

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Nursing  <b>College</b> Christine E. Lynn College of Nursing (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )		
<b>Prefix</b> NGR  <b>Number</b> 6554	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Course Title</b> Psychiatric Mental Health Nursing Across the Lifespan: Individual and Family Therapy in Advanced Practice Nursing	
<b>Credits</b> (Review <i>Previs</i> Memorandum)  3	<b>Grading</b> (Select One Option)  Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <i>Schedule 3</i> )  Emphasis is placed on the theoretical and conceptual models of individual and family psychotherapy, pharmacological therapeutics, and non-pharmacological care in the treatment of adults, children and families across the life span.	
<b>Effective Date</b> (TERM & YEAR)  Fall 2017		<b>Prerequisites</b> NGR6538, NGR6552	<b>Corequisites</b> NGR6554L
		<b>Registration Controls</b> (Major, College, Level) College	
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b>  In Syllabus	
<b>Faculty Contact/Email/Phone</b>  Teresa J. Sakraida/ <a href="mailto:tsakraida@fau.edu">tsakraida@fau.edu</a> / 561-297-4640		<b>List/Attach comments from departments affected by new course</b>  N/A	

<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> 1/31/17 1/31/2017 1/31/2017 _____ _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

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

<b>COURSE NUMBER:</b>	NGR 6554
<b>COURSE TITLE:</b>	Psychiatric Mental Health Nursing Across the Lifespan: Individual and Family 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 Psychiatric Mental Health Nurse Practitioner, Second semester
<b>PREREQUISITES:</b>	NGR6538, NGR6552
<b>COREQUISITES:</b>	NGR6554L
<b>FACULTY:</b>	TBA
<b>OFFICE HOURS:</b>	TBA
<b>COURSE DESCRIPTION:</b>	Emphasis is placed on the theoretical and conceptual models of individual and family psychotherapy, pharmacological therapeutics, and non-pharmacological care in the treatment of adults, children and families across the life span.
<b>COURSE OBJECTIVES:</b>	Upon completion of NGR 6554, the student will be able to create caring nursing responses in: *  <b>Becoming competent</b> 1. Analyze foundational knowledge from nursing and related disciplines to assess, diagnose, and treat mental disorders across the lifespan. (Essential I) 2. Appraise 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 individual and family psychotherapeutic concepts to treat adults, children and families. (Essential IX)

4. Develop 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. (Essential IV)

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

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

**Becoming compassionate**

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

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

**Demonstrating comportment**

9. Integrate effective communication strategies to foster interprofessional partnerships to improve health outcomes for individuals with mental disorders. (Essential VII)

10. Examine the impact of 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**

11. Demonstrate a sense of self as a caring person in relation to others within psychiatric mental health nursing advanced practice. (Essential IX)

12. Demonstrate increasing clinical confidence, through critical thinking by applying advanced nursing knowledge to the treatment of individuals with mental disorders; assessment and individual and family psychotherapy. (Essential IX)

**Attending to conscience**

13. Analyze how health policy affects the care of individuals in diverse, psychiatric mental health advanced nursing situations. (Essential VI)

14. Explore measures to improve mental health care through advocacy at local, state, and national levels. (Essential VI)
15. Analyze morally sensitive issues affecting psychiatric mental health advanced practice. (Essential VI)

**Affirming commitment**

16. Delineate the role and scope of practice of the psychiatric mental health nurse practitioner in providing safe, ethical, efficient, cost effective, quality care for individuals with mental disorders. (Essential II, III)

17. Integrate anticipatory guidance, based in an understanding of developmental theory and current evidence for individuals with mental disorders across the life span. (Essential I, IV)

18. Explain the importance of becoming professionally active 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, discussion boards, exams, written assignments, and certification programs

**GRADING AND EVALUATION METHODS**

Evaluation	Points	Percentage	Due Dates
Exams (2)	20	20%	
Caring Dialogues (4)	20	20%	
Assessment: Genogram	5	5%	
Nursing Situation/Intake Assessment and Peer Review (1)	10	10%	
Psychotherapy Treatment Paper	25	25%	
Certification of Therapy Techniques (CBT, MI, DBT, EMDR)	25	25%	

**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.
- Carlat, D. J. (2011). *The psychiatric interview* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott Williams and Wilkins. ISBN 1451110197
- Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. ISBN 978-1133309338
- Dryden, W., & Reeves, A. (2013). *The handbook of individual therapy* (6<sup>th</sup> ed.). Los Angeles, CA: SAGE Publication, LTD.
- Lanyado, M., & Home, A. (2009). *The handbook of child and adolescent psychotherapy: Psychoanalytic approaches* (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Schaefer, C. E. (2011). *Foundations of play therapy* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons.
- Toman, W. (1992). *Family constellation: Its effects on personality and social behavior* (4<sup>th</sup> ed.). New York, NY: Springer Publishing Company. ISBN 9780826104960
- Wheeler, K. (2014). *Psychotherapy for the advanced practice psychiatric nurse: A how-to guide for evidence-based practice*. New York, NY: Springer Publishing Company. ISBN
- Wright, L. M., & Leahey, M. (2013). *Nurses and families: A guide to family assessment and intervention* (6<sup>th</sup> ed.). Philadelphia, PA; F. A. Davis Company. ISBN 978-0-8036-2739-0

**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.

- Beck, J. S. (2011). *Cognitive therapy: Basics and beyond* (2<sup>nd</sup> ed.). New York, NY: Guilford.
- Bowen, M. (1978). *Family therapy in clinical practice*. New York, NY: Jason Aronson, Inc. ISBN: 0-876683340
- Greenberg, L. (2011). *Emotion-focused therapy*. Washington, D. C.: American Psychological Association.
- Haley, J., & Hoffman, L. (1967). *Techniques of family therapy*. New York, NY: Basic Books.
- Kerr, M., & Bowen, M. (1988). *Family evaluation: An approach based on Bowen theory*. New York, NY: W. W. Norton & Company. ISBN 0393700569
- McKay, M. Wood, J. C., & Brantley, J. (2007). *The dialectical behavior therapy skills workbook*. Oakland, CA: New Harbinger.
- Miller, W. R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3<sup>rd</sup> ed.). New York, NY: Guilford.
- Munuchin, S. (1974). *Families and family therapy*. Boston, MA: Harvard University Press. ISBN 9780674292369
- Sadock, B. J., Sadock, V. a., & Ruiz, P. (2015). *Kaplan & Sadlock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (11<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer.
- Stahl, S. M. (2016). Essential Psychopharmacology Online. Retrieved December 29, 2016 from [http://stahlonline.cambridge.org/essential\\_4th.jsf](http://stahlonline.cambridge.org/essential_4th.jsf)
- Stahl, S. M. (2016). Essential Psychopharmacology: Prescriber's Guide Online. Retrieved December 29, 2016 from [http://stahlonline.cambridge.org/essential\\_4th.jsf](http://stahlonline.cambridge.org/essential_4th.jsf)

## **TOPICAL OUTLINE:**

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

- Introduction to the study of psychiatric mental health advanced practice: foundational concepts of psychopathology, diagnostic reasoning, and evidence based practice.

- Nurse practitioner-patient relationship grounded in caring and the use of theories of individual and family psychotherapy: Psychodynamic, Interpersonal, Humanistic-Existential and Solution-Focused Individual Therapy, Motivational Interviewing, Cognitive Behavior Therapy, EMDR, , Dialectical Behavior Therapy, Family Therapy: Systematic Family: Bowen, Structural Family Therapy: Minuchin, Strategic Family Therapy: Haley & Erickson, and Emotionally Focused Family Therapy: Greenberg & Johnson.

## **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
- Change theory and conflict resolution: Incorporation in care of individuals and families across the life span

## **3. Quality**

- Evidence based practice related to individual and family psychotherapy 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
- Individual and family psychotherapeutic practice guidelines
- 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

## **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 System**

- Evaluates the impact of family systems and school systems on the mental health of children and families.

**8. Ethics**

- Ethical principles in decision making and practice: least restrictive environment, commitment laws, competency laws, risk analysis, individual and family 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.

**COURSE ASSIGNMENTS:**

Exams (2)	20	20%
Caring Dialogues (4)	20	20%
Assessment: Genogram	5	5%
Nursing Situation/Intake Assessment and Peer Review (1)	10	10%
Nursing Situation/ Psychotherapy Treatment Paper	25	25%
Certification of Therapy Technique (includes periodic self-reflection reports and final certification documentation)	20	20%

**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/Discussion Boards:**

Participation in 4 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 four caring dialogues/discussion boards in this course. Each is worth 5 % of the course grade. You are expected to respond to the discussion board by assigned date and respond to at least 2 colleagues by the assigned date in order to receive full points.

**Grading Rubric:**

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

**Assessment: Genogram**

This assignment focuses on your ability to develop and analyze a genogram. Using self, develop and discuss own genogram using three generations of information.

**Grading Rubric:**

Criteria	Points
Genogram based on self and past three generations (if possible), develop a genogram according to standard practice	2
Analyze genogram for historical patterns related to dates, significant events, illness, stressors, genetics	2

Discuss how genogram will be useful in psychiatric mental health advanced nursing practice.	1
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**Nursing Situation:**

The nursing situation is worth 10% of the course grade. Students will write a nursing situation with an adult, child or family focus, discuss the assessment and screening tools, including the cultural assessment and discuss which evidence based psychotherapeutic approach would best benefit the care of the individual, child or family. Support your psychotherapeutic choice with evidence based research.

**Grading Rubric:**

Criteria	Points
Nursing Situation: Describe a nursing situation with an adult, child or family in your care.	1
Assessment: Discuss the initial intake assessment, including the cultural assessment and screening tools utilized.	2
Diagnosis: Discuss DSM-5 diagnosis and differential diagnosis	2
Treatment Plan: Discuss psychotherapeutic approaches which could be utilized in your treatment plan: individual, family, psychopharmacology, complementary therapies	2
Supporting Research: Discuss evidence based research supporting the psychotherapeutic approaches.	2
Reference: Use APA style	1

**Nursing Situation/ Psychotherapy Paper:**

The paper is designed to demonstrate your ability to utilize a nursing situation and integrate your knowledge of psychiatric mental disorders, assessment skills and development of a treatment plan using evidence based psychotherapeutic approaches with supporting rationale.

**Grading Rubric:**

Criteria	Points
Psychotherapeutic Approaches: Describe two psychotherapeutic approaches; one based in individual and one based in family therapy. Discuss the approach, goals, key concepts, guiding principles and use in practice.	10
Nursing Situation: Describe a nursing situation with information related to the person's (adult,	5

child, or family) mental disorder. Formulate a DSM-5 diagnosis. Include the etiology, prevalence, behaviors related to the disorder, include the DSM- criteria and related assessment tools.	
Treatment: Discuss your treatment plan using one of the psychotherapeutic approaches discussed earlier. Include three research studies to support your use of the selected individual or family therapy.	5
Reflection: Discuss your role as a psychiatric nurse practitioner, challenges is using the selected therapeutic approach and changes you would implement in the future.	3
References: APA format, coherent writing	2

### Therapy Technique Certification

This requirement will enhance your practice as a psychiatric mental health nurse practitioner. Attend either a live or online program for motivational interviewing. A list of motivational interviewing certification programs and contact information will be available on the Blackboard site. Periodic self-reflection reports regarding your insight related to technique and progress toward certification must be submitted by due dates on the schedule. Submit your certification document by the end of the semester.

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

#### **Online Course Participation**

This course has an online delivery format and frequent participation in the course is required. Students are expected to check email frequently and participate in all online course activities and assignments. If you are experiencing major illness or other issues that impact your participation in this course, contact the professor immediately to formulate a resolution.

### **Assignments**

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

### **Email and Netiquette**

Students are required to use their FAU e-mail and are advised to check it frequently for important course announcements. Communication using web-based tools has created the need for a protocol called “netiquette” that encourages efficient and effective communication while discouraging abuse of email, chat sessions, and discussion boards. Proper grammar and spelling is expected. Avoid all text shorthand messages. Civil and respectful messages to faculty and students is required. Visit <http://www.albion.com/netiquette/corerules.html> for more information. No exceptions are permitted.

### **Policy for Late Assignments**

If you are experiencing some unusual situation, you must contact the professor before the due date of an assignment. Otherwise, all assignments must be submitted by the due date. **If assignments are not submitted by due date and there has been no communication with the faculty, no points will be awarded.**

### **Academic Integrity**

Student work is to be done independently or in groups if assigned in that manner. Sharing course work or assignments with other students is a breach of academic integrity. Plagiarizing will result in an automatic "0" for all papers, exams, and assignments.

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

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

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

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

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<http://nursing.fau.edu/index.php?main=3&nav=526>

c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and  
<http://www.fau.edu/regulations>

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

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

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

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

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

#### **INCOMPLETE POLICY:**

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

#### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military

obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**RELIGIOUS ACCOMMODATION:**

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

**USE OF STUDENT COURSE MATERIAL:**

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

**COURSE SCHEDULE**

<b>Date</b>	<b>Topic Exam Schedule</b>	<b>Assigned Reading</b>	<b>Assignment DUE</b>
Week 1	Orientation to Course Elements of Psychotherapy: Individuals, Children and Adolescents, and Families Neurophysiology of Therapy	Wheeler: Chapter 1, 2 & 3	Introduction of Self Due by Wednesday at 11:55 pm
Week 2	Assessment: Nursing Situations/Case Formulations Adults, Children, & Families Cultural Assessment	Wheeler: Chapter 5	Caring Dialogue #1 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 3	Individual Therapy: Psychodynamic Approach with Adults and Children	Wheeler: Chapter 7	Caring Dialogue #2 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 4	Individual Therapy: Interpersonal , Humanistic- Existential and Solution-Focused with Adults and Children	Wheeler: Chapter 9 & 10	Caring Dialogue #3 posting Due Wednesday at 11:55 pm  & 2 peer responses Due Sunday at 11:55 pm
Week 5	Psychotherapeutic Approach: Cognitive Behavioral Therapy Motivational Interviewing	Wheeler: Chapter 7 & 8 Corey: Chapter 10	Genogram Assignment



	With Adults and Children		Due by Sunday 11:55 pm
Week 6	Psychotherapeutic Approach: Eye Movement Disorder Dialectical Behavior Therapy With Adults and Children	Wheeler: Chapter 6 & 14	Exam #1
Week 7	Family Therapy: Theories & Concepts	Wheeler: Chapter 12 Wright & Leahy: Chapter Bowen	Certification Self Reflection Report due by Sunday 11:55 pm
Week 8	Family Therapy: Assessment , Cultural Assessment, Genograms	Wright & Leahy: Chapter 3 & 4 Wheeler: pp. 123-124 Tomen: Part 1	Caring Dialogue #4 posting Due Wednesday at 11:55 pm & 2 peer responses Due Sunday at 11:55 pm
Week 9	Family Therapy: Interview and Strategies	Wright & Leahy: Chapter 6, 7, 8, & 9 Bowen:	Nursing Situation/Intake Assessment Due by Sunday 11:55 pm
Week 10	Systematic Family Therapy: Bowen	Wheeler: Chapter 12	Certification Self Reflection Report due by Sunday 11:55 pm
Week 11	Structural Family Therapy: Minuchin	Wheeler: Chapter 12	Certification Self Reflection Report due by Sunday 11:55 pm
Week 12	Strategic Family Therapy: Haley & Hoffman	Wheeler: Chapter 12	Certification Self Reflection Report due by Sunday 11:55 pm
Week 13	Emotionally Focused Family Therapy: Greenberg & Johnson	Wheeler: Chapter 12	Psychotherapy Treatment Paper

			Due Sunday by 11:55 pm
Week 14	<b>Ethics of Individual and Family Therapy</b>	Wheeler Cory: Chapter 3	Exam #2 Due by Sunday 11:55 pm
Week 15	<b>Final Week</b>		Certification Certificate

## CHRISTINE E. LYNN COLLEGE OF NURSING

### STATEMENT OF PHILOSOPHY

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

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

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

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

April 2012

## **Professional Statement**

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

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

Approved in Faculty Assembly 11/28/2016