

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT COLLEGE OF NURSING	COLLEGE COLLEGE OF NURSING
COURSE PREFIX AND NUMBER NGR6296L	CURRENT COURSE Advanced Holistic Nursing: Developing Expertise in Holistic Healing Modalities.
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) FALL 2016	___ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE 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, nurse coaching and other modalities to promote health and well-being.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Faculty contact, email and complete phone number: sdvess@fau.edu 7-3236	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

Approved by: Department Chair: <u>NA</u> College Curriculum Chair: <u>SMJ</u> College Dean: <u>Karen Edwards 3-376</u> UGPC Chair: <u>Wm P McDaniel 4-6-2016</u> Graduate College Dean: <u>4-6-16</u> UFS President: _____ Provost: _____	Date: _____ <u>3-3-14</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 applicable)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.



CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

<u>COURSE NUMBER:</u>	NGR 6296- L
<u>COURSE TITLE:</u>	Advanced Holistic Nursing: Developing Expertise in Holistic Healing Modalities.
<u>COURSE FORMAT:</u>	Asynchronous via Blackboard Assist
<u>CREDIT HOURS:</u>	3 Credits
<u>COURSE SCHEDULE:</u>	Practicum (145 hours) during semester
<u>PLACEMENT IN CURRICULUM:</u>	Required Concentration Course.
<u>PREREQUISITE/S:</u>	NGR 6002 and 6002L
<u>COREQUISITE/S:</u>	NGR 6168
<u>FACULTY:</u>	Susan Dyess, PhD, RN; AHN-BC Assistant Professor Room NU 328, Boca Campus Phone: (561) 297-3236 E-mail: sdyess@fau.edu
<u>OFFICE HOURS:</u>	Communication with the faculty in this course about course related issues can be done via the <i>CYBER OFFICE threaded discussion</i> . Questions or concerns that cannot be shared with other students can be communicated through the <i>PRIVATE OFFICE</i> on the Blackboard website. Appointments to meet with faculty can be made through Private Office. Tuesdays & Wednesdays 09:00 AM - 12:00 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, nurse coaching and other 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. [Essential I, II, III, IV, IX]
- b. Synthesize didactic and practice knowledge of advanced holistic nursing to co create caring nursing responses. [Essential VII, VIII, IX]
- c. Develop optimal healing environments through integration of nursing strategies that foster wholeness. [Essential II, III, IV, IX]

Becoming compassionate:

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

Demonstrating comporment:

- a) Apply transcendent awareness of calls for nursing. [Essential I-IX]
- b) Assess and evaluate interprofessional relationships in achieving holistic nursing goals of promoting wellbeing. [Essential I, VI, VII, VIII, IX]

Becoming confident:

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

Attending to conscience:

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

Affirming commitment:

- a) Actualize a philosophy of caring for self as foundational to caring for others. [Essential I, II, 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 Engagement	70%
B. Community Engagement	10%
C. Development of community nursing service proposal	20%
	100%

****Please note that a Grade of C or above is required for progression in the graduate program in Nursing.**

A	93-100%	930 - 1000
A-	90-92%	900 - 929
B+	87-89%	870 - 899
B	84-86%	840 - 869
B-	80-83%	800 - 839
C+	75-79%	750 - 799
C	70-74%	700 - 749
D	60-69%	600 - 699
F	0-59%	0 - 599

RECOMMENDED TEXTS:

Dossey, B. M., & Keegan, L. (2016). *Holistic nursing: A handbook for practice* (7th ed.). Sudbury, MA: Jones and Bartlett Publishing.

Dossey, B.M., Luck, S., Schaub, B.G. (2015). *Nurse Coaching: Integrative approaches for health and well-being*. North Miami: FL. : International Nurse Coach Association.

American Nurse Association. (2012) *Art and science of nurse coaching: The providers guide to coaching scope and competencies*. Silver spring, MD : American Nurses Publishing

Johns, C. (2004). *Becoming a reflective practitioner*. Malden, MA: Blackwell Publishing.
[ISBN-13 9781405118330]

Mayeroff, M. (1971). *On caring*. NY: Harper. [ISBN 0-06-092024-6].

Roach, M. S. (2002). *Caring: The human mode of being*. Ottawa, ONT: CHA Press.
[ISBN 1-896151-44-2]

Dale, C. (2009). *The subtle body: An encyclopedia of your energetic anatomy*. Boulder, CO: Sounds True.

Guzetta, C. E. (1998). *Essential readings in holistic nursing*. Gaithersburg, MD: Aspen.

Koopsen, C., & Young, C. (2009). *Integrative health: A holistic approach for health professionals*. Sudbury, MA: Jones and Bartlett.

TOPICAL OUTLINE:

- I. Becoming oriented to practice sites
 - 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

Practicum Requirements

- Complete Records on File – available at Certified Background.com
- Completion of Attached Practicum Goals and Activities.
- Active participation on practicum blackboard site.
- Student identifies key learning needs in Advanced Holistic Nursing domains and competency areas and discusses these needs with the faculty member and preceptor.
- Student keeps all commitments made to the agency.

Portfolio – the Portfolio can be submitted either in hardcopy or electronically and should include the following:

1. A completed goal form with all activities/dates/hours
2. Completion of the Online Reflective Journal Activities
3. A 2 page summary of practicum experiences to include: 1) Competencies developed 2) Lessons Learned 3) Future Professional Activities to continue holistic expertise development.
4. Site evaluation form
5. Preceptor Evaluation Sheet

COURSE ASSIGNMENTS:

<p>Practicum Engagement Development of expertise in areas of special focus or chosen modalities: Advances in knowledge and practice integration of healing modalities and holistic health assessment. Demonstrates growing proficiency commensurate with expertise in holistic nursing modalities. Able to demonstrate proficiency of conducting holistic health assessment, explore health patterns and develop a plan for co creating an optima healing environment with clients. Submission of reflections</p>	70%
<p>Community Engagement Demonstrating synthesis of knowledge of advanced holistic nursing: Creates a presentation that demonstrates integration of healing modality/ies in practice for presentation in a community setting (classroom, workplace, etc.). Presentation shows evidence of a synthesis of knowledge and proficiency to engage audience in an experiential activity to promote a sense of well being.</p>	10%
<p>Development of Proposal for Community Nursing Service: Proposal demonstrates integration of a chosen modality in advanced holistic nursing practice. The proposal includes, development, implementation and evaluation of the service. Community may include the student's workplace or other venue. Service focuses on the AHN introducing the community members to a self care healing modality to promote a sense of well being.</p>	20%

BIBLIOGRAPHY:

- Boykin, A., Schoenhofer, S. (1997). Reframing nursing outcomes: enhancing personhood. *Advanced Practice Nursing Quarterly*, 3(1), pp. 60-65.
- Engebretson, 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 & GUIDELINES:

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignments, practicum records, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

Specific to This Course

Students are expected to develop or refine one or more holistic healing modalities of their choice from a certified provider approved by the faculty prior to the beginning of this or other holistic

practice concentration courses.

Comportment

Students are expected to dress in a professional manner, with no jeans, cut-off apparel, clogs, etc, and with hair neatly coiffed and away from the face. Timeliness and constant communication with preceptor and with course professor are essential.

Practicum Venue and Preceptor

The purpose of the practicum is to provide experiences in which to develop expertise in holistic nursing, in particular in the area of the student's concentration. The student is responsible for identifying nursing preceptors in areas of practicum concentration, and for providing faculty with preceptor professional qualifications and credentials. While preceptors will be mutually agreed upon by student and course faculty, the final decision rests with the course faculty as to the suitability of venue and preceptor.

Professional License and Insurance

You must have your nursing license, liability insurance, and required immunizations current, active, and clear, with expiration dates falling after the end of the practicum semester. These must be presented for approval upon registering for the course. If the expiration date of your documents falls within the practicum period, you need to bring it to a current status before beginning the course. Under no circumstances will any student be permitted to set foot inside any practicum venue without professional licensure, insurance, and immunizations being current through the duration of the practicum.

Course Documentation Portfolio

The following documentation must be brought to the course orientation:

1. Personal philosophy of holistic nursing (at least 2-3 pages).
2. Objectives for your practicum (After consultation with course professor, these must be created by you and signed by your preceptor).
3. Practicum evaluation forms – these will evaluate your progress at mid-term and at the end of the semester.
4. Planning calendar for semester, showing practicum hours scheduled in advance, schedule for any other classes, and work schedule. All must be shown with blocks of time reserved.
5. Your profession resume, plus 100 word biographical sketch.

To complete this practicum successfully, the student is expected to demonstrate the completion of total of 145 hours. These hours are recorded on a time log and signed by the assigned preceptor who supervised the work. The original, completed, signed log will be submitted to the course faculty at the end of each semester of practicum credits taken, and will be complemented by the completion of other course assignments.

COLLEGE OF NURSING 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.

BIBLIOGRAPHY:

- Boykin, A., Schoenhofer, S. (1997). Reframing nursing outcomes: enhancing personhood. *Advanced Practice Nursing Quarterly*, 3(1), pp. 60-65.
- Engebretson, J., & Wardell, D. W. (2007). Energy-based modalities. *Nursing Clinics of North America*, 42, 243-259.
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- Weber, J. (2007). Creating a holistic environment for practicing nurses. *Nursing Clinics of North America*, 42, 295-307.

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.



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'