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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: NURSING

COLLEGE OF: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX NGR COURSE NUMBER 6263 _____ LAB CODE (L or C) L

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

COMPLETE COURSE TITLE Advanced Holistic Nursing: Development of Holistic Nursing in Professional Settings

EFFECTIVE DATE

(first term course will be offered)

CREDITS: 3

TEXTBOOK INFORMATION: Buber, M. (1992). *I and thou*. Chicago, IL: University of Chicago Press. [ISBN 0226078051]
 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., & Freshwater, D. (2005). *Transformational nursing through reflective practice* (2nd ed.). Malden, MA: Blackwell Publishing. [ISBN-1405114576]
 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 culminating experience focused on developing the emerging role of the holistic nurse, and preparing the student for transition to professional practice. Emphasis is placed on synthesis in practice of holistic nursing skills, professional role development as an expert holistic nurse, and an appreciation of international perspectives that enhance caring in culturally diverse practice

PREREQUISITES W/MINIMUM GRADE:*

NGR 6XXXL Advanced Nursing Situations: Integrating Expertise in Holistic Practice

COREQUISITES:

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

Approved by:
 Department Chair: _____

Date: _____

Syllabus—must include all details as shown in the UGPC Guidelines.

College Curriculum Chair: _____	_____	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.
College Dean: _____	_____	
UGPC Chair: _____	_____	
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:
DEVELOPMENT OF HOLISTIC NURSING
IN PROFESSIONAL SETTINGS.**

COURSE NUMBER:	NGR 6263-L
CREDIT HOURS:	3 Credits
COURSE TITLE:	Advanced Holistic Nursing: Development of Holistic Nursing in Professional Settings
COURSE SCHEDULE:	Thursdays, Times TBA
PLACEMENT IN CURRICULUM:	Required Concentration Course. Blackboard Assist.
PREREQUISITES:	NGR 6262-L Advanced Nursing Situations: Integrating Expertise in Holistic Practice
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 culminating experience focused on developing the emerging role of the holistic nurse, and preparing the student for transition to professional practice. Emphasis is placed on synthesis in practice of holistic nursing skills, professional role development as an expert holistic nurse, and an appreciation of international perspectives that enhance caring in culturally diverse practice situations.

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

1. Explore and develop innovative images of self as an advanced holistic practice nurse:
 - 1 Visualize self as a caring holistic nurse in professional practice in a specific venue.
 - 2 Design a self care schedule that maintains optimum health during stressful times.
 - 3 Honor the creative and intuitive self in practice.
2. Advance the discipline of nursing through practice and research:
 - 1 Design caring nursing responses using a wide variety of holistic nursing modalities.
 - 2 Identify research questions from a theory-based practice perspective.
 - 3 Express responsibility for the caring mentorship of others through professional planning.
 - 4 Advance interdisciplinary and international collegial relationships.
 - 5 Advocate for socio-political change.
3. Demonstrate synthesis of the advanced holistic nursing practice role:
 - 1 Co-create caring nursing responses with the one nursed by continuously integrating new experiential and nursing knowledge in a sensitive practice of holistic nursing.
 - 2 Express synoptic knowing and thinking in an evolving, transformative practice.
 3. Develop nursing education units that reflect an informed, mature practice of holistic nursing.
 4. Prepare for future development by planning for Board Certification in advanced practice holistic nursing.
 5. Increase opportunities to share professional holistic expertise as educator, consultant, and mentor.
4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
 - 1 Develop a horizon of skilled, complex holistic responses of caring that nurture the wholeness of persons.
 - 2 Develop optimal healing environments as practice 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

TEACHING METHODS: Development of reflective caring practice through co-precepting, coaching, and 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 mature, skilled holistic practice	70%
B. Reflective Journaling and self evaluation	10%
C. Development of Nursing Education Units	10%
D. Develop a 5-year plan for continuing professional development	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:

- Buber, M. (1992). *I and thou*. Chicago, IL: University of Chicago Press. [ISBN 0226078051]
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., & Freshwater, D. (2005). *Transformational nursing through reflective practice* (2nd
ed.). Malden, MA: Blackwell Publishing. [ISBN-1405114576]
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:

- Bishop, A. H., & Scudder, J. R. (2000). *Nursing ethics: Holistic caring practice*. Sudbury, MA:
Jones and Bartlett. [0763714267]
Dale, C. (2009). *The subtle body: An encyclopedia of your energetic anatomy*. Boulder, CO:
Sounds True.
Gaut, D. A. (1991). *Caring: The compassionate healer*. New York: National League for Nursing
Press.
Koopsen, C., & Young, C. (2009). *Integrative health: A holistic approach for health
professionals*. Sudbury, MA: Jones and Bartlett. [978-0-7637-5761-8]

COURSE ASSIGNMENT EVALUATION CRITERIA:

A. Demonstration of mature, skilled holistic nursing practice. Demonstrates integrated nursing knowledge in skilled holistic practice. Reflects a good to excellent evaluation.	70%
B. Reflective Journaling and self evaluation Demonstrates substantial personal and professional growth and synthesizes understandings in a fluid, theory guided practice. Demonstrates integration of new knowledge from practice and state of the art knowledge from the nursing knowledge base.	10%
C. Development of Nursing Education Units Creates appropriate professional, scholarly nursing education units on topics in holistic nursing, and in particular, on area of concentration. Units must be accepted for educational use in a health care institution.	10%
D. Development of a 5-year plan for continuing professional development. Development of detailed plan for personal and professional development as a holistic nurse, including establishing international collegial connections and growing in understanding of holistic nursing from diverse cultural perspectives.	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.

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 this final program residency is to provide culminating experiences for the practice of holistic nursing, and an appreciation of international perspectives that increase complex understandings. 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 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 practicum 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. 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. Continuing professional development as a holistic nurse:
Creation of a realistic 5-year plan and contribution of expertise to professional nursing organizations.
- B. Advancing the Discipline of Nursing through professional practice and mentoring of others.
- C. Refining holistic nursing responses drawing upon diverse modalities.
- D. Sustaining caring nursing outcomes by creating optimal healing environments.
- E. Developing self as expert, consultant, educator, and mentor.
- F. Wisdom in caring practice: Global perspectives and collegial relationships in advancing sociopolitical change in healthcare and nursing.

BIBLIOGRAPHY:

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- Chang, H. Y., Wallis, M., & Tiralongo, E. (2007). Use of complementary and alternative medicine among people living with diabetes: Literature review. *Journal of Advanced Nursing, 58*(4), 307-319.
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- on the kidney. *Urologic Nursing*, 25(5), 381-403.
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- Dayhoff, N. E. (2003). You don't have to leave your hospital system to be an entrepreneur. *Clinical Nurse Specialist*, 17(1), 22-24.
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- intermediate care: Toward a reflexive ethics for clinical practice. *Holistic Nursing Practice*, 12(4), 69-77.
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- Swanson, K. M., & Wojnar, D. M. (2004). Optimal healing environments in nursing. *The Journal of Alternative and Complementary Medicine*, 10, Supplement 1, S43-48.
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- Slater, V. E. (2004). Human holistic and energetic responses following a tornado. *Journal of Holistic Nursing*, 22(1), 85-92.
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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.