

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

<b>DEPARTMENT: NURSING</b>	<b>COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING</b>
<b>COURSE PREFIX AND NUMBER: NGR 6297L</b>	<b>CURRENT COURSE TITLE: ADVANCED NURSING SITUATIONS: INTEGRATING EXPERTISE IN HOLISTIC PRACTICE</b>
<b>CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014</b>	<b>_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):</b>
<b>CHANGE TITLE TO: INTEGRATING EXPERTISE IN HOLISTIC PRACTICE: ADVANCED NURSING SITUATIONS</b>  CHANGE PREFIX FROM:                      TO:  CHANGE COURSE NO. FROM:                      TO:  CHANGE CREDITS <sup>2</sup> FROM:                      TO:  CHANGE GRADING FROM:                      TO:  <b>CHANGE DESCRIPTION TO: INTRODUCTION TO THE ROLE FO 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.</b>	<b>CHANGE PREREQUISITES/MINIMUM GRADES TO*: OLD PREREQUISITES: NGR 6296L                  NEW PREREQUISITES: NGR 6296L OR PERMISSION OF THE DEPARTMENT</b>  <b>CHANGE COREQUISITES TO*: OLD COREQUISITE: NGR 6168                  NEW COREQUISITE: NONE</b>  <b>CHANGE REGISTRATION CONTROLS TO:</b>  *Please list both existing and new pre/corequisites, specify AND or
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. <sup>3</sup>

Faculty contact, email and complete phone number:

<b>Approved by:</b>	<b>Date:</b>	1. <b>Syllabus</b> must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a>
Department Chair: <u>Shelley Wood</u>	<u>11/1/13</u>	2. Review <b>Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a>
College Curriculum Chair: <u>[Signature]</u>	<u>11/6/13</u>	
College Dean: <u>Karen Edwards</u>	<u>11/1/13</u>	
UGPC Chair: <u>[Signature]</u>	<u>11/13/13</u>	
Graduate College Dean: <u>[Signature]</u>	<u>11-21-13</u>	
UFS President: _____	_____	3. <b>Consent</b> from affected departments (attach if necessary)
Provost: _____	_____	

Email this form and syllabus to [UGPC@fau.edu](mailto: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.

**FAU**  
FLORIDA ATLANTIC  
UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS

- COURSE NUMBER:** NGR 6297- L
- COURSE TITLE:** Integrating Expertise in Holistic Practice: 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, NGR 6296 or permission of the department
- COREQUISITE/S:** None
- FACULTY:** Bernadette Lange, PhD, RN; AHN-BC  
Associate Professor  
Room NU 329, Boca Campus  
Phone: (561) 297-3264  
E-mail: [blange@fau.edu](mailto:blange@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 NGR6297L, the student will demonstrate evidence of:

1. Being competent
  - a. Refine holistic nursing responses drawing upon diverse modalities.[Essentials I, IV, IX]
  - b. Respond to varying personal and practice self care needs based on an integrated philosophy of holistic nursing. [Essential I, IX ]
  - c. Advance expertise in holistic healing modalities based on critical reviews of inquiry and evidence. [Essential IV, IX]
  - d. Communicate holistic perspectives and outcomes among interdisciplinary colleagues [Essential VI, VII]
2. Becoming compassionate
  - a. Actualize advanced practice nursing as nurturing the wholeness of others through caring. [Essential I, III, IX]
  - b. Evaluate and assess personal and professional evolution of reflective practice.[Essential I, IX]
3. Demonstrating comportment
  - a. Advance personal practice of self care and healing modalities as a role model. [Essentials I, VII, IX]
  - b. Create opportunities to mentor/coach in local, regional and national chapters of AHNA . [Essentials II, VII, IX]
4. Becoming confident
  - a. Substantiate growing complexity of holistic practice in comprehensive evaluation of outcomes of holistic healing modalities.[Essentials I-IX]
  - b. Create skilled, complex holistic responses of caring that respect and recognize human energy patterns. [Essential I- IX]
  - c. Design optimal healing environments as exemplars through integration of caring nursing strategies. [Essential II, III, IV, VII]
5. Attending to conscience
  - a. Co-create caring nursing responses with the one nursed, appreciating, refining and developing sensitive, caring practice [Essential I, IX]
  - b. Assume leadership role among interdisciplinary colleagues to resolve unique ethical issues . [Essential II, III, VII]

## 6. Affirming commitment

- a. Lifelong refinement of expertise in holistic healing modalities.[Essentials I, IX]

**TEACHING LEARNING METHODS:** Development of reflective caring practice through co-precepting, coaching, dialogic engagement face to face and via Blackboard. Conferences as required. Knowledge synthesis with reflective journaling and engagement with community service project.

**GRADING AND EVALUATION METHODS:**

Implementation and Evaluation of Project	700 points
Completion of e Portfolio	300 points
Total	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* (6<sup>th</sup> 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* (2<sup>nd</sup> 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. Application and integration of holistic knowledge and expertise in advanced nursing practice.
  - a) Developing project
  - b) Implementing project
- II. Refining holistic nursing responses drawing upon appropriate modalities.
  - a) Analyzing patterns of universal calls for healing
  - b) Honoring patterns of diverse calls for healing
- III. Reflecting and expressing practice wisdom.
  - a) Considering the community as greater than the sum of the members
  - b) Collaborating and co creating with community members
- IV. Sustaining holistic nursing outcomes in optimal healing environments.
  - a) Evaluating member and group experience of healing
  - b) Analyzing the healing experience with members
- V. Advancing the study, understanding, and development of the Discipline of Nursing through professional holistic practice.
  - a) Examining conclusions of project experience for adequacy of course objectives.
  - b) Conducting a thoughtful review of Portfolio presentation and content .

## COURSE ASSIGNMENTS:

### **A. Demonstration of skilled advanced holistic nursing practice.**

Demonstrates advanced knowledge in the development, implementation and evaluation of a community service project for the on promotion of self care and holistic healing modalities. Achieves proficiency and demonstrates substantial knowledge of the state of the science of holistic modalities for advanced holistic nursing practice. Submission of a comprehensive overview of the project that provides a clear outline of the community, calls for advanced holistic nursing and the response of the AHN. *Each student will schedule an overview of the Project prior to implementation with faculty using a virtual format. Demonstration of proficiency is required in order to pass the course.*

**700 points**

**B. Completion of e Portfolio** Demonstrates substantial personal and professional reflection/growth in a comprehensive annotation of portfolio. Portfolio provides consistent evidence of excellence in scholarship and practice in assuming the role of an advanced holistic nurse. **300 points**

## BIBLIOGRAPHY:

- Boykin, A., & Schoenhofer, S. O. (2001). The role of nursing leadership in creating caring environments in health care delivery systems. *Nursing Administration Quarterly*, 25(3), 1-7.
- Buckle, J. (2007). Literature review: Should nursing take aromatherapy more seriously? *British Journal of Nursing*, 16(2), 116-120.
- Crawford, S. E., Leaver, W., & Mahoney, S. D. (2006). Using Reiki to decrease memory and behavior problems in mild cognitive impairment and mild Alzheimer;s disease. *The Journal of Alternative and Complementary Medicine*, 12(9), 011-913.
- Davies, E. (1995). Reflective practice: A focus for caring. *Journal of Nursing Education*, 34(4), 167-174.
- Deen, P., & McFetridge, B. (2005). The impact of disaster on culture, self, and identity: Increased awareness by health care professionals is needed. *Nursing Clinics of North America*, 40, 431-440.
- Erickson, K. (1997). Understanding the world of the patient, the suffering human being: The new clinical paradigm from nursing to caring. *Advanced Practice Nursing Quarterly*, 3(1), 8-13.
- Goldman, J. (2002). *Healing sounds: The power of harmonics*. Rochester, VT: Healing Arts Press.
- 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.

- Kellett, U., & Mannion, J. (1999). Meaning in caring: Reconceptualizing the nurse-family carer relationship in community practice. *Journal of Advanced Nursing*, 29, 697-703.
- Lassetter, J. H. (2006). The effectiveness of complementary therapies on the pain experience of hospitalized children. *Journal of Holistic Nursing*, 24(3), 196-208.
- McCraty, R., Bradley, R. T., & Tomasino, D. (2005). The resonant heart. *Shift: At the Frontiers of Consciousness*, Dec 2004 – Feb 2005, 15-19.
- McNeilly, P. (2004). Complementary therapies for children: Aromatherapy. *Pediatric Nursing*, 16(7), 28-30.
- Moyad, M. A. (2007). Brewer's/baker's yeast (*Saccharomyces Cerevisiae*) and preventative medicine: Part 1. *Urologic Nursing*, 27(6), 560-561.
- Movaffaghi, Z., Farsi, M., Hooshmand, P., & Abrishami, F. (2006). Effects of therapeutic touch on blood hemoglobin and hematocrit level. *Journal of Holistic Nursing*, 74(1), 41-48.
- SantoPietro, N. (2002). *Feng Shui and health: The anatomy of a home. Using Feng Shui to disarm illness, accelerate recovery, and create optimal health*. New York: Three Rivers Press.
- Slater, V. E. (2004). Human holistic and energetic responses following a tornado. *Journal of Holistic Nursing*, 22(1), 85-92.
- Weber, J. (2007). Creating a holistic environment for practicing nurses. *Nursing Clinics of North America*, 42, 295-307.
- Worwood, V. A. (1999). *Aromatherapy for the soul: Healing the spirit with fragrance and essential oils*. Novato, CA: New World Press.

## **COURSE POLICIES AND PROCEDURES**

The concepts of holism should encourage you to make decisions related to attendance that will promote you 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).
4. Practicum evaluation forms – evaluate your progress at mid-term and at the end of the semester. Available n the Blackboard site for the course.
5. Curriculum Vitae plus a biographical sketch of 100 words.
6. Project Development, Implementation, and Evaluation

## **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](http://wise.fau.edu/handbook/Boca/student_code.php)  
Visit [http://www.fau.edu/universitycatalog/pdf\\_0809/CombAcadPol.pdf](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](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'

### **Course Schedule:**

- |           |   |
|-----------|---|
| Week 1    | Meet with Professor – Discussion of objectives and plan of activities to meet the requirements of the course. |
| Week 2-3  | Assignment to a Preceptor if appropriate and submission of Practicum Goals & Objectives                       |
| Week 4-14 | Implementation of planned activities based on Practicum Goals and Objectives                                  |
|           | Week 13-15 Onsite visit or real time virtual visit of instructor with preceptor and student                   |
|           | Submission of requirements for the course and evaluation of experiences.                                      |