

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.

Approved by College of Nursing Faculty March 30, 2009
To University Graduate Programs Committee September 9, 2009



CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

Course Title: Advanced Nursing Situations: Foundations of Holistic Nursing I

Course Number: NGR 6168

Course Credits: 3 Credit Hours

Schedule: TBA/ Blackboard activities as assigned.

Placement in Curriculum: Required Concentration Course

Prerequisite: Completion of NGR 6703,6811,6199,6141, 6002, 6002L, 6812, 6744

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Office Hours: TBA

COURSE DESCRIPTION

This course advances the knowledge of historical, philosophical, and theoretical foundations of holistic nursing for practice and research. The focus is on the development of a foundation of a reflective nursing practice and incorporates caring for self as an essential component of advanced holistic nursing.

Course Objectives:

1. Explore and develop innovative images advanced holistic nursing practice:
 - A. Analyze the roots and patterns of ancient healing/healers/methods
 - B. Discuss the historical role of the nurse as healer and the relationship of nursing and healing.
 - C. Visualize the role of the holistic nurse with advanced knowledge to co participate and co create innovative changes for nursing practice.

2. Advance the discipline of nursing through practice and research:
 - A. Discuss advanced knowledge of holistic nursing theories as integral to expanding nursing knowledge and research.
 - B. Synthesize and integrate comprehensive knowledge of theoretical concepts of holistic nursing and major theoretical concepts from related disciplines of knowledge and practice.
 - C. Explore nursing situations to advance the knowledge of holistic nursing as the context for designing, developing and implementing nursing research

3. Demonstrate synthesis of advanced holistic nursing practice role:
 - A. Discuss the characteristics of advanced holistic nursing practice, education, certification and societal expectations of expertise.
 - B. Understand the relevance of leadership in advanced holistic nursing practice that respects values, standards, ethical and legal systems.
 - C. Critically explore the current standards and scope of holistic nursing practice and analyze the potential impact for the advancement of the practice of the holistic nursing
 - D. Identify calls and create advanced nursing responses that demonstrate a synthesis of the philosophical and theoretical foundations of advanced holistic nursing practice.

4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring:
 - A. Analyze health patterns and behaviors that promote health and well being as expressions of care in persons.
 - B. Integrate the experiences of wholeness, unity and connectedness as engagement in self care to promote reflective practice.
 - C. Demonstrate an understanding caring for self as personal nourishment and the foundation for holistic practice.
 - D. Develop an appreciation for experiential knowledge to develop reflective practice.

5. Actualize advanced holistic nursing as nurturing the wholeness of others through caring:
 - A. Analyze nursing situations to appreciate the calls and response of the holistic nurse with advance knowledge
 - B. Identify and honor the contribution of advanced knowledge of holistic nursing in the context of appreciating wholeness through caring.
 - C. Articulate the mutual caring actions of advance holistic nursing practice that that support health and well being and promote healing.
 - D. Develop an understanding of the human capacities of caring for self, persons and environment through the ongoing development of reflective practice.

Topical Outline of Course Themes:

- I. Images
 - Ancient healing methods / influence on concepts of health
 - Historical view of the nurse as healer
 - Paradigm shifts
 - Current views and trends in holistic nursing
- II. Philosophical Foundations
 - Philosophies of holism, healing, health
 - Philosophies of holistic nursing
 - Values and standards of practice/certification
 - Ethical and legal perspectives
 - Professional commitment
 - Scope of practice
- III. Theoretical Foundations
 - Multi disciplinary theories associated with holism
 - Nursing theories specific to holistic nursing
- IV. Research
 - Designs and methods for holistic nursing
 - Evidence Based Practice
 - Nursing situations as the locus of identifying phenomena
- V. Reflective Practice
 - Practice development and caring for self
 - Co creating healing environments/promotion and prevention
 - Wholeness of self to sustain connection with others and environment.
 - Expressing nursing as nurturing wholeness through caring
 - Multiple ways of knowing to inspire reflective practice
 - The nursing situation as the foundation of reflective practice to nurture and replenish self and other.

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Required Texts:

Bright, M. (2002). *Holistic Health and Healing*. Philadelphia : F.A. Davis. {0-8036-0796-2]
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]

Suggested:

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

Teaching Strategies:

Dialogue, small group discussion, readings, multimedia, journaling, guest speakers, experiential activities (such as movement, music, and breathing) and Blackboard activities.

Evaluation Methods:

Reflective Practice Journals	240 points
Aesthetic Expression (Caring for Self))	160 points
Scholarly Paper (Synthesis of Foundational Knowledge)	500 points
Participation/Engagement	100 points

Grading Scale: An earned grade below B is failing.

A	1000-930
A-	929 - 900
B+	899-870
B	869-840
B-	839-800
C+	799-750
C	749-700
D	699-600
F	599-0

You are expected to arrive on time and remain for the entire class. Your participation in class is vital to co create a learning environment that fosters caring and collegiality. The course is taught using a feminist pedagogy that encourages the voices of all to be spoken, and respectfully heard. There also will be an egalitarian distribution of power as all members of the learning community are considered to be teachers and learners. As the instructor, I will assume the same roles as

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students. The course schedule can be arranged to meet the dynamic needs of our learning community. Your level of engagement in the course will help to determine how we will recognize patterns for change. Your attendance is critical to achieve the 100 points for participation. A rubric will be available for participation.

This participation method is not intended to encourage you to attend class when you are ill and it is not meant as a punitive measure for personal emergencies. The concepts of holism should encourage you to make decisions related to attendance that will promote you and reflect your personal values and beliefs about nurturing self and others.

The classroom will transform into a nurturing environment to promote caring and provide an atmosphere for the discovery of knowledge. Although the informal format will encourage a relaxed atmosphere, please come to class to be fully engaged in discussion and able to substantively contribute from the assigned readings. Collegiality and comportment will be evaluated as part of this portion of your grade. Participation should be considerate and respectful of the uniqueness of all members of our learning community.

Wear comfortable clothing to adjust to temperature changes in the environment. Bring a mat, blanket, or pillow for movement activities. You are encouraged to come to class with adequate nutrition as we will honor the university policy of no drinks and no food in the classroom.

Bibliography

- Effken, J. A. (2007). The informational basis for nursing institution: Philosophical underpinnings. *Nursing Philosophy*, 8, 187-200.
- Erickson, H.L. (2007). Philosophy and theory of holism. *Nursing Clinics of North America*, 42, 139-163.
- O'Brien King, M. & Gates, M. F. (2007). Teaching holistic nursing: The legacy of Nightingale. *Nursing Clinics of North America*, 42, 309-333.
- Hagedron, M. E.. & Zahourek, R. P. (2007). Research paradigms and methods for investigation holistic nursing concerns. *Nursing Clinics of North America*, 42, 335-353.
- Mariani, C. (2007). Holistic nursing as a specialty: Holistic nursing-scope and standards of practice. *Nursing Clinics of North America*, 42, 165-188.
- Pitre, N.Y. (2007) A view of nursing epistemology through a reciprocal interdependence: Towards a reflexive way of knowing. *Nursing Philosophy*, 8, 73-84.
- O'Brien King, M. & Gates, M. F. (2007). Teaching holistic nursing: The legacy of Nightingale. *Nursing Clinics of North America*, 42, 309-333
- Radzyninski, S. (2007). Legal parameters of alternative-complementary modalities in nursing practice. *Nursing Clinics of North America*, 42, 189-212.

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Smith, M. C. (2002) Health, healing and the myth of the hero journey. *Advances in Nursing Science*, 24(4), 1-13.

Taylor, B. (2004). Technical, practical, and emancipatory reflection for practicing holistically. *Journal of Holistic Nursing*, 22(1), 73-84.

Watson, J, & Smith, M.C. (2001). Caring science and the science of unitary human beings; A trans-theoretical and discourse for nursing knowledge development. *Journal of Advanced Nursing*, 37(5), 452-461.

COURSE POLICIES AND PROCEDURES

VITAL INFORMATION

***If you need to request changes in the course schedule to accommodate your religious practice and beliefs, please inform me so we can make a mutual arrangement. **On the first day of class we will spend considerable time to review this syllabus. We will review it periodically to address any issues or concerns.** The syllabus is a contract between the students in this course and the course professor. I will assume that you accept this contract if you do not voice your objections prior to our SECOND class meeting. Your success in this course is important to me. **As the professor for this course, I have a ZERO tolerance policy concerning ANY transgressions for the policies related to academic honesty. I encourage you to read all policies related to your responsibilities as a student at Florida Atlantic University.** It is imperative that you read the Graduate Student Handbook which is available at the FAU, Christine E. Lynn College of Nursing web site. If you have any concerns or questions about the statements in the handbook concerning your role as a student in this course please make them known so they can be clarified early on in the semester.

During class ALL lap tops, cell phones and other electronic devices must be OFF. If you need to receive an emergency communication, please inform me.

FLORIDA ATLANTIC UNIVERSITY AND CHRISTINE E. LYNN 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. TURNITIN.COM Policy:
Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms and conditions posted on the Turnitin.com
5. Use and Confidentiality of Students' Records and Other Documents:
The College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, state board review process, etc. In such case, the material will be used within the College and University. Thus, you may be asked by the instructor in a course to submit some course materials in duplicate.
6. FAU OWL CARD:
All students must obtain a FAU Owl card and have it with them while on campus and visible while in the clinical setting. You may obtain information about an OWL card on-line at: <http://itss.fau.edu/studentres.htm#owlcard> or by visiting the on-campus Owl Card Center.
7. E-MAIL ADDRESS:
All official information for students from faculty and the college will be provided via e-mail using your FAU.EDU address. You are responsible for checking your FAU e-mail throughout the semester. For information about FAU E-mail, students can go to: <http://wise.fau.edu/irm/email> where complete instructions are provided.

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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.