

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE PREFIX AND NUMBER: NGR 6296L	CURRENT COURSE TITLE: ADVANCED HOLISTIC NURSING: DEVELOPING EXPERTISE IN HOLISTIC HEALING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: DEVELOPING EXPERTISE IN HOLISTIC HEALING: ADVANCED NURSING SITUATIONS CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS ² FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: INTRODUCTION TO THE ROLE OF THE CLINICAL NURSE LEADER WITHIN NURSING AND THE HEALTHCARE DELIVERY SYSTEM. SPECIFIC EMPHASIS WILL BE GIVEN TO CLINICAL NURSING LEADER RESPONSIBILITIES IN THE DEVELOPMENT AND MANAGEMENT OF CARING-BASED NURSING ENVIRONMENTS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: OLD PREREQUISITES: NGR 6002 AND 6002L NEW PREREQUISITES: NGR 6002 AND NGR 6002 L OR PERMISSION OF THE DEPARTMENT CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO:
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Joy Longo, jlongo5@fau.edu, 561-297-2457

Approved by: Department Chair: <u>Shelby</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>Kanace Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>Brynn</u> UFS President: _____ Provost: _____	Date: <u>4/1/13</u> <u>11/6/13</u> <u>11/1/13</u> <u>11/13/13</u> <u>11-21-13</u>	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

- COURSE NUMBER:** NGR 6296- L
- COURSE TITLE:** Developing Expertise in Holistic Healing: Advanced Nursing Situations.
- COURSE FORMAT:** Asynchronous via Blackboard Assist
- CREDIT HOURS:** 3 Credits
- COURSE SCHEDULE:** Practicum (145 hours) during semester
- PLACEMENT IN CURRICULUM:** Required Concentration Course.
- PREREQUISITE/S:** NGR 6002 and 6002L or permission of the department
- COREQUISITE/S:** NGR 6168
- FACULTY:** Susan Dyess, PhD, RN; AHN-BC
Assistant Professor
Room NU 327, Boca Campus
Phone: (561) 297-3263
E-mail: sdyess@fau.edu
- OFFICE HOURS:** Communication with the faculty in this course about course related issues can be done via the ***CYBER OFFICE threaded discussion***. Questions or concerns that cannot be shared with other students can be communicated through the ***PRIVATE OFFICE*** on the Blackboard website. Appointments to meet with faculty can be made through Private Office. Tuesdays 1:00 PM - 5:00 PM.

COURSE DESCRIPTION:

Course focuses on advanced holistic nursing with development of expertise in healing modalities grounded in caring. Emphasis is placed on reflective integration of mind-body practices, manipulative body practices, and energy-based healing modalities to promote health and well-being.

COURSE OBJECTIVES: Upon completion of NGR6296L, the student will demonstrate evidence of:

1. Being competent

- a. Demonstrate growing expertise in integration of holistic modalities in caring nursing practice advanced holistic nurse . [Essential I, IV, VIII, IX]
- b. Synthesize didactic and practice knowledge of advanced holistic nursing to co create caring nursing responses. [Essential VII, VIII]
- c. Develop optimal healing environments through integration of nursing strategies that foster wholeness. [Essential II, III, VIII, IX]

Becoming compassionate

- a. Evaluate and assess personal and professional evolution of reflective practice.[I, IX]
- b. Visualize self as a caring nurse creating holistic responses in specific nursing situations.[I, III,IV, VI, VII, VIII, IX]

Demonstrating comportment

- a. Demonstrate professional beliefs, values of the Scope and Standards of Practice of the AHNA. [I- IX]
- b. Assess and evaluate inter professional relationships in achieving holistic nursing goals of promoting well being. [VII, IX]

Becoming confident

- a. Translate relevant research of healing modalities to develop expertise as an advanced holistic nurse . [III, IV, VIII, IX]
- b. Integrate multiple patterns of thinking and knowing to analyze patterns of health and well being [I, VIII, IX]
- c. Apply advanced holistic nursing knowledge to support safety and quality of direct care in the practice setting. [I-IX]

Attending to conscience

- a. Honor the creative and intuitive self in designing nursing responses. [I, IX]
- b. Recognize outcome evaluation as essential to maintain expert holistic nursing practice. {II, III, IV, V, VI, IX}

Affirming commitment

- a. Actualize a philosophy of caring for self as foundational to caring for others. [I, IX]

TEACHING LEARNING METHODS: Development and guidance of reflective caring practice through co-precepting, coaching, and dialogic engagement face to face and on Blackboard. Conferences as required. Knowledge synthesis with reflective journaling and engagement with scholarly works.

GRADING AND EVALUATION METHODS:

A. Practicum Practice Evaluation	450 points
B. Reflective Journaling and growth in holistic nursing	350 points
C. Development of community nursing service proposal	200 points
	1000 points

GRADING SCALE: A grade below C is not passing in the Graduate Program. Points will not be rounded up.

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 TEXT BOOKS:

Dossey, B. M., & Keegan, L. (2013). *Holistic nursing: A handbook for practice* (6th ed.). Sudbury, MA: Jones & Bartlett Publishing. [ISBN 13: 978-0-7637-5429-7]

RECOMMENDED TEXTS:

- Dale, C. (2009). *The subtle body: An encyclopedia of your energetic anatomy*. Boulder, CO: Sounds True.
- Koopsen, C., & Young, C. (2009). *Integrative health: A holistic approach for health professionals*. Sudbury, MA: Jones and Bartlett.
- Koerner, J.(2011). *Healing: The essence of nursing presence* (2nd ed.). NY: Springer [ISBN 978-0-8261-0754-1]
- Johns, C. (2004). *Becoming a reflective practitioner*. Malden, MA: Blackwell Publishing. [ISBN-13 9781405118330].
- Wheatley, M. J. (2005). *Finding our way: Leadership for an uncertain time*. San Francisco:

TOPICAL OUTLINE:

- I. Becoming oriented to practice site
 - a) Professional comportment as an advanced holistic nurse.
 - b) Building collegial relationships
 - c) Becoming a reflective nurse and engaging in thoughtful practice.
- II.. Developing expertise:
 - a) Seeing self as a holistic nursing practitioner
 - b) Using synoptic knowing
 - c) Developing complex expressions of caring
- III. Assessing from a holistic perspective
 - a) Gaining experience in assessing persons holistically including assessment of complex energy patterns.
- IV. Creating holistic nursing responses that draw upon diverse modalities.
 - a) Understanding unique ethical issues in practice.
 - b) Reframing outcomes to reflect caring nursing.
 - c) Expanding ways in which the one nursed is known.
- V. Creating collegial, respectful relationships of advocacy for self and other.
 - a) Developing ways to communicate holistic perspectives and outcomes among interdisciplinary colleagues
 - b) Realizing value of holistic nursing
 - c) Honoring what each person contributes to healing.
- VI. Sustaining holistic nursing outcomes.
 - a)Evaluation and planning

COURSE ASSIGNMENTS:

<p>Development of expertise in practice environment: Advances in knowledge and practice integration of healing modalities and holistic health assessment. Demonstrates growing proficiency commensurate with expertise in holistic nursing modalities. Demonstrates proficiency of conducting holistic health assessment, exploration of health patterns, co creating optimal healing environment with clients.</p>	<p>450 points</p>
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<p><u>FAU facilities:</u> A list of opportunities will be posted and discussed in the online orientation.</p> <p><u>Student's workplace:</u> All arrangements must be approved by Faculty.</p> <p><u>Other practice environments:</u> Faculty will collaborate with students to identify opportunities.</p> <p><i>Each student will schedule a real time virtual visit with faculty to conduct a simulated holistic health assessment.</i></p> <p><i>Demonstration of proficiency is required in order to pass the course.</i></p>	
<p>Development as a role model to disseminate evidence based information about healing modalities to encourage self care for well being.</p> <p>Demonstrates integration of advanced holistic nursing with confidence and offers professional presentations (at least 2) in community settings (classroom, workplace, etc.). Presentations shows evidence of a synthesis of knowledge and proficiency to engage audience in an experiential activity to promote a sense of well being..</p> <p><i>Each student will submit an audio or video file, or schedule a presentation with faculty using a virtual format. Demonstration of proficiency is required in order to pass the course.</i></p>	350 points
<p>Development of proposal for capstone project: Community Holistic Nursing Service: Proposal demonstrates and integration of expertise of co creating optimal healing environments and the integration of evidence based knowledge of healing modalities in advanced holistic nursing practice. The proposal includes, development, implementation and evaluation of the service. Community may include the student's workplace. Service focuses on the AHN introducing the community members to a self care healing modality to promote a sense of well being. A rubric will be provided.</p> <p>Due Date: Draft (submit a detailed outline) Monday 3/17</p> <p>Due Date: Revised Proposal Submit in Portfolio Monday 4/28</p>	200 points

BIBLIOGRAPHY:

- Boykin, A., Schoenhofer, S. (1997). Reframing nursing outcomes: enhancing personhood. *Advanced Practice Nursing Quarterly*, 3(1), pp. 60-65.
- Engbretson, J., & Wardell, D. W. (2007). Energy-based modalities. *Nursing Clinics of North America*, 42, 243-259.
- Erickson, H. L. (2007). Philosophy and theory of holism. *Nursing Clinics of North America*, 42,

139-163.

- Glass, N., & Rose, J. (2008). Enhancing emotional well-being through self-care. *Holistic Nursing Practice*, 22(6), 336-347.
- Herron-Marx, S., Price-Knol, F., Burden, B., & Hicks, C. (2008). A systematic review of the use of Reiki in health care. *Alternative and Complementary Therapies*, February, 37-42.
- McCraty, R., Bradley, R. T., & Tomasino, D. (2005). The resonant heart. *Shift: At the Frontiers of Consciousness*, Dec 2004 – Feb 2005, 15-19.
- McDougall, G. J., Austin-Wells, V., & Zimmerman, T. (2005). Utility of nutraceutical products marketed for cognitive and memory enhancement. *Journal of Holistic Nursing*, 23(4), 415-433.
- Puskar, K. R., Brar, L., & Stark, K. H. (2008). Considerations to implement holistic groups with the elderly. *Journal of Holistic Nursing*, 16(3), 212-218.
- Roach, M. S. (1998). Caring ontology: Ethics and the call of suffering. *International Journal for Human Caring*, 2(2), 30-34.
- Sandor, M. K., & Froman, R. D. (2006). Exploring the effects of walking the labyrinth. *Journal of Holistic Nursing*, 24(2), 103-110.
- Raingruber, B., & Robinson, C. (2007). The effectiveness of Tai Chi, Yoga, meditation, and Reiki healing sessions in promoting health and enhancing problem solving abilities of registered nurses. *Issues in Mental Health*, 28, 1141-1155.
- Weber, J. (2007). Creating a holistic environment for practicing nurses. *Nursing Clinics of North America*, 42, 295-307.

COURSE POLICIES AND PROCEDURES

The concepts of holism should encourage you to make decisions related to attendance that will promote your and reflect your personal values and beliefs about nurturing self and others.

CARING FOR YOURSELF

In this course, you need to be highly organized, aware of time constraints in your own schedule, and committed to devoting adequate time required for successful completion of your coursework. It is recommended that you make adequate shift arrangements with employers to accommodate the time you need for course participation and study. Being organized is essential for achieving your best and integral to caring for yourself.

COLLEGIAL CARING

A supportive environment for learning is a caring environment in which all aspects of person 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. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by treating each other in a caring manner and by supporting each other to grow from each experience.

PRACTICUM REQUIREMENTS

Complete Magnus File (no exceptions)

Consistent level of engagement on practicum Blackboard course site.

Portfolio (submitted electronically no later than Monday 4/21/2014)

The following documentation must be submitted prior to the course orientation (online format).

1. Philosophy of holistic nursing (revised or reconsidered from NGR 6168)).
2. Planning calendar for semester, showing practicum hours scheduled in advance, schedule for any other classes, and work schedule.
3. Objectives for your practicum (After consultation with course professor, created by you and signed by your preceptor).
3. Practicum evaluation forms – evaluate your progress at mid-term and at the end of the semester. Available n the Blackboard site for the course.
4. Curriculum Vitae plus a biographical sketch of 100 words.

COLLEGE OF NURSING and UNIVERSITY POLICIES

1. The University policy regarding academic integrity is enforced in this course. For further information, refer to the Graduate Student Handbook, Florida Administrative Code, Section 6C5-4.001 Honor Code, Academic Irregularities, and Students' Academic Grievances. Adherence to the Honor Code is a professional competency and an expectation of all students. ANY act of dishonesty that violates the honor code and misrepresents your efforts or ability is grounds for immediate failure of the course. Visit http://wise.fau.edu/handbook/Boca/student_code.php
Visit http://www.fau.edu/universitycatalog/pdf_0809/CombAcadPol.pdf
2. The incomplete grade policy is also enforced. For further information refer to the Graduate Student Handbook, Academic Policies & Regulations, Incomplete Grades
Visit http://www.fau.edu/universitycatalog/pdf_0809/CombAcadPol.pdf
3. The Americans with Disabilities Act (ADA) requires the provision of reasonable accommodations to any individual who advises faculty and the University of a documented physical or mental disability. 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 in SU133 (297-3880) or in Davie in MOD I (236-1222), and follow all OSD procedures. Please arrange a meeting with your course faculty. All OSD procedures must be followed for you to receive the special accommodations.
4. 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, the materials will be used within the college and university.
5. In order to enhance and maintain a productive atmosphere for learning, personal

communication devices such as pagers, beepers and cellular telephones are to be disabled in practicum sessions.



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'