



UGPC APPROVAL _____
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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: **NURSING**

COLLEGE OF:
NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX **NGR** COURSE NUMBER **6262** LAB CODE (L or C) **L**

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE

Advanced Nursing Situations: Integrating Expertise in Holistic Practice

EFFECTIVE DATE

(first term course will be offered)

CREDITS:3

TEXTBOOK INFORMATION:

Bishop, A. H., & Scudder, J. R. (2000). *Nursing ethics: Holistic caring practice*. Sudbury, MA: Jones and Bartlett. [0763714267]
 Dossey, B. M., & Keegan, L. (2009). *Holistic nursing: A handbook for practice* (5th ed.). Sudbury, MA: Jones and Bartlett Publishing. [ISBN 13: 978-0-7637-5429-7]
 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].
 Parker, M. (2006). *Nursing theories and nursing practice* (2nd ed.). Philadelphia: F. A. Davis Co. [ISBN 0-8036-1196-X]
 Roach, M. S. (2002). *Caring: The human mode of being*. Ottawa, ONT: CHA Press. [ISBN 1-896151-44-2]

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This course is an opportunity to reflect and apply the student's knowledge and expertise in holistic nursing in preparation for professional practice. Emphasis is placed on developing a confident practice that answers uniquely to individual and group health and wellness needs.

PREREQUISITES W/MINIMUM GRADE:*

NGR 6XXXXL Advanced Nursing Situations: Developing Expertise In Holistic Modalities

COREQUISITES:

ELECTIVE IN RELATED FIELD

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: GRADUATE FACULTY

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. NONE

SUSAN CHASE; SCHASE@FAU.EDU; 561-297-3389
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to sfulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.



**CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS**

**ADVANCED NURSING SITUATIONS:
INTEGRATING EXPERTISE IN HOLISTIC PRACTICE**

COURSE NUMBER:	NGR 6262-L
CREDIT HOURS:	3 Credits
COURSE TITLE:	Advanced Nursing Situations: Integrating Expertise in Holistic Practice
COURSE SCHEDULE:	Thursdays, Times TBA
PLACEMENT IN CURRICULUM:	Required Concentration Course. Blackboard Assist.
PREREQUISITES:	Prerequisite: NGR 6261-L Advanced Nursing Situations: Developing Expertise In Holistic Modalities Co-requisite: Elective related to residency focus
FACULTY:	Marguerite J. Purnell, PhD, RN; AHN-BC Assistant Professor Room NU 116, Boca Campus Phone: (561) 297-3262 E-mail: mpurnell@fau.edu
OFFICE HOURS:	Tuesdays, 1:00pm – 3:30pm. Thursdays, 4:00pm – 6:00pm. Other hours by appointment.

COURSE DESCRIPTION:

This course is an opportunity to reflect and apply the student's knowledge and expertise in holistic nursing in preparation for professional practice. Emphasis is placed on developing a confident practice that answers uniquely to individual and group health and wellness needs.

COURSE OBJECTIVES: Upon completion of NGR 6XXXL-I, the student will be able to:

1. Explore and develop innovative images of self as an advanced holistic practice nurse:
 - 1 Respond to varying personal and practice self care needs based on an integrated philosophy of holistic nursing.
 - 2 Visualize self as a caring holistic nurse responding expertly to calls for nursing in complex nursing situations of health and illness.
 - 3 Honor the creative and intuitive self in creating nursing responses of caring.
2. Advance the discipline of nursing through practice and research:
 - 1 Develop theory-based holistic practice as integral to professional nursing.
 - 2 Advance holistic nursing care based on critical reviews of the research.
3. Demonstrate synthesis of the advanced holistic nursing practice role:
 - 1 Co-create caring nursing responses with the one nursed, appreciating, refining and developing sensitive, caring practice.
 - 2 Express synoptic patterns of knowing and thinking in an attentive, reflective practice.
 3. Continue refining expertise in one or more holistic healing modalities.
 - 4 Nurture interdisciplinary collegial relationships.
4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
 - 1 Create skilled, complex holistic responses of caring that nurture the wholeness of persons within a developing practice in which both nurse and the one nursed are affirmed.
 - 2 Demonstrate optimal healing environments as exemplars through integration of caring nursing strategies.
5. Actualize advanced practice nursing as nurturing the wholeness of others through caring
 - 1 Actualize theory-based holistic practice as an expression of caring nursing.
 - 2 Demonstrate expertise in integration of holistic modalities in practice
 - 3 Substantiate growing complexity of holistic practice in comprehensive evaluation of outcomes of caring.

TEACHING 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 scholarly works. Other written scholarly assignments as necessary to develop practice scholarship.

EVALUATION METHODS:

A. Demonstration of skilled advanced holistic practice	70%
B. Reflective Journaling and self evaluation	15%
C. Scholarly Paper	15%
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	100%

Please note:

There will be no Incomplete grades earned for this course. Each aspect of the course is integral to the whole and builds in scholarly expression of advanced holistic nursing practice. Students will not receive a passing grade if any element of the course is incomplete, out of sequence, or does not receive a passing grade.

Grade	Points
A	100-93
A-	92 - 90
B+	89-87
B	86-83
Below B 83 = Failing	
B-	82-80
C+	79-75
C	74-70
D	69-65
F	64-0

REQUIRED TEXTS:

- Bishop, A. H., & Scudder, J. R. (2000). *Nursing ethics: Holistic caring practice*. Sudbury, MA: Jones and Bartlett. [0763714267]
- Dossey, B. M., & Keegan, L. (2009). *Holistic nursing: A handbook for practice* (5th ed.). Sudbury, MA: Jones and Bartlett Publishing. [ISBN 13: 978-0-7637-5429-7]
- 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].
- Parker, M. (2006). *Nursing theories and nursing practice* (2nd ed.). Philadelphia: F. A. Davis Co. [ISBN 0-8036-1196-X]
- Roach, M. S. (2002). *Caring: The human mode of being*. Ottawa, ONT: CHA Press. [ISBN 1-896151-44-2]

RECOMMENDED TEXTS:

- Buber, M. (1992). *I and thou*. Chicago, IL: University of Chicago Press. [ISBN 0226078051]
- 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. [978-0-7637-5761-8]
- Newman, M. A. (2008). *Transforming presence: The difference that nursing makes*. PA: F. A. Davis. [ISBN 1435626206 E-Book]

COURSE ASSIGNMENT EVALUATION CRITERIA:

A. Demonstration of skilled advanced holistic nursing practice.	70%
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Demonstrates nursing knowledge through focused readings and integration in practice. Achieves scholarly proficiency and demonstrates substantial knowledge of the state of the science in area of concentration. Reflects a good to excellent evaluation.	
B. Reflective Journaling and self evaluation Demonstrates substantial personal and professional growth and synthesizes understandings in a fluid, theory guided practice. Demonstrates maturing practice in critical self evaluation.	15%
C. Scholarly Paper Creates a scholarly paper based on a focused literature review.	15%

Total: 100%

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 continue developing and refining 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 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 a practice experience in which the student can mature in the professional holistic nursing role, in particular in the area of the student's concentration. The student is responsible for identifying nursing residency 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 residency preceptor.

Professional License and Insurance

You must have your nursing license, liability insurance, and 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 them to a current status before beginning the course. Under no circumstances will any student be permitted to set foot inside any residency venue without professional licensure, insurance, and immunizations being current through the duration of the practicum.

Course Portfolio Documentation

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 signed by your preceptor).
3. Practicum evaluation forms
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 professional resume, plus 100 word biosketch. (No exceptions to this requirement).

To complete this practicum successfully, the student is expected to demonstrate the completion of 60 hours of designated holistic nursing practice for each credit toward a total of 180 hours for the course. 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 <http://www.fau.edu/gr-cat/acadpolicies.pdf>. 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.

TOPICAL OUTLINE:

- A. Application and integration of holistic knowledge and expertise in advanced nursing practice.
- B. Refining holistic nursing responses drawing upon diverse modalities.
- C. Reflecting and expressing practice wisdom.
- D. Sustaining holistic nursing outcomes in optimal healing environments.
- E. Advancing the study, understanding, and development of the Discipline of Nursing through professional holistic practice.

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.
- Ericksson, 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.

- McCarty, 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.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations; lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the 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 human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

April, 2002.