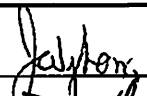
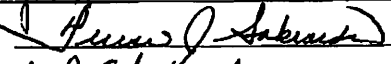
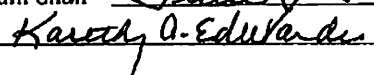
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Nursing College Christine E. Lynn College of Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix NGR Number 6552	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Course Title Psychopathological Disorders Across the Lifespan: Advanced Nursing Situations	
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> Focuses on the advanced knowledge of psychopathology, assessment, diagnosis, differential diagnosis, prevalence and impact on the individual and family well-being across the life span.	
Effective Date <i>(TERM & YEAR)</i> Fall 2017			
Prerequisites NGR 6002/6002L, NGR 6141, NGR 6172		Corequisites NGR 6002/6002L	Registration Controls <i>(Major, College, Level)</i> College
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here In Syllabus	
Faculty Contact/Email/Phone Teresa J. Sakraida/ tsakraida@fau.edu/ 561-297-4640		List/Attach comments from departments affected by new course N/A	

Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 11/31/2017 1/31/2017 1/31/2017 _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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

COURSE NUMBER: NGR 6552

COURSE TITLE: Psychopathological Disorders Across the Lifespan: Advanced Nursing Situations

COURSE FORMAT: Online

CREDIT HOURS: 3

COURSE SCHEDULE: Online

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

PREREQUISITES: NGR 6002/6002L, NGR 6141, NGR 6172

COREQUISITES: NGR 6002/6002L

FACULTY: TBA

OFFICE HOURS: TBA

COURSE DESCRIPTION: Focuses on the advanced knowledge of psychopathology, assessment, diagnosis, differential diagnosis, prevalence and impact on the individual and family well-being across the life span.

COURSE OBJECTIVES: Upon completion of NGR 6552, the student will be able to create caring nursing responses in: *

Becoming competent

1. Apply knowledge, judgement, skills, and experience from nursing and related disciplines to assess the physical, mental, spiritual, emotional, and cultural well-being of individuals with mental disorders across the lifespan and determine a diagnosis/differential diagnoses. (Essential I)
2. Utilize selected caring and developmental theories and concepts, diagnostic and screening tools, genomics, and epidemiology/risk analysis of prevalence of mental disorders from biological,

behavioral, and nursing sciences to enhance the health and well-being of individuals with mental disorders across the lifespan. (Essential I, VIII)

3. Apply effective interview and therapeutic communication skills with individuals across the lifespan. (Essential IX)

4. Develop patient-centered and culturally responsive strategies in the diagnosis, and health promotion and intervention (primary, secondary, and tertiary) for individuals with mental disorders across the lifespan. (Essential VIII)

5. Apply research findings, clinical guidelines from national organizations, and evidence-based standards of care to formulate a diagnosis and differential diagnosis to minimize complications and to promote recovery of individuals with mental disorders. (Essential IV)

6. Utilize nursing situations, informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for individuals with mental disorders. (Essential V)

7. Demonstrate a beginning understanding of psychiatric mental health advanced practice nursing based on reflective practices and continue to develop their own plans for lifelong learning and professional development. (Essential IX)

Becoming compassionate

8. Identify appropriate nursing theories and complex patterns of knowing in the provision of relationship-based, compassionate care to individuals with mental disorders. (Essential IX)

9. Choose caring strategies in psychiatric mental health advanced nursing situations that reflect appreciation of the individual and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment

10. Identify effective communication strategies to foster interprofessional partnerships and collaboration to decrease stigma and to advocate for health equity and to improve health outcomes for individuals with mental disorders. (Essential VII)

11. Discuss the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable care for individuals with mental disorders. (Essential II)

Becoming confident

12. Develop a sense of self as a caring individual in relation to individuals in your care and other professionals within psychiatric mental health nursing advanced practice. (Essential IX)

13. Demonstrate beginning clinical confidence, through critical thinking by applying advanced nursing knowledge, trauma and recovery oriented principles, research and evidence based care to individuals with mental disorders. (Essential I)

Attending to conscience

14. Discuss how health policy affects the care of individuals in diverse, psychiatric mental health advanced nursing situations. (Essential VI)
15. Discuss measures to improve mental health care through advocacy at local, state, and national levels. (Essential VI)
16. Discuss ethical and morally sensitive issues affecting psychiatric mental health advanced nursing practice. (Essential VI)

Affirming commitment

17. Discuss the role and scope of practice of the psychiatric mental health nurse practitioner in providing safe, ethical, efficient, cost effective, quality care for individuals with mental disorders. (Essential II, III)
18. Begin to integrate recovery and trauma principles, anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
19. Discuss the importance of becoming professionally active in national organizations to improve the health and well-being of individuals with mental disorders. (Essential III and VI)

**The 6 subjectives based on Roach's (2002) work organize the course objectives.*

TEACHING LEARNING STRATEGIES:

Lectures, nursing situations, caring dialogues/ discussion boards, exams, and written assignments.

GRADING AND EVALUATION METHODS

Evaluation	Points	Percentage	Due Dates
Exams (3)	30	30%	
Caring Dialogues (5)	25	25%	
Nursing Situation (2)	10	10%	
Psychiatric Mental Health Paper	35	35%	

GRADING SCALE: Grade below C is not passing in the Graduate Program.

- 93 - 100 = A
- 90 - 92 = A-
- 87 - 89 = B+
- 83 - 86 = B
- 80 - 82 = B-
- 77 - 79 = C+
- 73 - 76 = C
- 70 - 72 = C-
- 67 - 69 = D+

63 - 66 = D
60 - 62 = D-
0 - 59 = F

The student 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* (5th ed.). Washington, D. C.: American Psychiatric Publishing.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: Author.

Sadock, B. J., Sadock, V. a., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11th ed.). Philadelphia, PA: Wolters Kluwer.

RECOMMENDED TEXTS:

TOPICAL OUTLINE:

1. Scientific Foundation:

- Introduction to the study of psychiatric mental health advanced practice utilizing foundational concepts of psychopathology, diagnostic reasoning, and evidence based practice.
- Foundational theoretical perspectives: Social Science, Psychology, Nursing
- History of role: CNS, NP role
- Nurse practitioner-patient relationship grounded in caring: health promotion, professional role, leadership, interprofessional communication, health policy, quality improvement, practice inquiry, technology and information literacy to assess,
- DSM-5: diagnosis, differential diagnosis, prevalence, of mental disorders including: Neurodevelopmental Disorders, Schizophrenia Spectrum, and Psychosis Disorders, Bipolar Disorders, Depressive Disorders, Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Feeding and Eating Disorders, Dissociative Disorders, Somatic and Related Disorders, Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders, Sexual Dysfunction Disorders, Gender Dysphoria, Disruptive Impulse Control and Conduct Disorders, Substance Related and Addictive Disorders,

Neurocognitive Disorders, Personality Disorders, Emergency and Mental Health Crisis.

2. Leadership

- Mental health advocacy for patients, families, caregivers, communities, and members of the healthcare team
- Communication: effective communication both orally and in written format, risk analysis documentation

3. Practice

- Health promotion, disease prevention includes: Genetic causes of common diseases and screening, epidemiology-prevalence and incidence of mental disorders, ecological, global, and social determinants of health.
- Nurse Practitioner patient relationship grounded in caring including: Authentic presence, relationship of mutual trust, and patient centered care; principles of learning and change theory, health literacy; cultural and ethnic considerations
Assessment: health history, mental status exams, assessment tools, suicide/homicide risk analysis

4. Technology and Information Literacy

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

5. Ethics

- Ethical principles in decision making and practice: Differential diagnosis, least restrictive environment, commitment laws, competency laws, risk analysis

6. Independent Practice

- 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 the care of individuals across the life span.

COURSE ASSIGNMENTS:

Course Documents:

This online course is organized by unit, each unit will have narrated lectures, assigned readings, and related audiovisual materials.

Required Readings:

Each unit will have assigned readings from the course textbook and relevant supporting literature. Readings will support your understanding of course content.

Exams:

There are 3 exams in this course and each exam is worth 10% of the course grade. Exams are completed on Respondus Lockdown-Monitored and will be available for 5 days, after which the exam will be closed. If you are unable to complete the course during this time, you must notify the instructor prior to the closing of the exam and other arrangements may be made. If the exam has been closed and you notify the instructor after the exam has been closed you will receive a "0" for the exam.

Caring Dialogues/Discussion Boards:

Participation in 5 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 five caring dialogues/discussion boards in this course. Each is worth 5 %, for a total of 25% 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.

Grading Rubric:

Caring Dialogue	Points
Response to posed questions: accuracy, thoughtfulness, demonstrated understanding, include scholarly citations; minimum length 100 words	3
Response to colleague's (2) discussion	1
Reference: APA format	1

Nursing Situation:

There are 2 nursing situations in this course, each worth 5%, for a total of 10% of the course grade. Students will be expected to review the nursing situation, relate the situation to the DSM-5 and determine a diagnosis and differential diagnosis for the individual with a mental disorder.

Grading Rubric:

Criteria	Points
Nursing Situation: Describe a nursing situation of a client you have cared for with a mental disorder.	1
Assessment: Describe the behaviors related to a mental disorder.	1
Diagnosis: Discuss DSM-5 diagnosis and differential diagnosis.	1
Supporting Research: Incorporate scholarly article related to diagnosis/ differential diagnosis.	1
Reference: Use APA style	1

Psychiatric Mental Disorder and Primary Health Disorder Paper:

The paper is designed to demonstrate your ability to integrate your knowledge of psychiatric mental disorders, assessment skills and development of a treatment plan using evidence based psychotherapeutic approaches with supporting rationale. A draft outline followed by the final paper must be completed by due date on schedule.

Grading Rubric:

Criteria	Points
Describe two mental disorders that may be seen in practice. Include the etiology, prevalence, behaviors related to the disorder, include the DSM-5 criteria and related assessment tools.	10
Describe a common physical health condition that frequently co-occurs with one of the psychiatric disorders. Describe the impact of physical health condition on mental disorder.	5
Describe a nursing situation with information related to the individual's mental disorder. Formulate a DSM-5 diagnosis.	5
Discuss developmental stage, neurobiology, culture, gender, socio-economic status and integrate into discussion of nursing situation	5
Integrate three research studies relevant to both the individual's physical health condition and mental disorder.	5
Summarize the information and discuss further differential diagnosis.	3
References: APA format, coherent writing	2

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE:

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* (4th 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.

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.

Examinations: Exams are on Respondus Lockdown and are monitored and will be available for 5 days, after which the exam will be closed. If you are unable to complete the course during this time, you must notify the instructor prior to the closing of the exam and other arrangements may be made. If the exam has been closed and you notify the instructor after the exam has been closed you will receive a "0" for the exam.

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.

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. **If assignments are not submitted by due date and there has been no communication with the faculty, no points will be awarded.**

Academic Integrity

Student work is to be 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 definition in the university handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

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

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	Topic Exam Schedule	Assigned Reading	Assignment DUE
Week 1	Orientation to Course Introduction to Brain Pathology and Behavior	Sadock, Sadock, & Ruiz: Chapter 1	Introduction of Self Due by Wednesday at 11:55 pm
Week 2	Psychosocial Theories and Nursing Theories Related to Care of Persons with Psychopathology	Sadock, Sadock, & Ruiz: Chapters 2, 3, & 4	Caring Dialogue #1 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 3	Mental Health Assessments: Assessment Interview, Neurological Testing, Screening Tools, and Cultural Assessment	Sadock, Sadock, & Ruiz: Chapters 5 & 6 DSM-5 pp. 733-759	Caring Dialogue #2 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 4	Care of Persons with Psychosis and Schizophrenia Across the Lifespan	Sadock, Sadock, & Ruiz: Chapters 7 & 31 DSM-5 pp. 87-122	Exam #1 Due Sunday at 11:55 pm
Week 5	Care of Persons with Mood Disorders Across the Lifespan	Sadock, Sadock, & Ruiz: Chapters 8 & 31.12 DSM-5 pp.123-188	Caring Dialogue #3 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 6	Care of Persons with Anxiety Disorders, Post-Traumatic Stress,	Sadock, Sadock, & Ruiz: Chapters 9, 10, 11, 16, 17	Caring Dialogue #4 posting

	and Obsessive Compulsive Disorders Across the Lifespan	31.11, 31.13 DSM-5 pp.189-234	Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 7	Care of Persons with Substance-Related and Addiction Disorders	Sadock, Sadock, & Ruiz: Chapters 20, 31.16 DSM-5 pp. 481-590	Nursing Situation/Intake Assessment#1 Due by Sunday 11:55 pm
Week 8	Care of Persons with Personality Disorder	Sadock, Sadock, & Ruiz: Chapters 15, 22 DSM-5 pp.645-684	Discussion #5 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 9	Care of Persons with ADHD, Eating and Feeding Disorder, Impulse Control and Conduct Disorder Neurodevelopmental Disorder	Sadock, Sadock, & Ruiz: Chapters 19, 20 31.4, 31.5, 31.6, 31.16, 31.9 DSM-5 pp.329-354, 461-480	Exam #2 Nursing Situation #2 Due Sunday by 11:55 pm
Week 10	Care of Persons with Neurocognitive Disorders	Sadock, Sadock, & Ruiz: Chapters 21, 22, 24 DSM-5 pp. 591-644	Caring Dialogue #5 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm Psychiatric Paper Outline Due by Sunday 11:55 pm
Week 11	Care of Persons with Sleep-Wake Cycle; Care of Persons with Sexual	Sadock, Sadock, & Ruiz Chapters 16, 17	Psychiatric Paper Due

	Dysfunction; Care of Persons with Gender Dysphoria	DSM-5 pp. 361-422, 423-450, 451-460	Sunday by 11:55 pm
Week 12 & 13	Care of Persons in Crisis	Sadock, Sadock, & Ruiz: Chapters 23, 31, 19	Exam #3
Week 14	Final Week		

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.

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