

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6141	CURRENT COURSE TITLE: ADVANCED PATHOPHYSIOLOGY
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: THIS COURSE OFFERS ADVANCED STUDY OF HUMAN PATHOPHYSIOLOGY AS IT RELATES TO THE DETECTION OF DISEASE, AND NURTURING WHOLENESS OF INDIVIDUALS AND FAMILIES THROUGHOUT THE LIFESPAN USING NURSING SITUATIONS GROUNDED IN CARING.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³ N/A

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u>Shelby Good</u> College Curriculum Chair: <u>M. Purnell</u> College Dean: <u>Karen Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/9/13</u> <u>10/16/13</u>	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
---	---	--

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING**

COURSE SYLLABUS

<u>COURSE TITLE:</u>	Advanced Pathophysiology
<u>COURSE NUMBER:</u>	NGR 6141
<u>CREDITS:</u>	3 credit hours
<u>COURSE FORMAT:</u>	FULLY ONLINE in Blackboard
<u>PREREQUISITE:</u>	Undergraduate pathophysiology recommended
<u>COREQUISITE:</u>	None

FACULTY:

COURSE DESCRIPTION: This course offers advanced study of human pathophysiology as it relates to the detection of disease, and nurturing wholeness of individuals and families throughout the lifespan using nursing situations grounded in caring.

COURSE OBJECTIVES: Upon completion of the course, the student will demonstrate evidence of:

Becoming Competent:

- 1.) Apply foundational knowledge from nursing and related sciences to identify normal and abnormal cellular and systemic processes at the advanced level. (Essential I)
- 2.) Utilize selected concepts from biological, behavioral, health promotion, and nursing sciences to identify normal and abnormal physiological processes affecting persons across the lifespan. (Essential I, VIII)
- 3.) Demonstrate patient-centered and culturally responsive strategies in examining, preventing, and treating persons with illness. (Essential VIII)
- 4.) Utilize informatics and health technologies to locate and evaluate scholarly sources of evidence. (Essential III, V)
- 5.) Apply research findings and sources of scholarly evidence to evaluate the pathophysiology of disease states. (Essential III, IV)

Becoming Compassionate:

- 6.) Discuss the impact of ethical, legal, political, cultural, global, and socioeconomic issues in identifying and preventing illnesses in advanced nursing practice (Essential I, II)

Demonstrating Comportment:

- 7.) Use sensitivity and discretion regarding pathophysiological issues. (Essential I, VIII, IX)

Becoming Confident:

- 8.) Demonstrate confidence in identifying normal and abnormal pathophysiologic human processes, through critical thinking to improve the health and well-being of individuals across the lifespan (Essential I, VIII, IX)

Attending to conscience:

- 9.) Discuss morally sensitive issues with others that relate directly to pathophysiological changes in the body and the effects on the wholeness of person (Essential VI).

Affirming Commitment:

- 10.) Begin to integrate an understanding of abnormal pathophysiologic changes in the body and incorporate this knowledge into professional communication, leadership, patient care directives, education of others, and interdisciplinary collaboration. (Essential I, IV, VII, IX)

COURSE OUTLINE

This course continues the journey into pathophysiology to an advanced level, incorporating biological and nursing sciences and requiring the student to make direct application to care of pathophysiological changes in the body.

Foundational Concepts:

- Cellular anatomy, physiology, and function.
- In-depth understanding of fluids and electrolytes and their affect on cellular functioning and disease.
- Acute and Chronic Inflammation
- Cellular injury and recovery
- Cellular proliferation
- Genomics
- Mind-body connection of disease

Areas of Disease by Body System with application of foundational concepts to signs, symptoms, prevention, and plans of care:

Integumentary

HEENT

Musculoskeletal

Neurological

Cardiac

Pulmonary

Endocrine

Gastrointestinal

Genitourinary

Communication/areas demonstrated knowledge:

- Professional communication
- Education of patients or peers
- Inherited disease pattern analysis
- Scholarly and professional discussion of disease and current evidence.
- Demonstration of knowledge and identification of areas where review is needed through course exams

TEACHING LEARNING STRATEGIES:

Teaching/Learning Strategies: This course will be fully online utilizing Blackboard. The focus of this course is on understanding the basics of cellular and genetic disease manifestations as they pertain to patients based on age, gender, and culture. Disease manifestations according to body system will be explored. Teaching techniques for the student to take advantage of to assist achieving mastery of course content include lecture, interactive activities, journaling, student developed teaching activities, audio/visual supplements, nursing situations, evidence based investigation, quizzes, exams, course discussions, and library research. This course will provide information that will be built upon through clinical experiences in corresponding clinical course work.

GRADING AND EVALUATION METHODS:

Evaluation Methods: Students in this course are required to complete the following assignments and exams to evaluate your knowledge and mastery of content:

- Orientation Introduction Discussion Forum 10 points
- Course Orientation Quiz 10 points
- Two course exams - 50 points each 100 points
- Four Course quizzes 20 points each 80 points
- Research/Reflective Journal (2 entries) 40 points
- Discussion boards (2) – 20 points each 40 points
- Explanation letter to co-worker 20 points
- Disease genogram 20 points

Total Course Points - 320

GRADING SCALE:

- **Grades will be rounded up to the nearest whole percentage from 0.5% at course end.**
- ***Students who inquire about obtaining more points, rounding, or course announcements/information that have been clearly posted, run the risk of having course participation points deducted. It is the student's responsibility to be aware of course information and the grading policy.**

Grade below C is not passing in the Graduate 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

The student is responsible for all of the information in the course content. The student must also meet course objectives, course requirements, and achieve a C or higher for successful completion of this course.

REQUIRED TEXT: McCance, K.L. & Huether, S.E (2010). *Pathophysiology: the biologic basis for disease in adults & children* (6th ed.). St. Louis: Mosby.

RECOMMENDED TEXTS: McCance, K.L. & Huether, S.E (2010). *Study guide and workbook for Pathophysiology: the biologic basis for disease in adults & children* (6th ed.). St. Louis: Mosby.

Students should also have a genetic resource and a lab interpretation resource.

COURSE OUTLINE:

EACH Module will include the following activities, which will be graded. Due dates/times are noted with each assignment

- 1) A 20-point summative quiz. Students must master this quiz prior to beginning the next module with a score of 80% or higher with a maximum of two attempts. Quiz submission is due by the final Sunday night in which the module ends to be submitted by 11:59pm. *Students are advised not to wait until the final Sunday to begin working on the quiz. (See 'Quizzes' under assignments for specific directions.)
- 2) One or two assignment activities, including discussion forum, research/reflective journal, or other activity/specified module assignment. Assignments are due by 11:59pm of the second week of each module unless otherwise specified. Discussion forum initial postings are due by 11:59pm Sunday night of the first week of each module and responses are due by 11:59pm Sunday night of week 2 of each module.

Assessment will also include a mid-term exam of 50 points during module 4 and a final exam of 50 points during module 8, both will be cumulative.

MODULES: The course is divided into content modules. Each module will have weekly learning and activities. The student should complete all learning activities each week prior to moving on to the next week.

**FOUR MODULES ADD Calendar
Introduction module (Week 1 only)**

Module 1 – Central concepts of pathophysiology Part 1 (Cells, electrolytes, self-defense, inflammation, immunity.)

Module 2- Central concepts of pathophysiology Part 1 (Genomics, stress and disease, and cellular proliferation)

Module 3 – Body Systems and Pathophysiology Part 1 (Integument, HEENT, musculoskeletal)

Module 4 – Body Systems and Pathophysiology Part 2 (Cardiopulmonary, genitourinary, gastrointestinal)

COURSE ASSIGNMENTS:

TESTS: There will be a series of exams in this course to serve two purposes, module quizzes to evaluate knowledge mastery at the end of each module, and mid-term and final exams to evaluate retention and application of course content.

Module Quizzes: Module quizzes will all be 20 question, 20 point exams that will pull a combination of multiple choice, true false, multiple answer, short answer, and essay questions from a randomized pool. Students will have four attempts at these exams and must achieve 80% on these exams to progress to the next course content. Once the student launches the quiz, he/she must complete it in that sitting. No exceptions will be made to this directive. Students are encouraged to take the exam to the maximum of attempts to expose themselves to topics that may be unclear to them. ***Faculty will hand grade all exams and provide the highest grade on the attempts to the student, once all students have completed the exam and the due date has passed.

Mid-term and Final Exams: These will be given via blackboard in a time-released manner and will only be open on scheduled dates for a limited amount of time. Students are expected to come to these exams prepared to take them. *The student will only have one attempt to do so and may not sign in and out of exams. Once launched, the student must complete the exam.* All exams will be timed and the student will only have 75 minutes to complete the 50-question examination. *Students must pass these exams with a cumulative average of 83% or above to pass the course.

RESEARCH/REFLECTION JOURNAL: The purpose of the journal is to help students reflect on their learning experiences and how research relates to the disease process, pathophysiology, nursing, and the affect on the nurse-patient interaction/situation. The research journal for this course will be written in an ongoing Journal document through the journaling mechanism in Blackboard. Students will create a separate entry for the two identified modules in the course. All final reflections for each module are due by the second Sunday evening of each module week at 11:59pm. The journal should include:

- **RESEARCH:** Inclusion of one peer reviewed research article over disease pathophysiology (*This is not a review article on a disease, but a true publication of a research study and results. Students are not limited to nursing science, but are encouraged to explore biology, nutrition, chemistry, and medicine for current research as well*). This article should be cited at the TOP of the entry in appropriate APA format.
- Header prior to article citation labeled: "Research Entry #(module number)"
- Article overview of the article/research type (1-3 sentences), statement of the disease reviewed and definition (2-4 sentences), specific findings, statistical significance, number of participants (2-4 sentences), how the research specifically relates to underlying pathophysiology of the disease (2-4 sentences), reflection on how the research affects their own practice and application (2-4 sentences).
- **REFLECTION:** One paragraph reflection over the learning of the module labeled: "Module Reflection" and typed underneath the above. Module reflection should include the most important concept the student has learned to date in the course, the most difficult concept to grasp, and one concept that the student needs to continue working on and why. The student should then set one measurable goal for addressing this concept in the course or in the future.

*** Reflection journals will be graded cumulatively at the end of the course. Two entries = 40 points (20 points each).

Advanced Pathophysiology Research Journal Grading Rubric				
Criteria	Excellent - Exemplary work that contains all requirements and more with professional wording,	Excellent	Satisfactory	Unsatisfactory

	<p>grammar, tone, and organization. Satisfactory – Contains all minimal requirements with only a few minimal errors. Unsatisfactory – Contains missing requirements, errors, and is unprofessional in tone, organization, or wording.</p>			
Assignment-Specific Requirements	There journal includes the following: 2 research based entries (one for each module). Each entry must be over an peer reviewed, published research article and include: article overview, statement of the disease reviewed and definition, how the research specifically relates to underlying pathophysiology of the disease, reflection on how the research affects personal practice and application. Required reflection of module is included.	10-15 pts.	7-14 pts.	0-6 pts.
Content & Critical Thinking	Content is accurate, comprehensive, and clear. The journal demonstrates thought, reflection, and critical thinking.	9-10 pts.	6-8 pts.	0-5 pts.
Mechanics	Correct spelling, grammar, punctuation, paragraph format, sentence construction, and language use. Paragraphs are more than two sentences in length but no longer than one page.	9-10 pts.	6-8 pts.	0-5 pts.
In-Text References and Reference List	Includes reference page and in-text citations. In-text citations and reference list follow APA guidelines. Credit given for all reference sources. Sufficient number of current, appropriate sources.	4-5 pts.	2-3 pts.	0-1 pts.
Score (40 pts):	Total:			

DISCUSSION BOARDS: Discussion board questions will be posted in the Discussion board section on Blackboard AND in each module to which they pertain, by the dates listed in the Course Calendar. The student must log-on to each discussion thread for the topic posted and make at least one meaningful entry and two responses by the single due date in the calendar. The student is required to log on at *least* twice, on two different days and post, to the Discussion board during the period in which it is active. Initial postings are DUE by Sunday of WEEK 1 of the module in which they are active and response postings are DUE by Sunday of WEEK 2 in the module to which they are active by 11:59pm. Points will be awarded for participation based on the grading rubric and amount of meaningful activity (See the grading rubric below). Points will be assigned on the basis of depth and completeness of response for the Discussion board.

FOR THIS COURSE, ONE INITIAL POSTING IS REQUIRED along with subsequent discussion responses, at least two, which have depth, critical thinking and display learning done with in the course.

- ▶ **Discussion Board:** You need to make at least one meaningful entry and two meaningful responses. (Not all on the same day! ☺) – it is a *discussion* after all...
- ▶ “meaningful” entry = *at least* 200 words, with proper grammar, punctuation, spelling, and content with APA citations where necessary. Uses good netiquette and professional tone.
- ▶ “meaningful” response = *at least* 100 words, with proper grammar, spelling, punctuation, content, and sparks meaningful discussion and uses good netiquette. Some RESPONSES MUST BE ON SEPARATE DAYS FROM ORIGINAL ENTRY, but can occur prior.
- ▶ Points will be awarded for participation based on the grading rubric and amount of meaningful activity. The requirements met do not ensure full points, but only minimal points.
- ▶ Points will be assigned on the basis of depth and completeness of response for the Discussion board.

Discussion Board Grading Rubric

Initial Posting

Points	Criteria Initial Post
14	Clear and logical statements; explanation and/or examples provided to support ideas; shows insight; citation of sources. Critical thinking and application demonstrated. Use of sources to support assignment. No spelling, punctuation, or grammar errors. Proper citations and depth. At least 200 words.
11-13	Clear statements with appropriate explanations or examples; citation of sources. Use of sources to support assignment. No spelling or grammar errors.
9-10	clear statements with limited explanation or examples
6-8	some unclear statements or incorrect explanations or examples
2-5	confusing, lacks explanation of reasoning, limited posting
0	not submitted on time or unreadable

Response Criteria

Points	Criteria
6	includes positive statements, questions, and suggestions to stimulate thinking and discussion. No spelling, punctuation, or grammar errors. Proper citations and depth. At least 100 words.
3-5	includes some, but not all required elements.
0	not submitted on time or unreadable

GENOGRAM AND LETTER TO COWORKER

Genogram – Students will be required to develop a personal family genogram outlining familial disease in Module 2. Use of the specific internet tool provided in that module along with an accompanying 2-5 page analysis summary written in a word document will be completed by the student and turned in by SUNDAY at 11:59pm of the second week of Module 3. Specific directions for the assignment are provided in the specific assignment area.

Requirements:

- review of the case/disease and pathology
 - current research on this disease,
 - causes for
 - epidemiology,
 - treatment
 - prevention
 - ethical/legal issues in disease detection or treatment
 - important pearls for every nurse to know
 - References
-
- All of the above requirements
 - Title page appropriately formatted in APA 6th edition (Running head, page numbers, headers, etc.)
 - Second page should be genogram itself (or students can attach as a second document if unable to add to paper)
 - Inclusion of at least 4 generations worth of genetic data.
 - A 2-5 page, double spaced and APA formatted, summary of findings including at least one disease found, pathological description of these diseases, and suggestions for disease management and prevention that the nurse would provide to his/her family based on the genogram findings.
 - Inclusion of at least four cited and appropriate references beyond the student's course text. (Wikipedia and general internet resources may not be appropriate. The course text does not count as one of the references, but can and should be utilized.)

Letter to a co-worker – Students will summarize their understanding of one disease and the basis of that disease grounded in an understanding cellular, electrolyte, inflammatory process, genetics, environment, cellular injury, or stress through a letter written to a co-worker explaining the chosen process, underlying pathophysiology, related manifestations or way that this process can contribute to disease OR occurrences of disease when this process does not go appropriately, and current treatment of such ill-fated processes. This letter should be no more than 3-5 typed, double-spaced pages and should also include the student's name, and a title of the process chose, and appropriately cited references. Students must use at least four cited and appropriate references other than their course text. This will be written in a word document and turned in through the appropriate assignment dropbox in Blackboard by SUNDAY of the designated module (4) and week.

Be sure to include:

- review of the disease and pathology
- current research on this disease
- Underlying causes for (i.e. inflammation, genetics, environment, f&e imbalances, combination, etc.)
- epidemiology
- treatment
- prevention
- ethical/legal issues in disease detection or treatment
- important pearls for every nurse to know

*The student may choose any topic they wish, but should post topics in the designated discussion board at least 1 week prior to the due date so that there is no overlap in topics/diseases between students.

Case Study/Genogram/Letter Grading Rubric

Excellent Contains all criteria without error and beyond basic inclusions	Satisfactory Contains most of the criteria, only missing 1 to 2 elements per criteria area	Unsatisfactory Several issues in each noted area, missing greater than two elements per area or > 2 mistakes.	Criteria
10 Points	7-9 points	0-6 points	ASSIGNMENT: Assignment is thorough, includes all criteria listed, displays critical reflection and consideration of the topic. Direct application of reading, theory, and current evidence is applied.
5 points	3-4 points	0-2 points	PRESENTATION/WRITING: Correct grammar, spelling, and punctuation are used throughout.
5 points	3-4 points	0-2 points	FORMATTING/REFERENCES: Professional in tone. Citations are made properly and appropriate credit is given to external contributors or sources.

BIBLIOGRAPHY: Readings are taken primarily from the course text

Banner, D. & Luck S. (2013). Overview of pathophysiology and management of AF. British Journal of Cardiac Nursing, 8(5), 241-249.

Björck, M. Wanhainen, A. (2013). Pathophysiology of AAA: Heredity vs Environment. Progress in Cardiovascular Diseases, 56 (1), 2-6.

Cary, T. Pearce, J. (2013). Aortic Stenosis: Pathophysiology, Diagnosis, and Medical Management of Nonsurgical Patients Critical Care Nurse, 2013 Apr; 33 (2): 58-72.

Kant, R., Zelesnick, B., Saini, B., and Gambert, S. R. (2013) Hypocalcemia in the Older Adult: Pathophysiology, Diagnosis, and Treatment. Clinical Geriatrics, 21 (4).

Killeen, K. and Skora, E. (2013). Pathophysiology, diagnosis, and clinical assessment of asthma in the adult. Nursing Clinics of North America, 48 (1), 11-23.

Koliaki, C., Katsilambros, N. (2013). Dietary sodium, potassium, and alcohol: key players in the pathophysiology, prevention, and treatment of human hypertension. Nutrition Reviews, 71 (6), 402-411.

Naganda, K. and De, S. (2013). Restless legs syndrome: Pathophysiology and modern

management, Post Graduate Medical Journal, 89(1053), 402-410.

Thoma, A. (2013). Pathophysiology and Management of Angiotensin- Converting Enzyme Inhibitor-Associated Refractory Hypotension During the Perioperative Period American Association of Nurse Anesthetists, 81 (2), 133-140.

Stefanova,S. and Hill, M. (2013). Hypoglycaemia: Causes, risk factors and pathophysiology. Nursing Standard, 27 (42): 42-48.

COURSE POLICIES:

Policies - Students are responsible for compliance with the policies stated in the University and College of Nursing handbooks.

HIPAA - The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

Computer Requirements and Technology support– The student must have access to a private or university computer that can run Mac OSX or WIN XP or higher. Back up options, such as cloud storage, an external hard drive, or flash drives. All written work will be turned in electronically in a Word (.doc or .docx) format. Other formats will *not* be accepted. * The student is highly encouraged to have noise canceling headphones and possibly a microphone for online interactions and will need video and media capability on computers to interact/watch some course tools.

The student must be familiar with blackboard, FAU e-mail, and announcements, check e-mail and course announcements in Blackboard at least every 3 days.

***If you are having issues accessing the course, blackboard, or general technology questions contact FAU IT help through (<https://d2.parature.com/ics/support/default.asp?deptID=8334>) and be specific in your contact with what program you are attempting to access or problem, what you have done to try to resolve the issue, and the specific results of your efforts(i.e directly quote the page results/screen shot/etc.).**

IF there is a question about content within the course and access to it, first contact the course instructor for assistance.

OWL Card – Students will need an OWL card to access the library through EZProxy when you are off campus.

Participation - Students are expected to come to and engage in class sessions. Students are expected to come and participate in all course assignments, discussion boards, and in any interactivities. Any course-related questions may be posted the course Q&A board in blackboard or sent via e-mail to the faculty. Students are encouraged to attend on-line office hours, chats, and any orientations scheduled.

Netiquette - All communication should be appropriate and professional, just as you would expect in a face-to-face class format. Inappropriate, unprofessional, or aggravating communication through the course, e-mail, discussion forums, or any other aspect of the course will be brought to the student's attention. Postings or communications that fit the above may be removed from the

course without author permission and could result in a zero for the assignment. Students are encouraged to remember to type in appropriate grammar, no texting grammar allowed, not to type in all capital letters, to sign all postings and e-mails with full name, and to be professional and considerate in tone. Without the benefit of body language, sometimes the message in technical communication can be lost.

Late Work - It is the policy of this faculty not to accept late papers or assignments. No exceptions will be made. Since the course relies on a technical environment for submission, students are encouraged not to wait until last minute deadlines to submit work. If papers are accepted by faculty, at faculty discretion, based upon prior communication from student to due date and situation, the faculty reserves the right to deduct up to 50% for the assignment and can refuse to accept an assignment at any time. The student must let the instructor know well in advance if a paper or assignment will be late to make arrangements. This will only be done in extenuating circumstances. EXAMS will not be taken late.

Exams/Quizzes- Students must be present for each exam and complete them within the timeframe provided. If there is a true emergency, students are required to notify your professor prior to the exam by e-mail or phone.

Assignments - All written assignments will be submitted online. Points will be deducted for late submissions (See above). All written assignments must be written using the APA 6th edition guidelines for spacing, margins, fonts, citations, and references.

Plagiarism - Plagiarizing will result in an automatic "0" for all papers, exams, and assignments. Plagiarism includes definitions in University handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

Email - All students are required to have an FAU email address. You will need to check your email at least every other day. All assignments and information, including syllabus and schedule, will be posted on Blackboard. When e-mailing the instructor, make sure you type, "NGR6141" + the topic of your e-mail, in the subject line. **Please allow 24 hours, 48 hours over weekends and holidays, for response to student e-mails by faculty.**

Schedule Changes - Faculty reserves the right to make changes in the class schedule, as deemed necessary to facilitate the learning process.

Evaluation of the Course and Faculty - Students will have the opportunity to evaluate the course and the faculty at the end of the course. (Please do, this provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students. J)

Student Course Assistance - Students may take advantage of tete-a-tete and virtual office hours, course Q&A area, e-mail, or make appointments for individual or small group assistance with course work with the instructor as needed.

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 Graduate Handbook located at:
<http://nursing.fau.edu/GraduateHandbook>

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), Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), 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

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 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.