



UGPC APPROVAL _____
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 SCNS SUBMITTAL _____
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 BANNER POSTED _____
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 MISC _____

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: NURSING

COLLEGE OF: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX NGR _____ COURSE NUMBER 6260 LAB CODE (L or C) L

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

COMPLETE COURSE TITLE

Advanced Nursing Situations: Experiential Survey of Holistic Modalities

EFFECTIVE DATE

(first term course will be offered)

CREDITS: 3

TEXTBOOK INFORMATION:

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]
 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]

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

COURSE DESCRIPTION, NO MORE THAN 3 LINES: This course provides a broad survey of holistic modalities through which deeper understandings may be achieved of the nature of mind/body/spirit connectedness as integral to healing and health. Experiential emphasis is on holistic modalities within Mind-Body Practices, Manipulative and Body-Based Practices, and Energetic Healing Practices. Students will be guided in their choices for

PREREQUISITES W/MINIMUM GRADE:*

COREQUISITES:
 NGR 6XXX Advanced
 Holistic
 Nursing: Practice
 Foundations 2

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; 561-2973389
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

Approved by:
 Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____

Date:

SUPPORTING MATERIALS

Syllabus—must include all details as shown in the UGPC Guidelines.
Written Consent—required from all departments affected.
 Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Dean of the Graduate College: _____ | _____ | _____

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:
SURVEY OF HOLISTIC MODALITIES**

- COURSE NUMBER:** NGR 6260-L
- CREDIT HOURS:** 3 Credits
- COURSE TITLE:** Advanced Nursing Situations: Experiential Survey of Holistic Modalities
- COURSE SCHEDULE:** Thursdays, Times TBA
- PLACEMENT IN CURRICULUM:** Required Concentration Course. Blackboard Assist.
- PREREQUISITES:** Corequisite NGR 6169 Advanced Holistic Nursing: Practice Foundations 2
- 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 provides a broad survey of holistic modalities through which deeper understandings may be achieved of the nature of mind/body/spirit connectedness as integral to healing and health. Experiential emphasis is on holistic modalities within Mind-Body Practices, Manipulative and Body-Based Practices, and Energetic Healing Practices. Students will be guided in their choices for integrating these healing modalities in advanced holistic nursing.

COURSE OBJECTIVES: Upon completion of NGR6XXX, the student will be able to:

1. Explore and develop innovative images of self as an advanced holistic practice nurse:
 - 1 Realize a philosophy of caring for self as foundational to caring for others.
 - 2 Explore images of holistic nursing that illuminate personal caring values
 - 3 Visualize self as a caring nurse creating holistic responses with diverse healing modalities in nursing situations

2. Advance the discipline of nursing through practice and research:
 - 1 Develop an experiential understanding of healing modalities as integral to advanced nursing practice.
 - 2 Explore innovative ways to combine several healing practices.
 - 3 Consider suitability, efficacy, and practicality of various holistic modalities in professional nursing practice.

3. Demonstrate synthesis of advanced holistic nursing practice role:
 - 1 Experience the complex horizon of alternative and complementary modalities in healthcare.
 2. Reflect on the increasing range of possibilities in cocreating caring nursing responses.

4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
 - 1 Envision caring nursing responses using one or two holistic modalities of choice.
 - 2 Consider how the efficacy of chosen modalities will be enhanced by creation of optimal healing environments.
 3. Integrate multiple patterns of thinking, knowing, and healing experiences within advanced nursing practice

5. Actualize advanced practice nursing as nurturing the wholeness of others through caring
 - 1 Express experiential understanding of possibilities by considering several holistic modalities for integration in advanced nursing practice
 - 2 Articulate growing understanding of holistic practice in reflective scholarship

TEACHING METHODS: Lecture, lab, simulations, guest demonstrations, discussions, Blackboard assignments, independent study, group collaboration and learning, dialogic engagement face to face and on Blackboard. Knowledge synthesis with literature reviews, reflective journaling and engagement with scholarly works.

EVALUATION METHODS:

A. Experiential understanding and engagement in select modalities	75%
B. Reflective journaling and knowledge synthesis	15%
C. Portfolio - Literature review and critical examination of 3 holistic modalities.	10%

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:

- 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]
- 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]

RECOMMENDED TEXTS:

- 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.

COURSE ASSIGNMENT EVALUATION CRITERIA:

Experiential understanding, expression, and engagement in select modalities (lab and simulation)	75%
Reflective Journaling and Knowledge Synthesis: Creates substantive reflective journals that demonstrate substantial personal and professional growth. Applies these new understandings in advancing possibilities for practice.	15%
Portfolio - Literature review and critical examination of 3 holistic modalities. Develops scholarly review and critique of 3 selected modalities that addresses efficacy, patterns of education, certification, licensing, professional support, and sustainability in practice.	10%

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.

Please note that this course includes 60 hrs of lab and simulation experiences per credit hour for a total of 180 hours. Students are expected to dress appropriately.

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.

TOPICAL OUTLINE:

- A. Overview of complexity of holistic modalities
 - a) Caring, holistic modalities, and advanced nursing practice.
 - b) Use of holistic modalities across the lifespan.
 - B. NCCAM Categories of Complementary and Alternative Medicine (CAM).
 - a) Perspectives: alternative, complementary, integrative
 - b) Research and Randomized Controlled Trials:
 - Is the "Gold Standard" appropriate for all modalities?
 - c) Advances in nursing research of holistic modalities.
 - d) Revisioning practice,
 - C. Whole Medical Systems:
(homeopathy, naturopathy, Ayurveda, traditional Chinese Medicine).
Origins, historical use, contemporary appreciation, state of the research, evidence-based practice, efficacy, professional and ethical issues, applicability in advanced holistic practice.
 - D. Mind Body Practices:
(Meditation, prayer, mental healing, yoga, mindfulness meditation, art, music, dance).
Origins, historical use, contemporary appreciation, state of the research, evidence-based practice, efficacy, professional and ethical issues, applicability in advanced holistic practice
- Experiencing Mind-Body Practices:
Mindfulness Meditation
Yoga
Art in stress reduction

Music in stress reduction

- E. Biologically Based Practices:
(herbal products, dietary supplements, vitamins, aromatherapy).
Origins, historical use, contemporary appreciation, state of the research,
evidence-based practice, efficacy, professional and ethical issues,
applicability in advanced holistic practice
- F. Manipulative and Body-Based Practices:
(chiropractic, osteopathic, manipulation, massage, reflexology)

Experiencing Manipulative and Body-based Practices:
 - Chiropractic
 - Osteopathic Manipulation
 - Reflexology
 - Hilot Massage
 - Alexander Technique
- G. Energetic Healing Practices:
Biofields: (Reiki, Qi-gong, Therapeutic touch).
Bioelectromagnetic fields: (pulsed fields, magnetic fields, AC or DC fields).
Origins, historical use, contemporary appreciation, state of the research,
evidence-based practice, efficacy, professional and ethical issues,
applicability in advanced holistic practice,

Experiencing Energetic Healing Practices:
 - Reiki across the lifespan
 - Healing Touch
 - Qi-gong
 - Biofeedback
- H. Optimal Healing Environments:
 - History, Philosophies, and Rationales
 - Art of the State or State of the Art
 - Senses, wholeness, and environmental strategies for advancing healing
 - Nurse as environment
- I. Evaluating, Assessing, and Selecting modalities congruent with advanced
practice
 - Honoring intuition
 - Creating a plan for acquiring or developing skills in one or more
holistic modalities.

BIBLIOGRAPHY:

- Asher, C. (2007). Position statement of complementary and alternative medicine in pediatrics. *Journal of Pediatric Nursing*, 22(2), 159-161.
- 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.
- 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.
- Krishnamurthy, M. N., & Telles, S. (2007). Effects of Yoga and Ayurveda on older adults in a residential home. *Journal of Gerontological Nursing*, February, 17-23.
- Kruse, B. G., & Prazak, M. (2006). Humor and older adults: What makes them laugh? *Journal of Holistic Nursing*, 24(3), 188-193.
- McCraty, R., Bradley, R. T., & Tomasino, D. (2005). The resonant heart. *Shift: At the Frontiers of Consciousness*, Dec 2004 – Feb 2005, 15-19.
- Sandor, M. K., & Froman, R. D. (2006). Exploring the effects of walking the labyrinth. *Journal of Holistic Nursing*, 24(2), 103-110.
- Schlebusch, K. (2005). Biophotonics in the infrared spectral range reveal acupuncture meridian structure of the body. *The Journal of Alternative and Complementary Medicine*, 11(1), 171-173
- 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.



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.