

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Spring 2015**

COURSE NUMBER: NUR 3171

COURSE TITLE: Creating Healing Environments

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 3 credits

COURSE SCHEDULE: **** ***, Boca (CRN***), NU 202

PLACEMENT IN CURRICULUM: Required course

PREREQUISITES: Admission to BSN Program; NUR 3115

COREQUISITES: None

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Wednesday, *****

COURSE DESCRIPTION:

This course focuses on the creation of healing environments from multiple perspectives. Students assess and design physical, metaphysical, cultural, technological, and sociopolitical environments that promote health and healing. Sustainability, architecture, cultural diversity, energy fields, information systems, promoting health equity through policy, and developing self as healing environment are included.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to create caring nursing responses in:

Becoming competent:

1. Examine the relationship between caring and healing. (SLO 4, 11, 12; Essential III).
2. Relate the theoretical roots of nursing's focus on environment to health. (SLO 2, 7, 8, 14; Essential III).
3. Develop a definition of a healing environment at individual, family, community and

global levels. (1, 2, 3,14; Essential II).

4. Examine personal experiences with environments that support health and healing. (SLO 1, 12; Essential VIII).
5. Examine elements of design and architecture that promote health and healing. Culture of Caring. (SLO 18; Essential II).
6. Use information systems and technology to enhance healing environments. (SLO 9; Essential IV).

Becoming compassionate

7. Categorize health policies that serve as facilitators and barriers to health equity. (SLO 7, 12, 14, 15; Essential V).
8. Identify different cultural perspectives on healing environments. (SLO 7, 12; Essential VII).

Becoming confident

9. Explore nursing situations in which nurses respond to calls for creating physical, metaphysical, cultural, technological and sociopolitical environments that support health and healing. (SLO 3, 9, 14, 15; Essential IX).
10. Analyze healthcare organizational structures and processes that support caring and person-centered health and healing. (SLO 9, 15, 18; Essential II).

Attending to conscience

11. Honor patient/family/community values in creating environments for healing. (SLO 5, 7; Essential VIII).
12. Advance health policies that support health equity. (SLO 10, 14; Essential V).
13. Evolve a professional ethic that incorporates principles of sustainability and environmental justice. (1, 15, 18; Essential VIII).

Demonstrating comportment

14. Prepare self as a healing environment through intentionality and mindfulness. (SLO 1, 19; Essential VIII).

Affirming commitment

15. Articulate the importance of advocacy for health equity and sustainability. (Essential VIII).
16. Create physical, metaphysical, cultural, technological and sociopolitical environments that support health and healing for individuals, families, communities and societies. (SLO 7, 12, 14, 15, 19; Essential I, II, III, IX).

TEACHING LEARNING STRATEGIES:

Lecture, examination of various nursing situations, group discussions, enrichment activities.

GRADING AND EVALUATION METHODS:

	Percent of total grade	Date due
Human-technology Interface Debate	20%	
Information systems and health literacy blog	20%	
Reflective Journal: Developing Self as Environment for Healing	20%	
Poster – collaborative design of a healing environment	20%	
Wiki on healing environment research	20%	

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0 – 59 = F

REQUIRED TEXTS:

Nightingale, F. (1969). Notes on nursing: What it is and what it is not. Toronto: General Publishing. ISBN: 9780486223407

Smith, M.C., Turkel, M.C. & Wolf, Z.R. (2013). Caring in Nursing Classics: An Essential Resource. New York: Springer Publishing Company.

TOPICAL OUTLINE:

Environment, health and healing
Caring and healing
Self as environment for healing
Human-technology interface in a healing environment
Diversity, health disparities, health equity
Advocating for health policies that promote health and healing
Health care systems and models that support health and healing
Environmental sustainability and justice

COURSE ASSIGNMENTS:

1. Debate on the human-technology interface within healthcare for its support of caring.
2. Reflective journal on developing self as environment for healing
3. Blog on information systems and health literacy.
4. Healing environment research WIKI: All students will identify and critical appraise one research article on creating healing environments and post as a WIKI.
5. Collaborate with another health professional to create an idea to change an aspect of the physical, cultural, technological or sociopolitical environment that might facilitate health or healing. Create and present as a poster.

BIBLIOGRAPHY:

- Boykin, A., & Schoenhofer, S. O. (2000). Is there really time to care? *Nursing Forum*, 35(4), 36-38.
- Brown, C., Maloney, J. & Gobson, C. (2005). Caring in action: The patient care facilitator role. *International Journal for Human Caring*, 9 (3), 51-58
- Jett, K. (2005). The senior health project: Caring for ethnic elders, one neighborhood at a time. *International Journal for Human Caring*, 9(3), 59-64.
- Locsin, R. (2005). Technological competency as caring and the practice of knowing persons as whole. In M. E. Parker, (Ed.), *Nursing theories and nursing practice* (pp. 380- 388). Philadelphia: F. A. Davis Co.
- Purnell, M. J. (2005). Nursing as caring: A model for transforming practice. In A. R. Tomey & M. R. Alligood (Eds.), *Nursing theorists and their work* (6th ed.). St. Louis: Mosby..
- Roch, G., Dallaire, C. & Roy, M. (2005). The politics of caring: Using a political tool to analyze and intervene in the implementation of a caring philosophy in a Montreal hospital. *International Journal for Human Caring*, 9(3), 9-14.
- Shirley, M. (2005). Nurturance: Concept clarification and theory for nursing administration. *International Journal for Human Caring*, 9(3), 65-72.
- Smythe, E. (2008). Feeling like a nurse: Recalling the spirit of Nursing. *Journal of Holistic Nursing*, 26(4), 243-252.
- Touhy, T., Strews, W. & Brown, C. (2005). Expressions of caring as lived by nursing home staff, residents and families. *International Journal for Human Caring*, 9(3), 31-37.

COURSE POLICIES AND GUIDELINES

1. **Attendance:** Attendance/class activities points will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor. A student who misses a class is responsible for content presented during an absence.
2. **Assignments:** Written assignments are due by midnight on the date specified on the course schedule. Three points per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. If the student is unable to submit

work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.

3. Use of Electronic and Personal Communication Devices in the classroom. In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day.

4. Email: FAU email is recognized as the only email system that may be used for course correspondence. It is the responsibility of each student to periodically check their FAU email as important class information may be sent via this route.

In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student's responsibility to periodically check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.

All course requirements and objectives must be met in order to earn a passing grade.

COLLEGE OF NURSING 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

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 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.

<p>NUR 3171 001 Topical Outline</p> <p>Date: 1/7/2014</p> <p>Time : 2-4:50</p>	<p>Course Objectives</p>	<p>Assignment/ Required Reading</p> <p>Review of Course Syllabus and Course Schedule.</p> <p>1. Attendance It is your responsibility to <u>notify me via e mail blange@fau.edu</u> of an absence prior to the class. Be certain you understand the penalties for an unexcused absence. An unexcused absence will result in a 5 point reduction of your final grade. An excused absence is a situation that may seriously disrupt and affect the health and well being of the student/family. Be mindful that this <u>does not include</u> changes in a work schedules, vacations or computer problems.</p>	<p>Activity/Comments</p> <p>Gathering</p> <p>If you are absent you must rely on a colleague for any information you need.</p>
<p>1/14</p> <p>Human-technology interface in a healing environment</p> <p>Health care systems and models that support health and healing</p>	<p>Relate the theoretical roots of nursing's focus on environment to health. .Examine the relationship between caring and healing.</p> <p>Use information systems and technology to enhance healing environments</p>	<p>Required Reading: Go to Blackboard to Class 1/14</p> <p>1. Samueli 2. Samulei Article:. Swanson & Wojnar (2004)</p>	<p>Agenda</p> <p>2:00- 2:15 Opening 2:15- 3: 00 Dialogues Article 3:00 - 3:15 Break 3:15-4:15 Dialogues/Samueli 4:15-4:45 Collaborative Guest Dr Ruth McCaffrey</p>

<p>1/21</p> <p>Caring and healing Self as environment for healing Environment, health and healing</p>	<p>Prepare self as a healing environment through intentionality and mindfulness.</p> <p>Create metaphysical, metaphysical, cultural, technological and sociopolitical environments that support health and healing for individuals, families, communities and societies.</p>	<p>Required Reading: Koerner (2011) CH 1. Nursing: Sacred Work (all) CH 3:Vibrant Health The Energetic of Dynamic Balance pp.47 -86</p>	<p>Agenda 2:00- 2:15 Opening 2:15- 3: 00 Dialogues CH 1 3:00- 3:15 Break 3:15-4:15 Dialogues CH 2 4:15-4:45 Collaborative Guest: Aleida Drozdowicz RN MSN AHN-BC</p>
<p>1/28 No Live Class</p>	<p>WIKI</p>	<p>Collaborative Required Reading: Koerner (2011) CH 9:The Creative Artist: Composing a Life(all)</p>	<p>Brainstorming</p>
<p>2/4</p> <p>Advocating for health policies that promote health and healing</p>	<p>Analyze healthcare organizational structures and processes that support caring and person-centered health and healing</p>	<p>Required Reading: Koerner (2011) CH 4:Healing Presence: The Path of Engagement pp.93-100;124-129 Article: Griffin & Yancey (2009)</p>	<p>Agenda 2:00- 2:15 Opening 2:15- 3: 00 Dialogues CH 4 3:00- 3:15 Break 3:15-4:15 Dialogues Article 4:15-4:45 Collaborative</p>
<p>2/11</p> <p>Health care systems and models that support health and healing.</p>	<p>Categorize health policies that serve as facilitators and barriers to health equity</p>	<p>Required Reading: Koerner (2011) CH 5:Quantum Healing: The Power of Integration (all) Article: Bauzin & Cardon (2011)</p>	<p>Agenda 2:00- 2:15 Opening 2:15- 3: 00 Dialogues CH 5 3:00- 3:15 Break 3:15-4:15 Dialogues Article 4:15-4:45 Collaborative Guest: Dr. Jen Reich</p>

<p>2/18 No Live Class</p>	<p>WIKI</p>	<p>Collaborative Outline</p>	
<p>2/25</p> <p>Self as environment for healing</p> <p>Environment, health and healing</p>	<p>Explore nursing situations in which nurses respond to calls for creating physical, metaphysical, cultural, technological and sociopolitical environments that support health and healing</p>	<p>Required Reading: Koerner (2011) CH 6: Balanced Living: The Path of Becoming (191-203)</p>	<p>Agenda 2:00- 2:15 Opening 2:15- 3: 00 Dialogues CH 6 3:00- 3:15 Break 3:15-4:15 Guest 4:15-4:45 Collaborative Guest: Kathy Kino MSN AHN Student</p>
<p>3/4 No Class</p>	<p>SPRING BREAK</p>	<p>3/2 - 3/8</p>	
<p>3/11</p> <p>Diversity, health disparities, health equity</p>	<p>Develop a definition of a healing environment at individual, family, community and global levels</p> <p>Identify different cultural perspectives on healing environments</p> <p>Honor patient/family/community values in creating environments for healing.</p>	<p>Required Reading: Koerner (2011) CH 2: A Healing Journey Between Two Cultures: An Experience of Wholeness (all)</p> <p>CH 7: Ways of Knowing: Expressions of the Soul pp. 205-209;232-235</p>	<p>Agenda 2:00- 2:15 Opening 2:15- 3: 00 Dialogues CH 7 3:00- 3:15 Break 3:15-4:15 Dialogues Objectives 4:15-4:45 Collaborative</p>
<p>3/18</p> <p>Environmental sustainability and justice</p>	<p>Articulate the importance of advocacy for health equity and sustainability</p> <p>Evolve a professional ethic that incorporates principles of sustainability and environmental justice</p>	<p>Required Reading: Koerner (2011) CH 8: The Noetic Scientist: A Holistic World (all)</p>	<p>Agenda 2:00- 2:15 Opening 2:15- 3: 00 Dialogues CH 8 3:00- 3:15 Break 3:15-4:15 Dialogues Objectives 4:15-4:45</p>

3/25 IPE No Live Class	WIKI	Collaborative	
4/1 IPE Advocating for health policies that promote health and healing	Explore nursing situations in which nurses respond to calls for creating physical, metaphysical, cultural, technological and sociopolitical environments that support health and healing. Examine personal experiences with environments that support health and healing	Required Reading: Koerner (2011) CH 10: The Human Spirit: Unfolding the Inner Potential (all)	Agenda 2:00- 2:15 Opening 2:15- 3: 00 Dialogues CH 1 3:00- 3:15 Break 3:15-4:15 Dialogues Guest 4:15-4:45 Creative Expression
4/8	Examine the relationship between caring and healing Develop a definition of a healing environment at individual, family, community and global levels. Examine personal experiences with environments that support health and healing. Examine elements of design and architecture that promote health and healing Honor patient/family/community values in creating environments for healing Evolve a professional ethic that incorporates principles of sustainability and environmental justice Prepare self as a healing environment through	Collaborative	Groups 1, 2, 3, 4, 5

	<p>intentionality and mindfulness</p> <p>Articulate the importance of advocacy for health equity and sustainability</p> <p>Create physical, metaphysical, cultural, technological and sociopolitical environments that support health and healing for individuals, families, communities and societies</p> <p>Identify different cultural perspectives on healing environments</p>		
4/15	Same as above	Collaborative	Groups 6, 7, 8, 9, 10
4/22	<p>Environment, health and healing</p> <p>Caring and healing</p> <p>Self as environment for healing</p>	<p>Healing Space</p> <p>Examine personal experiences with environments that support health and healing</p> <p>Examine elements of design and architecture that promote health and healing</p>	<p>Yoga Room</p> <p>Labyrinth</p> <p>Holistic Health Assessments</p>
FINALS	You will be instructed as to your responsibility to meet in BB.		



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