 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Nursing College College of Nursing		
Current Course Prefix and Number NGR 6507L		Current Course Title Psychiatric Mental Health: Diagnosis and Mangement	
Syllabus must be attached for ANY changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Add: NGR 6002, 6002L Change corequisites to: Remove: NGR 6002, 6002L Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Summer 2026		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Katherine Chadwell, kchadwel@health.fau.edu, 561-297-2535			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date _____ _____ _____ 11/03/2025 11/03/2025 11/04/2025 _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

CON Committee on Programs Motion Form

Date	10/15/2025	Maker	Masters Committee	Second	[If coming from an academic committee a 2 nd is not required]
Title of Program: FNP and AGNP Program and PMHNP program					
Motion Language: Overall: Motion to approve prerequisite and corequisite changes as noted for NGR 6200, 6200L, 6605, 6605L, and 6507L.					
Motion to accept Primary Care 1 (NGR 6200) & Primary Care 1 Practicum (NGR 6200L Prerequisite changes that includes the addition of NGR 6002 & 6176 and the deletion of 6110 and 6811					
Motion to accept Primary Care 2 (NGR 6605) prerequisite changes that includes the addition of NGR 6200L, 6301, and 6342 and Primary 2 Practicum (NGR 6605L) prerequisite changes adding 6301 and 6342					
Motion to accept Psychiatric Mental Health Nursing: Diagnosis and Medication Management (NGR 6507L) Prerequisite changes adding NGR 6002 & 6002L and removing corequisites NGR 6002 and 6002L					
Start Date	Summer 2026				
Rationale: include program(s)/track(s) impacted	Support proper progression of students				
Revised Syllabus attached	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA				
Student Notification Required	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (email (COP via IT) and website announcement (Academic Associate Dean's ofc) Following Faculty Assembly approval)				
Does this require an addition or revision to the FAU catalog?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, Identify Section: Graduate course descriptions	Follow-up	
Does this require an addition or revision to CON Policies and Procedures or student handbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If YES, Identify Section: <input type="checkbox"/> CON Policies and Procedures <input type="checkbox"/> Student handbook <input type="checkbox"/> BSN <input type="checkbox"/> Graduate	Follow-up	

ACTION Date:

☐ Amended

☐ Tabled

☒ Adopted

☐ Withdrawn

☐ Postponed

☐ Referred

Approved COP 12/19/16

Catalog Changes

Psychiatric Mental Health Nursing Across the lifespan: Diagnosis and Medication Management in Advanced Nursing Practice (NGR 6507L) 2 credits

Prerequisites: NGR 6141, 6172, 6002, 6002L

~~Corequisites: NGR 6002, NGR 6002L~~

This course focuses on advanced knowledge of psychopathology, assessment, diagnosis, differential diagnosis, the introduction of psychiatric and mental health diagnoses in clinical practice, and management of psychiatric and mental health pharmacologic medications and non-pharmacological care in the practice setting.



FLORIDA ATLANTIC UNIVERSITY

NGR 6507L-002 16675

Psych MH Nur: Diagn Med Mgmt

2 Credit(s)

Fall 2025 - 1 Full Term

Instructor Information

Louise Aurelien Buie

Email: laurelie@health.fau.edu

Louise Aurelien Buie, EdD, APRN, FNP-C, PMHNP-BC

Office: NU333

Office Hours: By appointment

Phone: 561-235-8774

Instructor Information (TA)

Support Personnel

Clinical Site Coordinator for Graduate Students

- Charles Owens Email: Owens11@health.fau.edu

Complio - Clinical Onboarding Specialist

- Link: <http://www.faunursingcompliance.com/>
- Complio @1-800=200-0853 or email Janice Miller at CONCompliance@health.fau.edu

Coordinator of PMHNP Programs

- Dr. Beth King: bking@health.fau.edu

Course Description

Psychiatric Mental Health Nursing Across the Lifespan: Diagnosis and Medication Management in Advanced Nursing Practice

Prerequisites: NGR 6141, NGR 6172,

NGR6002 and NGR6002L

~~Corequisites: NGR 6002 and NGR 6002L~~

This course focuses on advanced knowledge of psychopathology, assessment, diagnosis, differential diagnosis, the introduction of psychiatric and mental health diagnoses in clinical practice, and management of psychiatric and mental health pharmacologic medication and non-pharmacological care in the practice setting.

Prerequisites/Corequisites

Prerequisite(s): All of the following:

- NGR 6141 Graduate / Undergraduate (Minimum Grade of C)
- NGR 6172 Graduate / Undergraduate (Minimum Grade of C)
- **NGR6002. NGR6002L**

Corequisite(s):

Subject	Course Number
NGR	6002/6002L

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Psychiatric-Mental Health Nursing: Scope and Standards of Practice, 3rd Edition

ISBN: 9781947800977

Authors: American Psychiatric Nurses Association, International Society of Psychiatric-Mental Health Nurses

Publication Date: 2021-09-01

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not
available*



Diagnostic and Statistical Manual of Mental Disorders

ISBN: 9780890425763

Authors: American Psychiatric Association

Publication Date: 2022-01-01



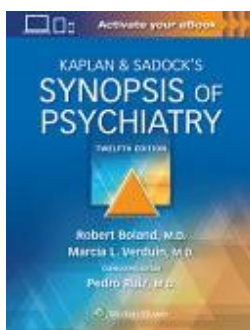
Publication Manual of the American Psychological Association

ISBN: 9781433805615

Authors: American Psychological Association

Publisher: American Psychological Association (APA)

Publication Date: 2010-01-01



Synopsis of Psychiatry 12

ISBN: 9781975145569

Authors: BOLAND

Publisher: LWW

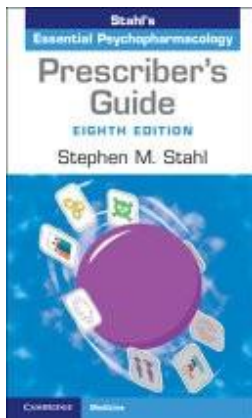
Publication Date: 2021-04-20

Stahl's Essential Psychopharmacology

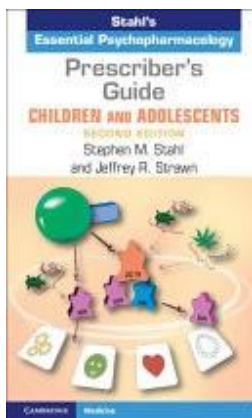
ISBN: 9781108971638



Authors: Stephen M. Stahl
Publisher: Cambridge University Press
Publication Date: 2021-07-29



Prescriber's Guide
ISBN: 9781009464734
Authors: Stephen M. Stahl
Publisher: Cambridge University Press
Publication Date: 2024-04-25



Prescriber's Guide - Children and Adolescents
ISBN: 9781009267502
Authors: Stephen M. Stahl
Publisher: Cambridge University Press
Publication Date: 2024-05-02

Recommended Readings and Materials

Child and Adolescent Clinical Psychopharmacology Made Simple
ISBN: 9781684035120
Authors: John D. Preston, John H. O'Neal, Bret A. Moore, Mary C. Talaga
Publication Date: 2021-01-01

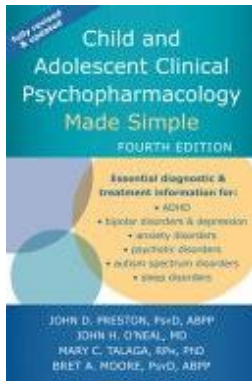


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Clinical Psychopharmacology Made Ridiculously Simple

ISBN: 9781935660743

Authors: John Preston, Bret Moore, James Johnson

Publication Date: 2023-07-25

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Interview Guide for Evaluating DSM-5-TR Psychiatric Disorders and the Mental Status Examination

ISBN: 9780963382122

Authors: Mark Zimmerman

Publication Date: 2022-12-01

Course Specific Literature

2023 American Geriatrics Society Beers Criteria® Update Expert Panel. (2023). American Geriatrics Society 2023 updated AGS Beers Criteria® for potentially inappropriate medication use in older adults. Journal of the American Geriatric Society, 71(7), 2052-2081. doi:10.1111/jgs.18372

Delaney, K. (2005). The psychiatric nurse practitioner 1993-2003: A decade that unsettled a specialty. Archives of Psychiatric Nursing, 19(3), 107-115.

Damkier, P., & Videbech, P. (2018). The safety of second-generation antipsychotics during pregnancy: A clinically focused review. CNS Drugs, 1-16. DOI: 10.1007/s40263-018-0517-5

Department of Family and Protective Services. (2016). Psychotropic medication utilization parameters for children and youth in foster care. Retrieved from https://www.dfps.state.tx.us/Child_Protection/Medical_Services/documents/reports/2016-03_Psychotropic_Medication_Utilization_Parameters_for_Foster_Children.pdf

National Institute for Children's Health Quality. (2002). Vanderbilt assessment scales used for diagnosing ADHD. Retrieved from https://www.nichq.org/sites/default/files/resource-file/NICHQ_Vanderbilt_Assessment_Scales.pdf

U.S. Department of Health and Human Services. (2001). Mental health: Culture, race, and ethnicity—a supplement to mental health: A report of the surgeon general. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services

Essential Literature On Caring Science (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

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

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

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

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

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

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.
University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018;
Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly
10/22/18

Course Objectives/Student Learning Outcomes

COURSE OBJECTIVES: Upon completion of NGR 6507L, the student will be able to create caring nursing responses in: *

Becoming competent

1. Apply knowledge, judgement, skills, effective therapeutic communication techniques, 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 diagnosis in the practice setting. (Domain 1,2,4,9)
2. Apply research findings, clinical guidelines from national organizations, and evidence-based standards of care to formulate a diagnosis/differential diagnosis, determine pharmacological or non-pharmacological intervention to minimize complications and to promote recovery of individuals with mental disorders. (Domain 1,4)
3. Utilize nursing situations, informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for individuals with mental disorders. (Domain 8)
4. Apply knowledge based on pharmacokinetic and pharmacodynamics concepts, pharmacogenetics, ethical and legal considerations of drugs in the management of acute and chronic mental disorders across the lifespan and in vulnerable groups. (Domain 1,2, 4)

Becoming compassionate

1. Choose caring strategies based on nursing theories and complex patterns of knowing in psychiatric mental health advanced nursing situations that reflect relation based compassionate care, with an appreciation of the individual and families' cultural and spiritual beliefs in the practice setting. (Domain 2, 9)
2. Co-create a patient centered plan of care grounded in cultural competency to develop an integrative holistic approach to diagnosis and pharmacologic and nonpharmacologic therapies for persons with mental disorders. (Domain 2,3,4,5,9)

Demonstrating comportment

1. Identify effective communication strategies to foster interprofessional partnerships and collaboration to decrease stigma and to advocate for health equity and to improve health (Domain 1,2,9)

2. Demonstrate an understanding of the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable care for individuals with mental disorders. (Domain 3,5,9)
3. Demonstrate awareness of the impact of self on encounters with individuals who are prescribed drug therapy in the management of mental disorders. (Domain 6,9)

Becoming confident

1. 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. (Domain 2, 10)
2. Demonstrate beginning clinical confidence, through critical thinking by applying advanced nursing knowledge, research and evidence-based care to diagnose and prescribe drugs for individuals with mental disorders in the practice setting. (Domain 1,4,10)

Attending to conscience

1. Discuss ethical and morally sensitive issues affecting psychiatric mental health advanced nursing practice in the clinical setting. (Domain 2)
2. Co-create drug therapy plans that maximize patient's participation toward their wellbeing. (Domain 2)

Affirming commitment

1. Understand the role and scope of practice of the psychiatric mental health nurse practitioner in providing safe, ethical, efficient, cost effective, quality care, and impact of drug therapy for individuals with mental disorders in the practice setting. (Domain 9)

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

TEACHING LEARNING STRATEGIES: Creating Caring Community for Learning, Course Assignments, Synchronous Clinical Supervision Sessions, Modeling/Mentoring with Preceptor and Clinical Faculty. E-Log Documentation, Nursing Situations/Group Work.

Course Assignments

COURSE ASSIGNMENTS:

Beginning of Semester (0% of course grade)

Students must complete clinical prework in CANVAS, which includes signed Preceptor Agreement form, Clinical Arrangement Form, Complio compliance, Syllabus quiz.

Caring Reflective Journal (10% of Total Grade)

Purpose: The purpose of the reflective journal is to help students reflect on their learning experiences in clinical, with specific application of theoretical perspectives, caring concepts, personal reflection, current evidence, and development of insight in relation to a nursing situation. Reflection is a valuable tool for learning and retaining new information.

Assignment: Two reflective journals are required this semester. Each caring dialogue may be different with specific criteria for each, the criteria are listed in CANVAS

Grading Rubric: Criteria are listed in CANVAS

Clinical Supervision: Bi-Weekly (10% of total grade)

Purpose: The purpose of the clinical supervision process is to guide the student in developing advanced practice clinical skills and professional role development using reflective practice. Reflective practice is the capacity to reflect on action so as to engage in a process of continuous learning, which is one of the defining characteristics of professional practice (Schon, 1983). As a process of supervision, students are expected to develop integrity and collegial attributes in relationships with peers within the supervisory group. Supervision is an important instructional activity in the development of a psychiatric nurse practitioner's clinical competencies. It is a tool that allows students to bridge classroom and clinical practice.

Process: Conducted via Zoom every other week, dates are posted on the CANVAS site. Each student is required to attend ALL clinical supervision sessions, unless the clinical faculty have given permission for absence which must be granted 24 hours prior to clinical supervision date(s). The process of supervision involves the examination of the student's practice, documentation, and understanding and demonstration of PMHNP role competency. Students are expected to be on time, stay for the duration of the meeting, with cameras enabled (on). Microphones should be muted except when speaking. As part of the end of semester requirements, students will submit a summary of attendance and participation related to clinical supervision (see end of semester forms/assignments).

Grading Rubric

Exemplary	Proficient	Developing	Non-performance
3 points	2 points	1 point	0 points
Attends clinical supervision and actively engages in discussion, offering evidence-based	Attends clinical supervision and engages in some discussion, offering occasional evidence-	Attends clinical supervision and minimally engages in discussion, offering infrequent evidence-	Does not attend clinical supervision

information, insight into practice issues, actively engages with other colleagues regarding practice/role issues. *Camera is on during supervision.	based information, or insight into practice issues. Engages with colleagues regarding practice/role issues. *Camera is on/off during supervision.	based information, or insight into practice issues. Infrequent engagement with other colleagues regarding practice/role issues. *Camera is off during supervision.	
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Documentation: eLOG & Hours Logged/Preceptor Verification (10% of total grade)

Log of Clinical Hours/Verified by Preceptor

Each student is required to keep a clinical log of their client encounters and clinical hours during this semester and submit weekly to eLog and monthly to CANVAS. You must complete a minimum of 120 direct care clinical hours. Your preceptor, attesting to its accuracy, must approve and sign these logs weekly. You may be dismissed for falsification of clinical hours.

Due Dates: August/September 30, October 31, November 30

Grading Rubric

Competent 3 points	Advanced Beginner 2 points	Novice 1 point	Non-performance 0 points
Preceptor verification of hours submitted on time, complete, and signed by preceptor.	Preceptor verification of hours submitted on time but missing preceptor signature or all hours not documented.	Preceptor verification of hours not submitted on time, missing preceptor initials/signature and/or all hours not documented	Preceptor verification of hours not submitted.

Documentation of Direct Care Encounters

Purpose: eLOG provides a record of student direct care encounters with patients and provides valuable records of student learning opportunities. Students are required to use the NP Student Clinical Experience Documentation and Tracking System provided by eLOG.

Process: Each student is required to keep a record in eLOG of direct care encounters with patients on a weekly basis. Students will document all patient encounters in eLOG on a weekly basis, required

clinical information: age of patient, chief complaint, objective findings, diagnosis and code, therapeutic interventions/type of therapy, medication and other treatment. Submit eLOG clinical report monthly to CANVAS. You must complete a minimum of 120 direct care clinical hours.

Due Dates: August/September 30, October 31, November 30

Grading Rubric

Competent	Advanced Beginner	Novice	Non-performance
3 Points	2 Point	1 point	0 Points
Submits monthly eLOG documentation on time, clear and concise. Submitted by due date.	Submits monthly eLOG documentation, information clear and concise. Not submitted by due date.	Submits monthly eLOG documentation, but information is incomplete. Not submitted by due date.	eLOG documentation not date or complete.

Nursing Situation: Diagnosis and Medication/Drug Selection (30% of Total Grade)

Purpose: Provides students with the opportunity to demonstrate knowledge and competency gained during clinical.

Process: Students (2-3) working in small groups will be provided with a nursing situation and will respond to evaluation criteria below.

Grading Rubric

Criteria	Advanced Beginner (2 pts)	Novice (1 pts)	Non-Performance (0 pts)
*Demonstrates Diagnostic acumen (DSM-5) and offers a diagnosis, & plan, includes differential diagnoses.			
Diagnosis Selection: Identifies diagnosis based on DSM-5 criteria.	Selects appropriate diagnosis related to behaviors/symptoms. Describes diagnostic	Selects a diagnosis that does not address all behaviors/symptoms; partially describes criteria.	Does not select appropriate diagnosis based on behavior/

	criteria meeting diagnosis.		symptomatology.
Differential Diagnosis: Identifies differential diagnoses relating to behaviors/symptoms.	Describes at least one differential diagnosis that supports/relates to behavior/symptoms.	Describes a differential diagnosis that partially addresses behavior/symptoms.	Does not discuss differential diagnosis.
Assessment tools: Describes assessment tools to support diagnoses and supporting scholarly article based on selection.	Describes appropriate assessment tools relating to selected diagnosis; provides scholarly article to support selection rationale.	Describes assessment tools that may relate to selected diagnosis, does not provide appropriate scholarly article to support rationale.	Does not discuss assessment tools and/or scholarly article.
*Knowledge of pharmacologic, complementary and alternative treatments.			
*Provides health teaching/counseling/guidance that engage the patient in self-care management, and holistic healing.			
Medication/Drug Selection: Identify drug(s) to address persons identified behaviors in the nursing situation, including mechanism of action, common side effects, possible adverse events, dosage, and route	Discusses and selects appropriate drugs to address behaviors; fully describes MOA, SE, AE, Dose, and Routes	Discusses and selects drugs which may address behaviors; Partially describes MOA, SE, AE, Dose, and Routes	Does not select appropriate drugs to address behaviors; minimal discussion of MOA, SE, AE, Dose, and Route
Discussion: Discuss practice guidelines, tools, and labs to review; and patient education needed.	Correctly identifies practice guidelines, drug categories, tools, and lab values supporting selected drug(s); fully describes patient education required	Partially identifies practice guidelines, tools and lab values which support selected drugs(s); minimal description of patient education	Does not identify practice guidelines or tools or labs to support drug(s) selected; no description of patient education
Rationale: Provide rationale for drug selection	Thorough description of rationale for selection of drug with supporting literature	Minimal description of rationale for drug selection, no supporting literature	Does not provide rationale for selection of drug
*Accepts constructive feedback from preceptor and faculty, demonstrates resilience, self-reflection, self-development, and sets clinical goals for improvement.			

Professionalism (10% of total grade)

Professionalism is expected in the clinical setting such as arriving on time on expected days with FAU name badge and white lab coat (if required by your clinical setting). Inquire about dress code and need for closed-toe shoes. Timely completion of documentation requirements, and required assignments are expected. Students are not allowed to be in the clinical setting when the University is closed. We recommend that students obtain membership in the American Nurses Association (ANA) and respective state affiliate of ANA and the American Psychiatric Nurses Association (APNA) and respective state affiliate of APNA.

Grading Rubric

Evaluation Criteria	Competent	Advanced Beginner	Novice	Non-Performance
Points	3 points	2 points	1 point	0 points
Professional Appearance: FAU Name Badge, professional attire during clinical including virtual telehealth sessions.	Always presents self in professional manner, wearing name badge and in professional attire.	Most of the time presents self in professional manner, may not wear name badge at times	Some of the time presents self in professional manner; does not wear name badge	Frequently presents self in unprofessional manner, attire, and no name badge.
Maintains HIPAA Compliance	Always maintain HIPAA compliance, verbal and written	Minimal reminders to maintain HIPPA compliance	Frequent reminders provided to maintain HIPAA compliance.	Does not maintain HIPPA compliance
Communication: Verbal and written communication respectful, timely, and thorough	Communications are always of a professional manner, both verbally and in written format.	Most of the time communication is in a professional manner.	Frequent communication in unprofessional manner, both verbally and written.	Communication is always unprofessional
Assignments: Timely completion of all assignments.	Assignments are submitted on time with no need of reminders	Occasionally assignments are not submitted on time and in need of a reminder	Frequent reminders needed for completion of assignments.	Always needs reminders for completion of assignments.

Preceptor Evaluation of Student (10% of total grade)

Your preceptor will conduct a midterm and final evaluation in eLOG, an email will notify the preceptor 2 weeks prior to due date. The documents must be submitted to eLOG at designated midterm and final evaluation dates. The evaluation content/form will be available for review on the CANVAS site.

Student Self Evaluation (10% of total grade)

The student will complete a midterm and final evaluation based on course objections. The completed self-evaluation form will be completed by the date assigned and uploaded to CANVAS. The evaluation form is available for review on the CANVAS site.

Faculty Evaluation (10% of total grade)

The faculty evaluation includes the student's final competency assignment performance, review of the preceptor evaluation, clinical supervision engagement, and student evaluations. The evaluation will be available for review on CANVAS.



Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register

with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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 [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all 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 non-attendance. 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 absences 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 Policy Statement

In accordance with the 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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Evaluation Method

Evaluation Measure	Percentage	Due Dates
Beginning of Semester Documents	5%	Week 1
Caring Reflective Journal (2)	10%	
Clinical Supervision: Bi-Weekly	10%	Mondays: 6:30 pm (see Canvas for Dates)
Documentation: e-Log & Clinical Hours	15%	Weekly
Nursing Situation: Diagnosis & Medication/Drug Selection	15%	
Professionalism	10%	Weekly
Preceptor Evaluation (Mid-term & Final)	10%	
Student Self Evaluation (Midterm & Final)	10%	
Faculty Evaluation (Mid-term & Final)	10%	
End of Semester Documents	5%	
Total	100%	

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
C-	70 - 73%

Letter Grade	Letter Grade
D+	67 - 69%
D	64 - 66%
D-	61 - 63%
F	0 - 60%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

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 the due date, and there has been no communication with the faculty, a "0" will be assigned to the assignment.

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.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Special Course Requirements

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. Any violation of HIPAA by a student may result in dismissal of program or failure of course.

Student Credentials

Student credentials must be up to date in order to practice in a clinical setting. The College of Nursing now uses cOMPLIO system to track all background checks and health requirements, with many agencies requiring use of American Data Bank. The student cannot begin clinical until this is completed. Please contact Colleen Alcantara-Slocombe if you need assistance, email: slocombe@health.fau.edu or phone: 561297-2872.

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

eLOG: Students will be required to use NP Student Clinical Experience Documentation and Tracking System provided by eLogs. The web site is www.elogs.org and instructions will be provided on the first day of class. There is no charge to the student for using eLogs.

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 encouraged 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.

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 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.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic

exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at www.fau.edu/ctl.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

College of Nursing Policies

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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 University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

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.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic

exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

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 non-attendance. 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 absences 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. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

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.

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Course Topical Outline

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 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.

- Pharmacokinetics & Pharmacodynamics
- Neurotransmission, transporters, receptors, enzymes, and ion channels as targets of psychopharmacological drug action
- Genetics and Psychopharmacology
- Herbal therapies & supplements
- Psychotropics mechanism of action, side effects, adverse events for drugs used in treatment of mental health disorders

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 and disease prevention include: 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.
- Holistic integrative approaches to mental illness
- Cultural competency & health literacy patient and family education
- National Standards and Practice Guidelines

4. Technology and Information Literacy

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

- Essentials of writing prescriptions
- Evidenced-based decision-making related to prescribing

5. Ethics

- Ethical principles in decision making and practice: Differential diagnosis, least restrictive environment, commitment laws, competency laws, risk analysis.
- Legal & ethical considerations in prescribing psychopharmacological drugs

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.
- Integrates advanced knowledge of pharmacology, pathophysiology, health assessment and research in the care of individuals across the life span.

Course schedule

Date	Topics	Assignments	Due Dates
Week 1 August 16-24	Orientation Review in CANVAS: Start HERE Meet with Preceptor	Preceptor Form Preceptor Agreement Form/Preceptor ClinicalArrangement Form/Complio/ Syllabus Quiz	Preceptor Forms: Aug. 24 Syllabus Quiz: Aug. 18 Orientation Meeting: Monday August 18 at 6:30 pm via zoom
Week 2 August 25-31		eLOG Documentation	
Week 3	Clinical Supervision	eLOG Documentation	Clinical Supervision: See CANVAS Zoom for

September 1-7			Date / Time
*Labor Day Sept. 1			
Week 4		eLOG Documentation	Date:
September 8-14			
Week 5	Clinical Supervision	eLOG Documentation	Clinical Supervision: See CANVAS Zoom for Date / Time
September 15-21			
Week 6		eLOG Documentation	Caring Reflective #1: Due: Sept 24 initial response; Sept 28 response to colleague
September 22-28		Caring Reflective Journal #1	
Week 7	Clinical Supervision	eLOG Documentation	Clinical Supervision: See CANVAS Zoom for Date / Time
September 29-October 5		Preceptor Verification of Hours	Due Sept 30: Preceptor Verification & Elog Documentation
Week 8		eLOG Documentation	Midterm Evaluations: Due October 12
October 6-12			Preceptor, Student, Faculty
Week 9	Clinical Supervision	eLOG Documentation	Clinical Supervision: See CANVAS Zoom for Date / Time
October 13-19			
Week 10		eLOG Documentation	Date: October 26
October 20-26		Reflective Journal#2	
Week 11	Clinical Supervision	eLOG Documentation	Clinical Supervision: See CANVAS Zoom for Date / Time
October 27-November 2			Due Oct 31: Preceptor Verification & Elog Documentation
Week 12		eLOG Documentation	Due: November 9
November 3-9			

			Nursing Situation: Diagnosis and Medication
Week 13 November 10-16 *Veterans Day November 11	Clinical Supervision	eLOG Documentation	Clinical Supervision: See CANVAS Zoom for Date / Time
Week 14 November 17-23		eLOG Documentation	
Week 15 November 24-30 *Nov 26-30 Thanksgiving Holiday		eLOG Documentation	Due Nov 30: Preceptor Verification & Elog Documentation Final Evaluations: Due November 30 Preceptor, Student, Faculty Forms Due:
December 1-3	Reading Days		
December 4-10	Final Exam Day		
Academic Calendar: https://www.fau.edu/registrar/calendar/			
Holidays/University Holiday Closed	University: Important Dates		
September 1: Labor Day	August 22: Last Day to Drop/Add		
November 11: Veterans Day	September 15: Last Day to Withdraw with 25% Tuition Adjustment		
Thanksgiving Break: November 26 – 30	October 24: Last Day to Drop with a “W”		
	November 25: Classes End		

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 Nursing 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



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

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

integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

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

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

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

'revised April, 2012.'