

 <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> 6562L	<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 Lifespan Pract 2: Group Therapy in Advanced Practice Nursing	
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3	<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> Focus is on the integration and application of theoretical and conceptual models of group therapy, pharmacological therapeutics, and non-pharmacological care used in the treatment of adults, children and families are applied in the practice setting.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Fall 2017			
<b>Prerequisites</b> NGR6554, NGR6554L		<b>Corequisites</b> NGR6562	<b>Registration Controls</b> <i>(Major, College, Level)</i> College
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
<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> 1/31/2017 1/31/2017 1/31/2017 _____ _____ _____ _____
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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  
SEMESTER**

**COURSE NUMBER:** NGR 6562L

**COURSE TITLE:** Psychiatric Mental Health Nursing Across the Lifespan Practicum 2:  
Group Therapy in Advanced Practice

**COURSE FORMAT:** Clinical conferences and clinical hours

**CREDIT HOURS:** 3

**COURSE SCHEDULE:** 180 practicum hours throughout the semester -- four clinical conferences before or following lecture (counts as clinical hours)

**PLACEMENT IN CURRICULUM:** Required course for Psychiatric Mental Health Nurse Practitioner students  
Third semester

**PREREQUISITES:** NGR 6554, NGR 6554L

**COREQUISITES:** NGR 6562

**FACULTY:** TBA

**OFFICE HOURS:** TBA

**COURSE DESCRIPTION:** Focus is on the integration and application of theoretical and conceptual models of group therapy, pharmacological therapeutics, and non-pharmacological care used in the treatment of adults, children and families are applied in the practice setting.

**COURSE OBJECTIVES:** Upon completion of NGR 6562L, the student will be able to create caring nursing responses in: \*

**Becoming competent**

1. Apply knowledge from nursing and related disciplines to assess, diagnose, treat and evaluate psychiatric mental disorders in the practice setting. (Essential I)

2. Incorporate selected caring and mental health theories and concepts from biological, behavioral, health promotion, and nursing sciences in practice to enhance the mental health and well-being of populations and groups across the lifespan. (Essential I, VIII)

3. Co-create patient-centered and culturally tailored strategies in the delivery of clinical prevention and health promotion interventions in practice settings. (Essential VIII)

4. Apply evidence based practice to improve the health and well-being of groups and populations receiving care in mental health practice settings. (Essential IV)

5. Utilize informatics and health technologies in the mental health practice settings to evaluate, integrate, coordinate, and improve healthcare for groups and families. (Essential V)

6. Provide group therapy targeted to a specific problem for a at risk population. (Essential VIII)

#### **Becoming compassionate**

7. Employ appropriate nursing theories and complex patterns of knowing in the design of compassionate care for groups receiving care in mental health practice settings. (Essential IX)

8. Implement caring strategies for populations receiving care in mental health practice settings. (Essential IX)

#### **Demonstrating comportment**

9. Integrate effective communication strategies in the clinical setting that foster interprofessional partnerships to improve health outcomes for populations receiving care in mental health practice settings. (Essential VII)

10. Examine the impact of ethical, legal, political, cultural, global, and socioeconomic influences in providing safe and accountable for populations receiving care in mental health practice settings. (Essential II)

#### **Becoming confident**

11. Demonstrate a consistent sense of self as a caring individual in relation to others within the practice clinical setting. (Essential IX)

12. Demonstrate increasing clinical confidence in developing the role of the advanced practice nurse in the delivery of psychiatric mental health care to groups and populations across the lifespan.

#### **Attending to conscience**

13. Analyze how health policy impacts the psychiatric mental health care that groups and populations receive. (Essential VI)

14. Incorporate ethical principles into advanced practice nursing including resolution of ethical dilemmas and maintaining professional boundaries. (Essential VI)

**Affirming commitment**

15. Delineate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care in the delivery of psychiatric mental health care to groups and populations. (Essential II, III)

16. Demonstrate the ability to adapt communication while assessing and managing psychiatric illness considering the client's preferences according to age, gender, sexual orientation, culture, ethnicity, socioeconomic status, education, spirituality and religion. (Essential I, IV)

17. Demonstrate engagement and active participation in professional nursing organizations aimed at improving psychiatric mental health care of groups and populations. (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.

**GRADING AND EVALUATION METHODS**

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

Faculty Evaluation	50 %	
Preceptor Evaluation of Student (Midterm & Final)	10%	
Weekly Clinical Logs	S/U	
Weekly Preceptor signed timecard	S/U	
SOAP Notes (1)	15 %	
Nursing Situation Clinical Case Presentation (1)	15 %	
Professional Development	10%	
Membership in Florida Nurses Association & ANA	S/U	
<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.
- Corey, M., Corey, G., & Cory, C. (2014). *Groups: Process and practice* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Sadock, B. J., Sadock, V. a., & Ruiz, P. (2015). *Kaplan & Sadock'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.jsf](http://stahlonline.cambridge.org/essential_4th.jsf)
- Stahl, S. M. (2016). Essential Psychopharmacology: Prescriber's Guide Online. Retrieved December 29, 2016 from [http://stahlonline.cambridge.org/essential\\_4th.jsf](http://stahlonline.cambridge.org/essential_4th.jsf)
- Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse.: A how-to guide for evidence-based practice*. New York, NY: Springer Publishing Company.
- Yalom, I. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York, NY: Basic Books.

#### **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:**

- Expanding the study of psychiatric mental health advanced practice utilizing foundational concepts of psychopathology, diagnostic reasoning, and evidence based practice:
- Group Therapy: CBT, Solution Focused, Existentialism. NP-patient relationship grounded in caring and the use of group therapy as a treatment modality.

### **2. Leadership Competencies**

- Mental health advocacy for patients, families, caregivers, communities, and members of the healthcare team
- Transitional Care: collaborating in planning for transitions across the continuum of care
- Communication: effective communication both orally and in written format, documentation of group sessions
- Leadership in Groups: Types, Effectiveness, Research, Change theory, conflict resolution: Incorporation in group therapy for care of individuals and families across the life span

### 3. Practice Competencies

- Health promotion, disease prevention: Genetic causes of common diseases and screening, epidemiology-prevalence and incidence of mental disorders, ecological, global, and social determinants of health
- Research: evaluation and translation into care for individual with mental disorders
- Group psychotherapeutic practice guidelines: phases of groups, application of group concepts, membership composition
- Psychopharmacotherapeutic guidelines in advanced practice
- Non-pharmacological psychotherapeutic guidelines 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 recovery of children, adults and families across the lifespan through group therapy

### 4. Technology and Information Literacy Competencies

- Informatics: electronic health record, assessment tools used to gather, document, and analyze outcomes related to mental health

### 5. Ethics Competencies

- Ethical principles application in decision making and practice:, group psychotherapy ethical issues; nurse practitioner-patient relationships, countertransference, transference

### 6. Independent Practice Competencies

- Demonstrate 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. Development of skill as group leader in the practice setting.
- Application of group therapy targeted to a specific problem for a high-risk population. Implementation and evaluation of effective psychiatric mental health strategies for populations and groups.

## 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.

### 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.

## **SOAP NOTES**

- Each student must submit 1 SOAP notes during the course. It must be submitted to the Canvas assignment area.
- Faculty may require rewriting of SOAP notes or additional notes to be written.
- It is expected that the quality of the written SOAP note will progress over the semester. Each SOAP note should be of an interesting or atypical situation, clear, concise, and complete. A rubric is provided on the Canvas site for grading.

## **NURSING SITUATION PRESENTATION**

Each student will present a clinical case of a nursing situation during the clinical conference times. Please prepare a PPT slide presentation of no more than 10-12 slides with a 15 minute limit for the presentation. Your nursing situation presentation should be approved by your clinical faculty member. Select a nursing situation of interest and include the “take home message.” References are required (5) and should come from recent journal articles. This should not be the same client problem used for your SOAP note. A grading rubric is provided in Canvas for this assignment.

## **PARTICIPATION IN CLINICAL CONFERENCES**

Active participation in the clinical conferences constitutes a portion of the clinical grade.

## **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 proved 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.

### **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.

### **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 faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <http://nursing.fau.edu/index.php?main=3&nav=526>
- c). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and <http://www.fau.edu/regulations>

### **CODE OF ACADEMIC INTEGRITY:**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other.

Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](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.

## **COURSE SCHEDULE**

DATE	CLINICAL CONFERENCES /Topics	Assignments	
Week 1	<b>Online Orientation</b> Placement for Clinical Experience and Meet with Clinical Faculty		Sign up for clinical site visit-clinical faculty will have calendars
Week 2	Review: Prescription Writing, Establishing Therapeutic Relationships Health History & Examination Psychiatric Evaluations		Weekly timecard & Log # 1 Due by 12 midnight Sunday  <b>Nursing Situation Clinical Case Presentation:</b> Sign up for Date for your Presentation- see dates on schedule
Week 3	Ongoing Review: Assessment & Diagnosis in Psychiatric Mental Health Nursing Strategies for therapeutic, evidence-based management of selected psychiatric mental health conditions Health promotion and disease prevention strategies in mental health Professionalism Caring Theories Individual & Family Treatment Modalities Psychopharmacology  <b># 1 Clinical Conference</b>		Weekly timecard & Log #2 Due by 12 midnight Sunday
Week 4		<b>SOAP # 1</b>	Weekly timecard & Log # 3 Due by 12 midnight Sunday
Week 5	<b># 2 Clinical Conference</b>		Weekly timecard & Log # 4 Due by 12 midnight Sunday
Week 6			Weekly timecard & Log # 5

			Due by 12 midnight Sunday
Week 7	<b># 3 Clinical Conference</b>		Weekly timecard & Log # 6 Due by 12 midnight Sunday  <b>SOAP Note Due</b>
Week 8	Mid Term Evaluations due (Student & Faculty Self Evaluation and Preceptor Evaluation of Student)		Weekly timecard & Log # 7 Due by 12 midnight Sunday
Week 9	<b>SPRING BREAK</b>		
Week 10	<b># 4 Clinical Conference</b>		Weekly timecard & Log # 8 Due by 12 midnight Sunday  Nursing Situation Clinical Case Presentation
Week 11			Weekly timecard & Log # 9 Due by 12 midnight Sunday  Nursing Situation Clinical Case Presentation
Week 12	<b># 5 Clinical Conference</b>		Weekly timecard & Log # 10 Due by 12 midnight Sunday  Nursing Situation Clinical Case Presentation
Week 13			Weekly timecard & Log # 11 Due by 12 midnight Sunday  Nursing Situation Clinical Case Presentation
Week 14	<b># 6 Clinical Conference</b>		Weekly timecard & Log # 12 Due by 12 midnight Sunday
Week 15	Final Clinical Evaluation		Weekly timecard & Log # 13 Due by 12 midnight Sunday



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****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