

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Nursing  <b>College</b> Christine E. Lynn College of Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> NGR  <b>Number</b> 6704L	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b> L	<b>Course Title</b> Psychiatric Mental Health Nursing Across the Life Span: Role Synthesis in Advanced Nursing Practice	
<b>Credits</b> <i>(Review Provost Memorandum)</i>  4	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> Role functions of psychiatric mental nurse practitioner are synthesized to prepare students for certification, professional engagement, and practice management of persons across the lifespan with common and complex mental disorders.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>  Fall 2017		<b>Prerequisites</b> NGR6562, NGR6562L	<b>Corequisites</b>  <b>Registration Controls</b> <i>(Major, College, Level)</i> College
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b>  In Syllabus	
<b>Faculty Contact/Email/Phone</b>  Teresa J. Sakraida/ tsakraida@fau.edu/ 561-297-4640		<b>List/Attach comments from departments affected by new course</b>  N/A	

<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> 2/15/17 2/15/2017 2/15/2017 3-1-2017 3-5-17
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

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

<b><u>COURSE NUMBER:</u></b>	NGR 6704L
<b><u>COURSE TITLE:</u></b>	Psychiatric Mental Health Nursing Across the Life Span: Role Synthesis in Advanced Nursing Practice
<b><u>COURSE FORMAT:</u></b>	Practicum
<b><u>CREDIT HOURS:</u></b>	4 credits
<b><u>COURSE SCHEDULE:</u></b>	240 practicum hours & 6 seminars
<b><u>PLACEMENT IN CURRICULUM:</u></b>	Required course for Psychiatric Mental Health Nurse Practitioner students, final semester
<b><u>PREREQUISITES:</u></b>	NGR 6562, NGR 6562L
<b><u>COREQUISITES:</u></b>	N/A
<b><u>FACULTY:</u></b>	TBA
<b><u>OFFICE HOURS:</u></b>	TBA
<b><u>COURSE DESCRIPTION:</u></b>	Role functions of psychiatric mental nurse practitioner are synthesized to prepare students for certification, professional engagement, and practice management of persons across the lifespan with common and complex mental disorders.
<b><u>COURSE OBJECTIVES:</u></b>	Upon completion of the course, the student will demonstrate evidence of:  <b>Becoming competent</b> 1. Integrate foundational knowledge from nursing and related disciplines to assess, diagnose, and treat complex mental disorders in the practice setting. (Essential I) 2. Synthesize and evaluate selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences in practice to enhance the health and well-being of individuals across the lifespan. (Essential I, VIII) 3. Incorporate person-centered, population focused and culturally tailored

strategies in the delivery of clinical prevention and health promotion interventions in the mental health setting. (Essential VIII)

4. Apply research findings, clinical guidelines from national organizations, and evidence-based practice to improve the health and well-being of individuals in the mental health setting. (Essential IV)

5. Utilize informatics and health technologies in the mental health setting to evaluate, integrate, coordinate, and improve healthcare for populations with mental disorders. (Essential V)

6. Evaluate a more comprehensive understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development as a clinician in the mental health setting. (Essential IX)

**Becoming compassionate**

7. Integrate appropriate nursing theories and complex patterns of knowing in the design of compassionate care in the mental health setting. (Essential IX)

8. Evaluate and revise caring strategies in the mental health setting which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

**Demonstrating comportment**

9. Evaluate and revise effective communication strategies in the mental health

setting that foster interprofessional partnerships to improve health outcomes for persons with mental disorders. (Essential VII)

10. Actively engage in the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for mental disorders in the mental health setting. (Essential II)

**Becoming confident**

11. Synthesize and evaluate knowledge of self as a caring person in relation to others within the advanced practice mental health setting. (Essential IX)

12. Demonstrate clinical confidence, through critical thinking by applying advanced nursing knowledge in the mental health setting. (Essential IX)

**Attending to conscience**

13.

Utilize health policy to impact the care of individuals in diverse advanced practice nursing situations. (Essential VI)

14. Engage and evaluate measures to improve care in the mental health setting through advocacy at local, state and national levels. (Essential VI)

15. Evaluate morally sensitive issues occurring in practice that affect advanced practice. (Essential VI) **Affirming commitment**

16. Evaluate the role and scope of practice of the psychiatric mental health nurse practitioner in providing safe, ethical, efficient, cost effective, quality care in the mental health setting. (Essential II, III)
17. Consistently integrate anticipatory guidance in the clinical setting, based on an understanding of developmental theory and current evidence. (Essential I, IV)
18. Actively engage in national organizations improving health of individuals in the mental health setting. (Essential III and VI)
- \*The 6 subjectives based on Roach's (2002) work organize the course objectives.*

### **TEACHING LEARNING STRATEGIES**

Supervised practice experiences with faculty/preceptors: role modeling, patient caseloads, discussion of practicum experiences and related issues, modeling, coaching, and confirmation. Clinical conferences with discussion of practicum experiences. Seminar discussion and individual presentations.

### **GRADING AND EVALUATION METHODS**

Knowledge, Management Skills, & Role Development (See grading rubric)

<b>Evaluation</b>	<b>Percentage</b>	<b>Due Dates</b>
Faculty Evaluation	40 %	
Preceptor Evaluation of Student (Midterm & Final)	10%	
Weekly Clinical Logs	S/U	
Weekly Preceptor signed timecard	S/U	
Caring Dialogues (3)	15 %	
Electronic Portfolio	10%	
Seminar Discussion (5)	25%	
<b>Total</b>	<b>100 %</b>	

**All course assignments must be completed with a satisfactory grade to successfully pass the course.**

**GRADING SCALE:** The following grade scale will apply to this course: **Grades will not be rounded.**

- 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 must meet course objectives, course requirements, clinical competencies, and achieve a C (73 %) or greater for successful completion of this course.**

**REQUIRED TEXTS:**

- American Nurses Association. (2014). *Scope and standards of practice: Psychiatric-mental health nursing*. Silver Spring, MD: Author.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5<sup>th</sup> ed.). Washington, D. C.: American Psychiatric Publishing.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D. C.: Author.
- Sadock, B. J., Sadock, V. a., & Ruiz, P. (2015). *Kaplan & Sadlock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer.
- Stahl, S. M. (2016). Essential Psychopharmacology Online. Retrieved December 29, 2016 from [http://stahlonline.cambridge.org/essential\\_4th.isf](http://stahlonline.cambridge.org/essential_4th.isf)
- Stahl, S. M. (2016). Essential Psychopharmacology: Prescriber's Guide Online. Retrieved December 29, 2016 from [http://stahlonline.cambridge.org/essential\\_4th.isf](http://stahlonline.cambridge.org/essential_4th.isf)
- Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse.: A how-to guide for evidence-based practice*. New York, NY: Springer Publishing Company.

**ESSENTIAL LITERATURE ON CARING**

- Boykin, A., & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Mississauga, Ontario: Jones & Bartlett.
- Buber, M. (1970). *I and thou*. New York, NY: Scribner.
- Davidson, A., Ray, M., & Turkel, M. (Eds). (2011). *Nursing, caring, and complexity science*. New York: Springer Publishing Company.
- Johns, C. (2013). *Becoming a reflective practitioner* (4<sup>th</sup> ed.). Hoboken, NJ: Wiley-Blackwell. ISBN 978-0470674260.
- Leininger, M., & McFarlane, M. R. (2002). *Transcultural nursing: Concepts, theories, research, and practice*. New York: McGraw-Hill, Medical Publishing Division.
- Locsin, R. C. (2005). *Technological competency as caring in nursing: A model for practice*. Indianapolis, IN: Sigma Theta Tau International Honor Society of Nursing.
- Mayeroff, M. (1971). *On caring*. New York: Harper Collins.

Paterson, J., & Zderad, L. T. (1988). *Humanistic nursing*. New York: National League for Nursing.

Roach, M. S. (1984). *Caring: The human mode of being: Implications for nursing*. Toronto: Faculty of Nursing, University of Toronto.

Roach, M. S. (1987). *The human act of caring: A blueprint for the health profession*. Ottawa: Canadian Hospital Association.

Smith, M. C., Turkel, M. C., & Wolf, Z. R. (2012). *Caring in nursing classics: An essential resource*. New York: Springer Publishing Company.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. New York: Springer Publishing Company.

Watson, J. (2008). *The philosophy and science of caring* (Revised Ed.). Boulder: University Press Colorado.

## **TOPICAL OUTLINE**

### **1. Scientific Foundation Competencies:**

- Apply in the mental health practice setting: psychiatric mental health advanced practice utilizing foundational concepts of psychopathology, diagnostic reasoning, and evidence based practice in assessment, health history, health examination, psychiatric evaluation, and treatment plan.
- NP-patient relationship grounded in caring and the use of individual, family, group psychotherapy, psychopharmacology, complementary and alternative therapies, and non-pharmacological care.

### **2. Leadership Competencies**

- Becoming an advocate for patients, families, caregivers, communities, and members of the healthcare team
- Collaborating in planning for transitions across the continuum of care
- Communicates effectively both orally and in written format

### **3. Quality Competencies**

- Utilizes evidence based practice to provide individual, family and group therapy to adults, children and families.

### **4. Practice Competencies**

- Translates research into care for persons with mental disorders; utilizes research skills to evaluate research appropriate to care of persons with mental disorders; utilizes risk assessment, assessment tools, utilizes individual and family practice guidelines; utilizes psycho-pharmacotherapeutic guideline, prescription writing in care of adults, children and families with mental disorders.

- Nurse Practitioner patient relationship grounded in caring including: Authentic presence, relationship of mutual trust, and patient centered care; principles of learning, motivational interviewing, health literacy; cultural and ethnic considerations utilizes principles of change to advance the persons recovery.

#### **5. Technology and Information Literacy Competencies**

- Use of informatics to gather, document, and analyze outcomes through mental health assessment.

#### **6. Policy Competencies:**

- Acts as an advocate for care of persons with mental disorders
- Evaluates the impact of national, state, and local policies in relation to care of persons with mental disorders;
- Incorporates legal, ethical and professional responsibilities and state laws related to advance practice nurse role.

#### **7. Health Delivery System Competencies**

- Evaluates the impact of healthcare delivery systems on the mental health of children, adults and families.

#### **8. Ethics Competencies**

- Applies ethical principles in decision making and practice in relation to care of persons with mental disorders.

#### **9. Independent Practice Competencies**

- Critical decision making and diagnostic reasoning required for the treatment of mental disorders that builds on previous knowledge in related sciences such as anatomy and physiology, psychology, and genetics.
- Integrates advanced knowledge of pharmacology, pathophysiology, health assessment and research in care of persons with mental disorders.
- Demonstrates professional comportment.
- Articulates professional role transition to advanced practice in order to evolve as a collaborator, teacher, and case manager of individuals, groups and populations with mental disorders.

### **COURSE ASSIGNMENTS:**

#### **WEEKLY Clinical Logs**

Each student is required to keep a clinical log of your client encounters and clinical hours during this semester. You must have a minimum of 200 clinical hours. Your preceptor, attesting to its accuracy must approve these logs. This journal will be a reflection of the clinical experience on most weeks. Please remember not to include any identifying information regarding any specific patient.

#### **Weekly Preceptor Signed Timecard**

In order to facilitate ANCC requirements, you must complete the Clinical Timecard on each clinical day. Your preceptor must sign the timecard weekly. Submit the timecard weekly to your clinical faculty.

### **CARING DIALOGUES/DISCUSSION BOARDS**

Participation in caring dialogues/discussion boards is part of the course expectation and provides the opportunity for you to demonstrate comprehension of assigned readings, critical thinking skills, and synthesis of material. There are three caring dialogues/discussion boards in this course. Each is worth 5 % of the course grade. You are expected to respond to the discussion board by assigned date and respond to at least 2 colleagues by the assigned date in order to receive full points.

### **SEMINARS**

Active participation in five online seminars to facilitate preparation of the independent, advance practice role. Each seminar is worth 5% of the course grade.

### **ELECTRONIC PORTFOLIO**

Students prepare electronic portfolio in preparation for advance practice role.

### **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.

Students are required to obtain membership in the American Nurses Association (ANA) and the Florida Nurses Association or their respective state affiliate of ANA.

### **COURSE POLICIES & GUIDELINES**

The well-being of each student as an expression of successful learning is of great importance to the course professor.

#### **Caring for Self**

In this course you will need to be organized, aware of due dates for assignments, and committed to devoting adequate time for successful completion of coursework. Being organized is essential for achieving your goals and integral to caring for yourself.

#### **Collegial Caring**

A supportive environment for learning is a caring environment in which all aspects of persons are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. A caring community is one in which you nurture each other throughout the semester.

#### **Online Course Participation**

This course has an online delivery format and frequent participation in the course is required. Students are expected to check email frequently and participate in all online course activities and assignments.



If you are experiencing major illness or other issues that impact your participation in this course, contact the professor immediately to formulate a resolution.

### **Clinical Practicum**

This course is a clinical practicum and hours related to this clinical practicum must be complete during the semester. Documentation utilizing e-logs are utilized in this course.

### **Student Credentials**

Student credentials must be up to date in order to practice in a clinical setting. The College of Nursing now uses Castle Branch system to track all background checks and health requirements. Prior to the start of clinical, the student must submit a copy of the approved clinical requirement summary sheet by Castle Branch to the clinical faculty. The student cannot begin clinical until this is completed. Please contact Colleen Alcantara-Slocombe if you need assistance, email: [slocombe@health.fau.edu](mailto:slocombe@health.fau.edu) or phone: 561-297-2872.

### **Beginning of Term Checklist for Students**

- Read the preceptor manual.
- Castle Branch summary sheet with all areas approved
- Contact information for clinical site: Name of agency, preceptor, address, and phone number.
- 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 Arrangement Form).
- Preceptor Agreement Form to be signed by preceptor on the first day of clinical (form will be provided by clinical faculty).
- Preceptor's email for Beginning and End of Term Letters

### **Documentation of Clinical Hours**

Students will be required to use NP Student Clinical Experience Documentation and Tracking System provided by eLogs. The web site is [www.elogs.org](http://www.elogs.org) and instructions will be provided on the first day of class. There is no charge to the student for using eLogs. Make sure the supplemental notes that you include: medication and dosage. All clinical hours are to be verified by the preceptor. Falsified clinical hours are considered plagiarism.

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#### **Assignments**

All course assignments must be completed by the due dates on the Course Schedule.

#### **Email and Netiquette**

Students are required to use their FAU e-mail and are advised to check it frequently for important course announcements. Communication using web-based tools has created the need for a protocol called "netiquette" that encourages efficient and effective communication while discouraging abuse of email, chat sessions, and discussion boards. Proper grammar and spelling is expected. Avoid all text shorthand messages. Civil and respectful messages to faculty and students is required. Visit <http://www.albion.com/netiquette/corerules.html> for more information.

No exceptions are permitted.

#### **Policy for Late Assignments**

If you are experiencing some unusual situation, you must contact the professor before the due date of an assignment. Otherwise, all assignments must be submitted by the due date.

#### **Academic Integrity**

Student work is done independently or in groups if assigned in that manner. Sharing course work or assignments with other students is a breach of academic integrity. Plagiarizing will result in an automatic "0" for all papers, exams, and assignments. Plagiarism includes definitions in the university handbooks and the APA 6<sup>th</sup> 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.)

#### **Changes in Course Format or Schedule**

At times it may be necessary to change the course schedule. The professor can make these changes for the benefit of student learning.

### **COLLEGE OF NURSING AND UNIVERSITY POLICIES:**

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=457>
- b). 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%20Code%20of%20Academic%20Integrity.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 Amendment Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) in Boca Raton – SU 133 (561-297-3880), in Davie – LA 131 (954-236-1222), or in Jupiter – SR 111F (561-799-8585), and follow all SAS procedures.

#### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

#### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

#### **RELIGIOUS 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.

**COURSE SCHEDULE**

<b>DATE</b>	<b>CLINICAL CONFERENCES /Topics</b>	<b>Assignments</b>
Week 1	<b>Online Orientation</b> Placement for Clinical Experience and online meeting with Clinical Faculty	Sign up for clinical site visit-clinical faculty will have calendars
Week 2	<b>Seminary #1:</b> Focus on Professional Role Responsibilities	<b>Online Seminar Discussion #1</b> Weekly timecard & Log Due by 12 midnight Sunday
Week 3		Log Due by 12 midnight Sunday
Week 4	<b>Seminar #2: Focus on Regulatory and Statutory Aspects of APN role</b>	<b>Online Seminar Discussion #2</b> Weekly timecard & Log Due by 12 midnight Sunday
Week 5		<b>Caring Dialogue #1</b> Weekly timecard & Log Due by 12 midnight Sunday
Week 6		Weekly timecard & Log Due by 12 midnight Sunday
Week 7	<b>Seminar #3: Focus on CV Development</b>	<b>Online Seminar Discussion #3</b> Weekly timecard & Log Due by 12 midnight Sunday
Week 8	Mid Term Evaluations due	Weekly timecard & Log Due by 12 midnight Sunday

	(Student & Faculty Self Evaluation and Preceptor Evaluation of Student)	
Week 9		<b>Caring Dialogue #2</b> Weekly timecard & Log Due by 12 midnight Sunday
Week 10		Weekly timecard & Log Due by 12 midnight Sunday
Week11	<b>Seminar #4: Focus on Ethical Issues, Advance Directives, Commitment Laws</b>	<b>Online Seminar Discussion #4</b> Weekly timecard & Log Due by 12 midnight Sunday <b>Electronic Portfolio Due</b>
Week 12		<b>Caring Dialogue #3</b> Weekly timecard & Log Due by 12 midnight Sunday
Week 12	<b>Seminar #5: Certification</b>  Final Clinical Evaluation	<b>Online Seminar Discussion #5</b> Weekly timecard & Log Due by 12 midnight



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.

April 2012

**Professional Statement**

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016