel, M & Schwiebert, L.P. (2009) *Family medicine ambulatory care and prevention 5<sup>th</sup> Edition*. New York: McGraw Hill.

Stedmand's Medical Spellchecker – Can be found online and purchased at <http://www.stedmans.com/>

Zaccagnini, M. & White, K. (2011). *The Doctor of Nursing Practice Essentials*. Sudbury, MA: Jones & Bartlett Learning.

## **TOPICAL OUTLINE**

Designing, delivering, and evaluating evidence-based care to improve patient outcomes

- Formulating practicum goals and objectives with preceptor
- Problem based learning from the perspective of nursing situations
- Use of current clinical guidelines for major disorders

Clinical expertise: Opportunities for growth in clinical judgment, systems thinking, and accountability

- Review of essential genomic competencies in graduate education
- Updates in pharmacologic interventions
- Barriers to implementation of current evidence in clinical settings

Formative evaluation of DNP Project implementation (with faculty project chair)

- Articulating the DNP's leadership role in the care and management of individuals, families, and aggregates
- Challenges and successes in project implementation progress

## **COURSE ASSIGNMENTS**

### **Practicum Experience Goals and Objectives (1-2 page document, due week 3)**

The student will consult with the preceptor during the first week of the course to develop specific, individualized goals and objectives for the practicum experience. The goals and objectives will be based on the NGR 7945L course objectives and tailored to the specific population served in the practice setting.

### **Participation in clinical conferences**

Clinical conferences will be scheduled during the semester. Students will be prepared to present challenging nursing situations encountered in the clinical setting to faculty and classmates from the perspective of current evidence and caring science.

## **Log of Clinical Hours**

Students will submit a weekly log of clinical hours into eLogs.

## **Reflective Monthly Journaling**

Each student is required to keep a residency journal during this semester. The purpose of the reflective journal in the DNP residency semester is to help students reflect on the synthesis of their learning experiences in the practicum setting, with specific emphasis on the expression of caring in nursing situations.

This journal will be a reflection of the residency experience each week focusing on application of current evidence from nursing situations, personal reflection, and insight about individual growth in caring. The journals will be posted on the Canvas site each on the assigned dates and must not include any information which may reveal a person's identity.

This informal journal is intended to foster reflection and enhance communication with clinical faculty. Journal entries will be evaluated based on completeness, accuracy of writing, and depth of personal reflection. It is not necessary to have a title page or references. Each journal entry must:

1. Provide tracking of total clinical hours for the course, briefly describing how time was spent.
2. Summarize what was learned from the clinical experience or nursing situation from the lens or perspective of caring science. Include a statement of how personal growth may have occurred as a result of reflecting on the experiences.

## **Academic Service-Learning Project Assignment**

**ACADEMIC SERVICE-LEARNING STATEMENT:** Due to the nature of the course content, this course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you may participate in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development. To receive academic service-learning notation of hours on your transcript, your hours must be logged according to university policy. Also, pre-assessment and post-assessment surveys are required to be taken by academic service-learning students.

- **Description of the Project:**
  - Students choosing this assignment will engage in 10-40 hours of Academic Service-Learning opportunity at approved community locations. Community locations will be approved by the Christine E. Lynn College of Nursing.

- **Relevant and meaningful service in the community:**
  - Many calls for Advanced Nursing care from FAU College of Nursing are requested from community agencies each year. These requests are to serve the health needs of the community in the form of school screenings, back to school physicals, sports physicals and health education. Students have an opportunity in this course to meet that call for direct nursing services related to child health through Academic Service-Learning
- **Enhanced academic learning:**
  - As this course focuses on the care of women, practical application of the course content can occur through Academic Service-Learning activities that involve providing screening and direct primary care services for women across the lifespan. This will be a "real world" experience through activities such as back to health screenings, wellness exams, school physicals, acute illness episode assessments, and health education.
- **Purposeful civic engagement:**
  - Providing Advance Practice Nursing Care to under-served or constrained populations that have requested needed health services from FAU College of Nursing will allow students to apply knowledge and work toward course objectives while meeting a distinct community need.

### **CARING BIBLIOGRAPY:**

- Boykin, A. & Schoenhofer, S. O. (2001). *Nursing as caring: A model for transforming practice*. Sudbury, MA: Jones & Bartlett. ISBN 0-7637-1643-X
- Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-23.
- Paterson, J. & Zderad, L. (1976/1988). *Humanistic nursing*. New York: National League for Nursing. ISBN 0-88737-398-4
- Ray, M. (2009). *Transcultural caring: The dynamics of contemporary nursing*. St. Louis: Elsevier Health Sciences.
- Roach, S. (1992). *Caring: The human mode of being* (revised ed.). Ottawa, CA: Canadian Hospital Association Press. ISBN 1-896151-44

### **COURSE POLICIES AND GUIDELINES**

*All course requirements and objectives must be met in order to earn a passing grade. A grade of "B" is considered passing.*

**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 for the assignment.**

**1. Participation:** You are expected to engage in regularly scheduled clinical conferences and meetings with your clinical faculty and capstone faculty chair.

**2. Assignments:** Written assignments are due in the drop box in Blackboard by midnight of the due date. Specific due dates are listed on the course schedule. One point 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 the due date. If the student is unable to submit work by the due date, arrangements must be made with the course instructor BEFORE the due date to avoid receiving a zero for the assignment. No late work will be accepted without prior arrangements being made with the faculty.**

All written papers must be submitted to SafeAssign PRIOR to submitting to Blackboard for a grade. SafeAssign is located on the course Blackboard site, and all students have access to this site. If the paper is not submitted to SafeAssign, 3 points will be deducted from the grade for the paper, and the instructor will submit the paper to SafeAssign. If SafeAssign identifies a problem with citations, **THESE MUST BE CORRECTED PRIOR TO SUBMITTING THE PAPER to Blackboard for grading. Failure to make these corrections may constitute plagiarism and could result in a failure of the paper and/or the course.**

**3. Originality.** 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.

**4. Communication.** Communication with the faculty in this course will be conducted through email using your FAU email address. FAU email is recognized as the only email system that may be used for course correspondence. **It is the responsibility of each student to periodically check their FAU email as important individual student messages may be sent via this route.**

### **CLINICAL RESIDENCY GUIDELINES**

The DNP clinical residency courses offer opportunities for learners to refine advanced clinical skills, translate research into practice, link policy making with clinical systems, and serve as change agents for health care.

#### **Student responsibilities**

**Credential verification.** All credentials must be up to date in order to practice in the clinical setting. The college of nursing now uses the Certified Background to track all background checks and health requirements. complete instructions including a flow chart may be found at the following link: <http://nursing.fau.edu/index.php?main=3&nav=713>. Students must make a copy of the face sheet or Certified Background and **hand it in to clinical faculty by the first night of the class.** The student cannot begin the clinical until



this is completed. Colleen Alcantara by e-mail [Slocombe@fau.edu](mailto:Slocombe@fau.edu) or by phone 561-297-6261 for assistance.

**Preceptor.** Preceptors must be board/nationally certified in the area of practice, and must have practiced for at least one year. The majority of experiences should be with an advanced practice nurse, a licensed physician, or other advanced practice clinician with considerable experience and recognition as an expert in the student's chosen area of study. Students must submit the electronic Clinical Arrangements Form for EACH clinical site. If the preceptor is new to the site, the name can be added at this time. Online submission of clinical site placement must be done after the first week of class.

**Goals and objectives.** The student will consult with the preceptor during the first week of the course to develop goals and objectives for the practicum experience. The goals and objectives will be based on the NGR 7945L course objectives and tailored to the specific population served in the practice setting.

**Preceptor information.** Students are responsible for supplying copy of the syllabus and evaluation forms for the preceptor. Students are responsible for having their preceptor fill out and sign the Preceptor Agreement Form that must be returned to didactic faculty the second week of class. This form is uploaded onto the data center when the student fills out the electronic Clinical Arrangements form.

**Professionalism.** Professionalism is expected in the clinical setting such as arriving on time on expected days with white lab coat and FAU name badge. Inquire about dress code and need for closed-toe shoes. Students are not allowed to be in the clinical setting when the University is closed.

**Clinical site visits with faculty.** It is the student's responsibility to arrange an acceptable date and time for the faculty site visit and to advise the clinical preceptor of the date and purpose of the visits. The student will also provide the preceptor with the "Site Visit Evaluation" located on the CON website.

**Documentation of Clinical Hours.** Students will be required to use *Residency Log Summary*. Falsified clinical hours are considered plagiarism.

**Evaluations.** The *Residency Log* and the *Preceptor Evaluation of Student* must be completed at the end of the term and signed by the preceptor and faculty member. The evaluation forms are posted on the College of Nursing Web site and on the lab BB site. The student will keep the *original form* and *submit a copy* to the faculty. On completion of the course, the student will complete and submit an evaluation of the preceptor and clinical site. (Forms located on the College of Nursing Web site).

#### **Checklist for Students**

- Certified Background face sheet with all areas "approved"
- Drug screen is (submitted in NGR 6200)
- Proof of SIP and HIPAA education through the College of Nursing Website
- <http://nursing.fau.edu/index.php?main=3&nav=704> (HIPAA and SIP links and requirements) (BSN-DNP students - submitted in NGR 6200)
- Contact information for all clinical sites: Name of agency, preceptor, address, and phone
- Electronic submission of clinical site information once assignments are made and the Preceptor Credentialing Form is signed (the Preceptor

- Credentialing/agreement form is now uploaded with the Clinical Arrangements Form).
- Summary of Clinical Hours from previous semesters if applicable
  - New Preceptor Agreement Form to be signed by preceptor on the first day of clinical (form will be provided by clinical faculty). This document is now uploaded to the datacenter.
  - Preceptor's e-mail for Beginning and End of Term Letters
  - Forms/papers to be completed with appropriate signatures
    - *DNP Student Self-Evaluation Form*
    - *DNP Residency Log Summary*
    - *Preceptor Evaluation of DNP Student*
    - *Student Evaluation of Preceptor and Clinical Site Form*

### **FAU Faculty Responsibilities**

The faculty member who works with the student and preceptor to ensure the practicum experience is consistent with course outcomes and expectations are clearly communicated. The faculty member will serve as a resource in the student's development as a caring-based leader in advanced nursing practice and in advocating for caring environments that nurture wholeness of persons and populations.

**Goals and objectives.** The faculty member will review the practicum goals and objective and provide the preceptor with assistance related to helping the student to achieve the learning outcomes.

**Collaborating with preceptor.** The faculty member will be available to the preceptor to discuss issues that may arise and will meet with the student and preceptor periodically to discuss student's progress and exchange ideas and/or suggestions to better achieve outcomes. These meetings will occur by telephone and/or e-mail exchanges.

**Clinical site visits.** Faculty will make pre-arranged visits to the student's clinical sites. During the visit, the faculty will observe and discuss clinical assessments, management plans, and the Capstone Project with the student and preceptor.

**Evaluation of student progress.** The faculty member will be responsible for the formative and summative evaluations of the student's progress. Preceptor input will be elicited to assist in this evaluative process. The faculty member will also provide the student with the opportunity to evaluate the clinical experience and will discuss the clinical evaluation with the student relevant to strengths and areas for improvement

### **Preceptor responsibilities**

The preceptor works closely with the student to provide opportunities to achieve the course outcomes. For example, the preceptor will facilitate access to clinical services, organizational information, decision makers, and other personnel to meet the objectives of the clinical practicum and to implement the DNP scholarly project. The preceptor allows the student the opportunity to carry out complete and episodic histories and physical examinations, present the patients to the preceptor, discuss the options for diagnostic tests and management, including follow-up of the patients. Students should be involved in the decision-making process to some degree, and have opportunities for in-depth discussions about patients with the preceptor to gain insights into appropriate

management. In addition, opportunities for recording the patient information, understanding certain financial influences in the practice site, etc. are important.

**Goals and objectives.** The preceptor will review the student's site specific course outcomes and provide feedback with suggestions for modification if necessary.

**Preceptor Orientation.** The preceptor will review the orientation guide located on the College of Nursing website at

**Student Orientation.** The preceptor will arrange for student orientation to the clinical practice setting including identification of facility policies and procedures.

**Role modeling and back-up.** The preceptor will serve as a role model as a practitioner, teacher, and mentor, and will provide for a back-up mentor in the case of absence from the clinical area.

**Collaboration.** The preceptor will work with the student in the clinical practice setting to provide guidance for optimal achievement of course outcomes. The preceptor will also provide guidance regarding collaboration with other professional disciplines.

**Appraisal.** The preceptor will provide the faculty member with input in the formative and summative evaluations of student's progress. The preceptor will also be asked to provide recommendations for optimizing the practicum experience to add value to the clinical setting and enhance health outcomes at the individual and aggregate level.

**Tuition waiver.** Preceptors may apply for a certificate of participation after 300 hours of precepting. This will allow waiver of tuition for six credits at any state college or university. The Preceptor certificate of participation information and forms, are found on the "**For Preceptors**" section under the College of Nursing Graduate Programs website at the "**Go To**" menu on the left column.

## **COLLEGE OF NURSING and UNIVERSITY 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 Graduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=457>
- c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>  
and <http://www.fau.edu/regulations>

## **ACADEMIC SERVICE-LEARNING**

This course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in A S-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

- Requires a min. of 10 hours of relevant and meaningful service in community, as part of the course, that enhances academic learning.

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, [www.fau.edu/leadandserve](http://www.fau.edu/leadandserve), for the survey link and more information on FAU's Academic Service-Learning program.

### **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](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 student's 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.



## CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

#### 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 inter-professional 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 guide 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'

## COURSE SCHEDULE

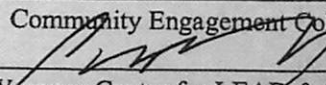
WEEK	CLINICAL ACTIVITY
Week 1	<ul style="list-style-type: none"><li>• Orientation with preceptor</li><li>• Develop mutually acceptable goals and objectives for the residency experience.</li></ul>
Weeks 2-4	Practice in clinical setting; begin implementing DNP project Submit goals and objectives to course faculty
Weeks 5-12	<p><b>Face to face midterm site visit week 5 through 12 with clinical conference.</b></p> <ul style="list-style-type: none"><li>• Discussion of nursing situations</li><li>• Evaluate progress toward achievement of goals and objectives</li><li>• Formative evaluation of residency experience.</li></ul> <p>Clinical site visit with conference, student self-evaluation and midterm evaluations by faculty, student, and preceptor (evaluation forms due).</p>
Weeks 12-16	<ul style="list-style-type: none"><li>• <b>Complete all required assignments and documentation and scan into a PDF format then upload into their respective assignment section in Canvas.</b></li></ul>



**Academic Service Learning  
Course Designation**

This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.

\_\_\_\_\_  
Community Engagement College Liaison

  
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Weppner Center for LEAD & Service-Learning

\_\_\_\_\_  
Date

2-22-21

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Date