



**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS  
SEMESTER: 2014 Fall**

**COURSE NUMBER:** NGR 6770

**COURSE TITLE:** CLINICAL NURSE LEADERSHIP ROLE: ADVANCED  
NURSING SITUATIONS

**COURSE FORMAT:** Blackboard

**CREDIT HOURS:** 3

**COURSE SCHEDULE:** Completely online distance learning

**PLACEMENT IN CURRICULUM:** CNL Concentration course offered every 3<sup>rd</sup> semester

**PREREQUISITES:** NGR 6110, NGR 6811, NGR 6812, Permission of Instructor

**COREQUISITES:** None

**FACULTY:** Terry L. Eggenberger, PhD, RN, CNE, CNL  
Assistant Professor  
Lead Faculty CNL Track  
College of Nursing, Room 321  
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**OFFICE HOURS:** Thursdays, 9:00 AM-1:00PM, & 3:00PM-5:00PM On-Line & By Appt.

**COURSE DESCRIPTION:** Introduction to the role of the clinical nurse leader within nursing the healthcare delivery system. Specific emphasis will be given to Clinical Nurse Leader responsibilities in the development and management of caring based nursing environments.

**COURSE OBJECTIVES:** Upon completion of NGR6770, the student will be able to:

**Being competent:**

- a. Identify the components of the Clinical Nurse Leader role (clinician, outcomes manager, client advocate, educator, information manager, risk anticipator, team manager, and member of the profession). [Essentials II,V,VI,IX]
- b. Explore the role and responsibilities of the Clinical Nurse Leader in analyzing the quality of nursing practice. [Essential II,III,IX]
- c. Examine the range of knowledge necessary to identify calls and design responses in complex nursing situations. [Essentials I, II, IX]
- d. Define the role of the clinical nurse leader in promoting the lateral integration of care services. [Essentials II, VII]
- e. Describe the role of the clinical nurse leader in advocating for cultural competence as a critical value in today's healthcare system. [Essential VI, VIII]
- f. Identify ways to use quality improvement methods to evaluate individual and

- aggregate client care. [Essentials III]
- g. Examine quality indicators that have been identified as being nursing-sensitive in the environment of care. [Essentials III, IX]
  - h. Discuss the role of the clinical nurse leader in the development and monitoring of holistic plans of care that address health promotion and disease prevention with client populations. [Essentials I, VIII]

**Becoming compassionate:**

- a. Develop an understanding of self as caring person. [Essentials I, II, IX]
- b. Create a personal philosophy of clinical nurse leadership that is grounded in caring. [Essentials I, II]
- c. Understand the unique expressions of caring by the CNL in nursing situations. [Essentials I, IX]

**Demonstrating comportment:**

- a) Examine the role of the Clinical Nurse Leader from multiple perspectives including: individual recipients of care, consumers of nursing, practitioners of nursing, multidisciplinary healthcare team members and society. Essential II, VI, VII]
- b) Assess strategies that can be used to effectively deal with conflict in the healthcare arena. [Essentials II]
- c) Evaluate the role of the clinical nurse leader as coach, mentor and educator. [Essentials I, II, IX]
- d) Explore the role of the clinical nurse leader in establishing and maintaining effective working relationships within the interprofessional team. [Essentials I, VII, IX]
- e) Describe the role of the clinical nurse leader grounded in caring in assuming horizontal leadership role on the healthcare team. [Essentials II, VII, IX]

**Becoming confident:**

- a) Discuss the evolution of the clinical nurse role and role expectations for a CNL grounded in caring. [Essentials I, IX]
- b) Analyze ways that clinical nurse leaders can promote theory and evidence-based nursing practice in their clinical environments. [Essentials IV, IX]
- c) Explore the role of clinical nurse leader in promoting the image of nursing and establishing environments of trust and connectedness at the point of care that builds staff satisfaction and retention. [Essentials I, IX]
- d) Evaluate the ANA scope and standards of the nursing practice and assess the status of implementation of those standards within the professional community. [Essentials II, VII, IX]

**Attending to conscience:**

- a) Discuss the ethical dilemmas and conflicts of interest present in healthcare environments today and the role of the clinical nurse leader in managing nursing situations with ethical issues. [Essentials VI, IX]
- b) Explore the role of the clinical nurse leader grounded in caring as a steward for the effective and efficient use of human, material and environmental resources within the healthcare setting. [Essential I, II, IX]
- c) Describe strategies that clinical nurse leaders grounded in caring can use to promote and facilitate the development of professional values in care environments (altruism, accountability, human dignity, integrity, social justice). [Essentials I, II, VII]
- d) Develop an ethical framework that clinical nurse leaders can use in making decisions in today's health care organizational culture. [Essentials II, VI]

- e) Analyze the role of the clinical nurse leader as an advocate for individual clients, groups of clients, community health issues and programs. [Essentials VI, VIII, IX]

**Affirming commitment:**

- a) Describe the role of the clinical nurse leader in promoting continuous learning and competency assessment as a value in the practice environment. [Essentials I, IX]
- b) Demonstrates the ability to critically analyze and review the literature to develop evidence based decisions, policies, procedures and interventions in complex nursing situations. [Essentials II, IV, IX]
- c) Examine nursing situations as the context for discovery of nursing knowledge. [Essentials I, IV]
- d) Identify strategies to promote a culture of safety and quality for patients and their families across healthcare settings. [Essentials II, III]
- e) Express an increased understanding of the CNL role by developing a portfolio which documents a foundational understanding of the CNL competencies. [Essentials I - IX]

**TEACHING LEARNING STRATEGIES:**

Lecture, Readings, Reflections on Practice, Use of Nursing Situations, Discussions, Individual/Group Projects

**GRADING AND EVALUATION METHODS:**

Blackboard Discussion Assignments – 20%	200 Points
SWOT Analysis Assignment-15%	150 Points
Interview with a Case Manager, Clinical Nurse Specialist, Risk Manager, Quality Manager or Nursing Educator in your clinical setting - 15%	150 Points
Healthy People 2010 Project - 20%	200 Points
Evidence-Based Project Proposal – 15%	150 Points
Clinical Nurse Leadership Portfolio Assignment – 15%	150 Points
Total Points	1000 Points

**Criteria Used in Grading Written Work**

- Use of APA format when required in assignments
- Quality of Professional Work (Research, Analysis & Creativity)
- Professional Writing Style (Grammar, Sentence Structure & Spelling)
- Quality of Resource Materials used to prepare work

**Grading Policies**

- Safe-Assign Software will be used in this course.
- Assignments need to be turned in on time or grades will be reduced one point per day.
- Each assignment has specific guidelines and a grading rubric.

**GRADING SCALE:** Grades below C are 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

**REQUIRED TEXTS:**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition). Washington D.C.: American Psychological Association. ISBN-10: 1-4338-0561-8.

Davidson, A.W., Ray, M.A., & Turkel, M.C. (2011). *Nursing, Caring, and Complexity Science*.

Harris, J.L. & Roussel, L. & Thomas, P.L. (2014). *Initiating and sustaining the Clinical Nurse Leader role: A practical guide* (2<sup>nd</sup> Edition). Burlington, MA: Jones and Bartlett. ISBN: 978-1-284-03288-8, 7631-2.

Porter-O'Grady, T. & Malloch, K. (2013). *Leadership in Nursing Practice*. Burlington, MA: Jones and Bartlett. ISBN: 978-1-4496-7358-1.

**RECOMMENDED TEXTS:** None

**Recommended Nursing and Health Care Journals:**

AACN Clinical Issues: Advanced Practice in Acute & Critical Care

Advances in Nursing Science  
American Journal of Nursing  
Applied Nursing Research  
Clinical Nurse Specialist: The Journal for Advanced Nursing Practice  
Geriatric Nursing  
Health Affairs  
Holistic Nursing Practice  
Hospitals and Health Services Administration  
Hospitals and Health Networks  
Image  
International Journal for Human Caring  
Journal of Advanced Nursing  
Journal of Ambulatory Care Management  
Journal of Health Care Quality  
Journal of Health Politics, Policy and Law  
Journal of Nursing Administration  
Journal of Nursing Care Quality  
Journal of Nursing Scholarship  
Journal of Public Health Management & Practice  
Lippincott's Case Management  
Modern Healthcare  
Nursing Economics  
Nursing Management  
Nursing Leader  
Nursing Outlook  
Nursing Research  
Nursing Science Quarterly  
Outcomes Management  
Politics and Policy & Nursing  
Quality Management in Healthcare  
Quarterly Journal of Nursing Administration  
Research in Nursing & Health  
Western Journal of Nursing Research

**Other Recommended Journals and Newspapers:**

Fast Company Magazine

Harvard Business Review

New York Times

Palm Beach Post

Sun Sentinel

Wall Street Journal

Washington Post

**Internet Sites of Interest – see blackboard weblibliography.**

**TOPICAL OUTLINE:**

Expectations of Graduate Education

Evolution of the CNL Role

Introduction to Healthy People 2020

Evidence-based Nursing Practice

Leadership in Nursing Today

Communication in today's Healthcare Environment

Cultural Competence

Ethical Decision Making in Healthcare Today

Caring Nursing Environment & a Culture of Retention

Resource Management Principles at Unit Level

Risk Management & Safety

Quality Management

Performance Measures in Healthcare Today

Nursing Sensitive Indicators

**COURSE ASSIGNMENTS:**

**1. Module Threaded Discussions – 20% of Grade**

You will select a focus area from Healthy People 2020 and review and present the goals for the focus area, current issues, trends, disparities, opportunities, and progress made on achievement of the goals to the class using a narrated

ere will be a total of **five (5)** threaded discussions, worth **forty (40)** points each. Please look for the Discussion tab within the modules. Not all modules have one, so see the Course Schedule. Follow the instructions on the discussion tabs. You should complete the assigned readings prior to writing your initial reflections in the dialogue. Threaded discussions are your opportunity to contribute to the body of knowledge gained from the assigned readings. Your insightful comments and scholarly discussion validate your comprehension and application of the course material, and contribute to the learning of our community. Early submissions contribute greatly to the quality of the dialogue, as your colleagues have time to reflect on your thoughts. Support your work and rationale with references from the readings (and other references as required). Maximum discussion points will be earned when all unit threaded discussion points are addressed.

## **2. SWOT Analysis Assignment- 15% of Grade**

You will work as an individual or a team with other students from your organization to assess your organizations readiness to introduce the CNL Role using a SWOT Analysis. You will outline your SWOT analysis using the suggested format (2-3 pages) and prepare a narrated Power Point with at least four slides that outlines the strengths, weaknesses, opportunities and threats that you will be able to narrate and post on line. **Due Date September 14, 2014**

## **3. Interview with a Case Manager, Clinical Nurse Specialist, Risk Manager, Quality Manager or Nursing Educator in your clinical setting- 15% of Grade**

You will choose a member of your staff in one of these roles to interview who you feel may potentially have conflict with the introduction of the CNL role. You will ask them to read the CNL Sample Role Description and other documents on the website that you feel will be helpful prior to the interview. You will then write a 5 page paper documenting your discussion. **Due Date October 5, 2014**

## **4. Healthy People 2010 Project- 20% of Grade**



You will select a focus area from Healthy People 2020 and review and present the goals for the focus area, current issues, trends, disparities, opportunities, and progress made on achievement of the goals to the class using a narrated PowerPoint. The presentation will include future implications for Clinical Nurse Leaders. **Due Date October 19, 2014**

**5. Evidence-based Project Proposal- 15% of Grade**

Pick a clinical, practice or leadership issue on your unit where you would like to see change. Choose a research article that provides evidence to support a change in your current practice. Do an annotated APA reference of the article and brief overview of how you would use the change strategies discussed in class to change practice as a Clinical Nurse Leader. This proposal should be four pages (title page, annotated bib, and practice change and reference sheet). **Due Date November 2, 2014**

**6. Clinical Nurse Leadership Portfolio Assignment- 15% of Grade**

You will prepare a portfolio in Live Binder that will include an updated resume, a professional action plan for developing the CNL competencies, a reflective statement of your CNL leadership philosophy, and an executive briefing sheet for your Chief Nursing Officer outlining your accomplishments this semester (example conducting a SWOT analysis) and ideas for CNL role implementation. **Due Date December 8, 2014.**

Further information about each of these assignments will be found in the Grading Rubrics.

**BIBLIOGRAPHY:**

- Aiken, L.H., Clarke, S.P., Sloane, D.M., Lake, E.T., & Cheney, T. (2009). Effects of hospital care environment on patient mortality and nurse outcomes. *Journal of Nursing Administration, 39*(7/8), S45-S51.
- Batalden, P.B., & Davidoff, F. (2007). What is 'quality improvement' and how can it transform healthcare? *Quality and Safety in Healthcare, 16*, 2-3.
- Blouin, A.S. (2010). Helping to solve healthcare's most critical safety and quality problems. *Journal of Nursing Care Quality 25*(2), 95-99.
- Brinkert, R. (2010). A literature review of conflict communication causes, costs, benefits and interventions in nursing. *Journal of Nursing Management, 18*, 145-156.

- Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D.T., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook* 55(3), 122-131.
- Curtis, K., Tzannes, A., Rudge, T. (2011). How to talk to doctors- a guide for effective communication. *International Nursing Review*, 58, 13-20.
- Donnelly, P.L. (2000). Ethics and cross-cultural nursing. *Journal of Transcultural Nursing*, 11(2), 119-126.
- Drenkard, K. (2009). The magnet imperative. *Journal of Nursing Administration*, 39(7/8), S1-S2.
- Fineout-Overholt, E., Melnyk, B.M., Stillwell, S.B., & Williamson, K.M. (2010). Critical appraisal of the evidence: Part III. *American Journal of Nursing*, 110(7), 43-51. doi: 10.1097/01.NAJ.0000390523.99066.b5

- Fineout-Overholt, E., Melnyk, B.M., Stillwell, S.B., & Williamson, K.M. (2010). Critical appraisal of the evidence: Part II. *American Journal of Nursing*, 110(9), 41-48. doi: 10.1097/01.NAJ.0000390503.92404.e6
- Kalish, B.J. (2006). Missed Nursing Care: A Qualitative Study. *Journal of Nursing Care Quality* 21(4), 306-313.
- Levin-Scherz, J. (April, 2010). What drives high health care costs. *Harvard Business Review*, 72-73.
- MacPhee, M. (2007). Strategies and tools for managing change. *JONA*, 37(9), 405-413.
- Melnyk, B.M., Fineout-Overholt, E., Stillwell, S.B., & Williamson, K.M. (2009). Igniting a spirit of inquiry: An essential foundation for evidence-based practice. *American Journal of Nursing*, 109(11), 49-52. doi: 10.1097/01.NAJ.0000363354.53883.58

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- Pappas, S. H. (2013). Value, a nursing outcome. *Nursing Administration Quality*, 37(2), 122-128.
- Ray, M.A. (1994). Transcultural nursing ethics: A framework and model for transcultural ethical analysis. *Journal of Holistic Nursing*, 12(3), 251-264.
- Reineck, C. (2007). Models of change. *JONA*, 37(9), 388-391.
- Robinson, F.P., Gorman, G., Slimmer, L.W., & Yudkowsky, R. Perceptions of effective and ineffective Nurse-Physician communication in hospitals. *Nursing Forum*, 45(3), 206-216.

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- Stamp, B. & Musgrave, P. (Feb, 2007). Patients redefine "quality" for healthcare organizations: Why in the hospital boardroom, the Chief Nursing Officer should be most interested- and concerned- about H-CAHPS. *Nurse Leader*, 15-17.
- Stanley, J., Gannon, J., Gabuat, J., Hartranft, S., Adams, N., Mayes, C., Shouse, G.M., Edwards, B., and Burch, D. (2008). The clinical nurse leader: A Catalyst for improving quality and patient safety. *Journal of Nursing Management*, 16, 614-622.
- Stillwell, S.B., Fineout-Overholt, E., Melnyk, B.M., & Williamson, K.M. (2010). Asking the clinical question: A key step in evidence-based practice. *American Journal of Nursing*, 110(3), 58-61. doi: 10.1097/01.NAJ.0000368959.11129.79
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Shirey, M.R. (2011). Establishing a sense of urgency for leading transformational change. *JONA*, 41(4), 145-148.

Shirey, M.R. (2012). How resilient are your team members? *JONA*, 42(12), 551-553.

Stichler, J.F. (2011). Leading change: One of a leader's most important roles. *AWHONN*, 15(2), 166-170.

Stone, P.W., Larson, E.L., Mooney-Kane, C., Smolowitz, J., Lin, S.X., & Dick, A.W. (2009). Organizational climate and intensive care unit nurses intent to leave. *Journal of Nursing Administration*, 39(7/8), S37-S42.

Tornabeni, J. (2006). The evolution of a revolution in nursing. *JONA*, 36(1), 3-6.

Ulrich, B.T., Buerhaus, P.I., Donelan, K., Norman, L., & Dittus, R. ((2009). Magnet status and registered nurse views of the work environment and nursing as a career. *Journal of Nursing Administration*, 39(7/8), S54-S62.

**COURSE SPECIFIC LITERATURE:**

Amendolair, D. (2012). Caring behaviors and job satisfaction. *Journal of Nursing Administration*, 42(1), 34-39.

Ray, M.A. & Turkel, M.C. (2012). A transtheoretical evolution of caring science within complex systems. *International Journal for Human Caring* 16(2), 28-39.

**COURSE SCHEDULE:**



Unit/Date	Topical Outline	Assignments	Due Date
Course Home Aug 18	Course Overview and Assignments Expectations of Graduate Education		
Unit 1 Aug 18-Aug 31	<b>Evolution of the CNL Role</b> The Role of the CNL CNL Role Competencies Complexity Science Promoting Caring in Complex Organizations Implementing Change		
Unit 2 Sept 1-Sept 14	<b>Introduction to Healthy People 2020</b> CNL as Patient Advocate CNL as Coach, Mentor, & Educator	<b>Discussion</b>	

		<b>SWOT Due</b>	<b>Sept 14</b>
<b>Unit 3</b> Sept 15–Sept 28	<b>Evidence-based Nursing Practice</b> Identifying Calls for Nursing & Designing Responses in Nursing Situations	<b>Discussion</b>	
<b>Unit 4</b> Sept 29–Oct 5	<b>Leadership in Nursing Today</b> Professional Nursing Practice (Nurse Practice Act, Advanced Practice Roles, Certification, & Regulatory Issues) Leading the Team- Supervision & Delegation	<b>Interview Due</b>	<b>Oct 5</b>
<b>Unit 5</b> Oct 6–Oct 19	<b>Communication in Today's Healthcare Environment</b> Conflict Management Interdisciplinary Collaboration	<b>Discussion</b>	

		<b>Healthy People 2020 Due</b>	<b>Oct 19</b>
<b>Unit 6 Oct 20-Nov 2</b>	<b>Cultural Competence Ethical Decision Making in Healthcare Today</b>	<b>Discussion</b>	
		<b>Evidence-based Project Due</b>	<b>Nov 2</b>
<b>Unit 7 Nov 3-Nov 16</b>	<b>Caring Nursing Environment &amp; a Culture of Retention Resource Management Principles at Unit Level</b>	<b>Discussion</b>	
<b>Unit 8 Nov 17-Dec 12</b>	<b>Risk Management &amp; Safety Quality Management Performance Measures in Healthcare Today &amp; Nursing Sensitive Indicators</b>	<b>Portfolio Due</b>	<b>Dec 8</b>

## COLLEGE OF NURSING POLICIES

N/A 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/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>
- 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](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

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'