



**FLORIDA  
ATLANTIC  
UNIVERSITY**

**NEW COURSE PROPOSAL  
Graduate Programs**

**Department** Nursing  
**College** Christine E. Lynn College of Nursing  
*(To obtain a course number, contact [erudolph@fau.edu](mailto:erudolph@fau.edu))*

UGPC Approval \_\_\_\_\_  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Prefix** NGR  
**Number** 6562  
*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)*  
**Lab Code**  
**Course Title**  
Psychiatric Mental Health Nursing Across the Lifespan:  
Group Therapy in Advanced Practice Nursing Situations

**Credits** *(Review Provost Memorandum)*  
3  
**Effective Date** *(TERM & YEAR)*  
Fall 2017  
**Grading** *(Select One Option)*  
**Regular**   
**Sat/UnSat**   
**Course Description** *(Syllabus must be attached; see Guidelines)*  
Emphasis is placed on the theoretical and conceptual models of group therapy, management and treatment of adults, children, and families with mental disorders across the life span.

**Prerequisites**  
NGR6554, NGR6554L  
**Corequisites**  
NGR6562L  
**Registration Controls** *(Major, College, Level)*  
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](mailto:tsakraida@fau.edu)/ 561-297-4640  
**List/Attach comments from departments affected by new course**  
N/A

<b>Approved by</b>	<b>Date</b>
Department Chair _____	2/15/17
College Curriculum Chair _____	2/15/2017
College Dean _____	2/15/2017
UGPC Chair _____	_____
Graduate College Dean _____	_____
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

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

<b>COURSE NUMBER:</b>	NGR 6562
<b>COURSE TITLE:</b>	Psychiatric Mental Health Nursing Across the Lifespan: Group Therapy in Advanced Practice Nursing Situations
<b>COURSE FORMAT:</b>	Online
<b>CREDIT HOURS:</b>	3
<b>COURSE SCHEDULE:</b>	Online
<b>PLACEMENT IN CURRICULUM:</b>	Required course for Psychiatric Mental Health Nurse Practitioner Students, Third semester
<b>PREREQUISITES:</b>	NGR 6554, NGR 6554L
<b>COREQUISITES:</b>	NGR 6562L
<b>FACULTY:</b>	TBA
<b>OFFICE HOURS:</b>	TBA
<b>COURSE DESCRIPTION:</b>	Emphasis is placed on the theoretical and conceptual models of group therapy, management and treatment of adults, children, and families with mental disorders across the life span.
<b>COURSE OBJECTIVES:</b>	Upon completion of NGR 6562, the student will be able to create caring nursing responses in: *
	<b>Becoming competent</b>
	1. Integrate knowledge from nursing and related disciplines to assess, diagnose, and treat mental disorders across the lifespan. (Essential I)
	2. Synthesize selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of

individuals with mental disorders across the lifespan. (Essential I, VIII)

3. Apply group therapy concepts to treat adults, children and families.

4. Incorporate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the mental health care of adults, children and families. (Essential VIII)

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

6. Utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for individuals with mental disorders. (Essential 2V)

7. Evaluate and articulate an understanding of the psychiatric mental health advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development. (Essential IX)

#### **Becoming compassionate**

8. Integrate appropriate nursing theories and complex patterns of knowing in the design of compassionate care to adults, children and families across the life span with mental disorders through group therapy. (Essential IX)

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

#### **Demonstrating comportment**

10. Evaluate and revise effective communication strategies to foster interprofessional partnerships to improve health outcomes for individuals with mental disorders. (Essential VII)

11. Actively engage in ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable care for adults, children, and families with mental disorders. (Essential II)

#### **Becoming confident**

12. Synthesize and evaluate knowledge self as a caring individual in relation to others within psychiatric mental health nursing advanced practice. (Essential IX)

13. Demonstrate clinical confidence, through critical thinking by applying advanced nursing knowledge to the treatment of individuals with mental disorders; assessment and group therapy. (Essential 1)

#### **Attending to conscience**

- 14. Utilize health policy to impact the care of individuals in diverse mental health nursing situations. (Essential VI)
- 15. Engage in and evaluate measures to improve mental health care through advocacy at local, state, and national levels. (Essential VI)
- 16. Evaluate morally sensitive issues affecting psychiatric mental health advanced practice. (Essential VI)

**Affirming commitment**

- 17. Evaluate the role and scope of practice of the psychiatric mental health nurse practitioner in providing safe, ethical, efficient, cost effective, quality care. (Essential II, III)
- 18. Integrate anticipatory guidance, based in an understanding of developmental theory, group therapy, and current evidence for individuals with mental disorders. (Essential I, IV)
- 19. Actively engage in professional activities in national organizations in improving health 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, written assignments

**GRADING AND EVALUATION METHODS**

Evaluation	Points	Percentage	Due Dates
Exams (2)	20	20%	
Caring Dialogues (6)	30	30%	
Nursing Situation/ Assessment of Group (3)	30	30%	
Group Therapy Paper	20	30%	

**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

### **REQUIRED TEXTS:**

American Nurses Association. (2014). *Scope and standards of practice: Psychiatric-mental health nursing*. Silver Spring, MD: Author.

Corey, M., Corey, G., & Cory, C. (2014). *Groups: Process and practice* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse.: A how-to guide for evidence-based practice*. New York, NY: Springer Publishing Company.

Yalom, I. (2005). *The theory and practice of group psychotherapy* (5<sup>th</sup> ed.). New York, NY: Basic Books.

### **RECOMMENDED TEXTS:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5<sup>th</sup> ed.). Washington, D. C.: American Psychiatric Publishing.

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

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

Stahl, S. M. (2016). *Essential psychopharmacology online*. Retrieved from [http://stahlonline.cambridge.org/essential\\_4th.jsf](http://stahlonline.cambridge.org/essential_4th.jsf)

Stahl, S. M. (2016). *Essential psychopharmacology: Prescriber's guide online*. Retrieved from [http://stahlonline.cambridge.org/essential\\_4th.jsf](http://stahlonline.cambridge.org/essential_4th.jsf)

Wright, L. M., & Leahey, M. (2012). *Nurses and families: A guide to family assessment and intervention*. Philadelphia, PA; F. A. Davis Company.

### **TOPICAL OUTLINE:**

#### **1. Scientific Foundation**

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

## **2. Leadership**

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

## **3. Quality**

- Evidence based practice related to group therapy for adults, children, and families
- Quality improvement methods in advanced nursing practice

## **4. Practice**

- Research: evaluation and translation into care for individual with mental disorders
- Group psychotherapeutic practice guidelines: phases of groups, application of group concepts, membership composition
- Psychopharmacotherapeutic guidelines in advanced practice
- Non-pharmacological psychotherapeutic guidelines in care of adults, children and families with mental disorders
- Nurse Practitioner patient relationship grounded in caring including: Authentic presence, relationship of mutual trust, and patient centered care; principles of learning, motivational interviewing, health literacy; cultural and ethnic considerations utilizes principles of change to advance the recovery of children, adults and families across the lifespan through group therapy

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

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

## **6. Policy**

- Advocacy: Mental health parity for individuals, adults and families across the life span with mental disorders
- Health policies: evaluates the impact of national, state, and local policies in relation to care of individuals with mental disorders

## **7. Health Delivery Systems**

- Evaluates the impact of groups in various settings: schools, older adult settings, community settings.

**8. Ethics**

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

**9. 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.
- Development of group skills as group leader.

**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 2 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:**

Participation in 6 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 six discussion boards in this course. Each is worth 5 % of the course grade. You are expected to respond to the discussion board by assigned date and respond to at least 2 colleagues by the assigned date in order to receive full points.

**Grading Rubric:**

Caring Dialogue	Points
Response to posed questions:	3

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

**Nursing Situation:**

There are 3 nursing situations in this course, each worth 10% of the course grade. The nursing situations are related to the stages of group development. Students are expected to describe and analyze the stages of their group development; introduction, working and termination phase.

**Grading Rubric:**

Criteria	Points
Nursing Situation: Describe your group and the phase of your group; introduction, working or termination.	2
Discuss the characteristics of each phase of the group according to Yalom /Corey, Corey, Corey and relate to own group.	3
Discuss the challenges of each phase of the group development and development of self as group leader.	2
Incorporate scholarly article related to your group.	2
Reference: Use APA style	1

**Group Therapy Paper:**

The paper is designed to demonstrate your ability to integrate knowledge of psychiatric mental disorders, assessment skills and development of a treatment plan using group therapy.

**Grading Rubric:**

Criteria	Points
Group Therapy Approaches: Describe various types of group therapies. Discuss the approach, goals, key concepts, guiding principles and use in practice.	5
Nursing Situation: Describe the nursing situation with a description of the group, makeup, purpose. Describe group leader role, tasks and techniques.	3



Treatment: Discuss your treatment plan using group therapy as your treatment modality. Include three research studies to support your treatment plan.	5
Reflection: Discuss your role as a psychiatric nurse practitioner, challenges in developing, leading and terminating the group and changes you would implement in the future.	10
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* (4<sup>th</sup> ed.). Hoboken, NJ: Wiley-Blackwell. ISBN 978-0470674260.

Leininger, M., & McFarlane, M. R. (2002). *Transcultural nursing: Concepts, theories, research, and practice*. New York: McGraw-Hill, Medical Publishing Division.

Locsin, R. C. (2005). *Technological competency as caring in nursing: A model for practice*. Indianapolis, IN: Sigma Theta Tau International Honor Society of Nursing.

Mayeroff, M. (1971). *On caring*. New York: Harper Collins.

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

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

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

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

New York: Springer Publishing Company.

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

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

## **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.

### **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 6<sup>th</sup> edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

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

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

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

Policies below may be found in:

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

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

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

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

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendment Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) in Boca Raton – SU 133 (561-297-3880), in Davie –LA 131 (954-236-1222), or in Jupiter – SR 111F (561-799-8585), and follow all SAS procedures.

#### **INCOMPLETE POLICY:**

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

#### **ATTENDANCE POLICY:**

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

**RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity

Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

**USE OF STUDENT COURSE MATERIAL:**

The Christine E. Lynn College of Nursing may use students’ course- related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

**COURSE SCHEDULE**

<b>Date</b>	<b>Topic Exam Schedule</b>	<b>Assigned Reading</b>	<b>Assignment DUE</b>
Week 1	Orientation to Course  Group Therapy Theory & Techniques	Yalom: Chapter 1  Corey, Corey, & Corey: Chapter 1 & 4	Introduction of Self Due by Wednesday at 11:55 pm
Week 2	Elements of Group Therapy Curative Factors of Group Therapy	Yalom: Chapter 4	Caring Dialogue #1 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm

Week 3	Therapists: Tasks and Techniques	Yalom: Chapter 5 & 6  Corey, Corey, & Corey: Chapter 2	Caring Dialogue #2 posting Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 4	Ethical and Legal Guidelines in Group Therapy	Corey, Corey, & Corey: 3	Caring Dialogue #3 posting Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 5	Creating the Group Selection of Group Members	Yalom: Chapter 7 & 8  Corey, Corey, & Corey: Chapter 5	Nursing Situation #1: Introduction of Group Due Sunday at 11:55 pm
Week 6	Phase of Group: Initial Stage Phases of Group: Transitional Phases of Group: Working Phases of Group: Termination	Yalom: Chapter 10  Corey, Corey, & Corey: Chapter 6, 7, 8, 9	Exam #1 Due Sunday at 11:55 pm
Week 7	Group: CBT	Corey, Corey, & Corey: Chapter 13	Caring Dialogue #4 posting Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 8	Group: Solution Focused	Corey, Corey, & Corey: Chapter 16	Caring Dialogue #5 posting

			Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 9	Group: Existential	Corey, Corey, & Corey: Chapter 9	Nursing Situation #2: Working of Group Due Sunday by 11:55 pm
Week 10	Group Member Issues	Yalom: Chapter: 12	Caring Dialogue #6 posting Due Wednesday at 11:55 pm & 2 peer responses Due Friday at 11:55 pm
Week 11	Group Leader Issues	Yalom: Chapter 13	Final Paper Due Sunday by 11:55 pm
Week 12	Application of Groups in Various Settings: Schools, Community Settings, Older Adult Settings	Corey, Corey, & Corey: Chapter 10 & 11	Nursing Situation #3 :Termination of Group Due by Sunday 11:55 pm
Week 13	Specialized Groups: Disabled, Military	Yalom: Chapter 13	Exam #2
Week 14	Reflections on Group Work: Experts in Field and Participants	Multimedia	<b>Evaluation of Course</b>
Week 15	<b>Final Week</b>		

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 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