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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: **NURSING**

COLLEGE OF: **NURSING**

RECOMMENDED COURSE IDENTIFICATION:
 PREFIX NGR _____ COURSE NUMBER 6261 LAB CODE (L or C) L
 (TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)
 COMPLETE COURSE TITLE
 Advanced Holistic Nursing: Developing Expertise in Holistic Healing 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]
 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 PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:
 This course focuses on advanced holistic nursing with development of expertise in healing modalities grounded in caring. Emphasis is placed reflective integration of mind-body practices, manipulative body practices, and energy-based healing modalities to promote health and well-being.

PREREQUISITES W/MINIMUM GRADE: *
 Prerequisite NGR 6002/L,

COREQUISITES:
 NGR 6XXX Advanced Nursing Situations: Foundations of Holistic Practice I

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:
DEVELOPING EXPERTISE WITH
HOLISTIC HEALING MODALITIES**

- COURSE NUMBER:** NGR 6261- L
- CREDIT HOURS:** 3 Credits
- COURSE TITLE:** Advanced Holistic Nursing: Developing Expertise in Holistic Healing Modalities.
- COURSE SCHEDULE:** Thursdays, Times TBA
- PLACEMENT IN CURRICULUM:** Required Concentration Course. Blackboard Assist.
- PREREQUISITES:** Prerequisite NGR 6002/L,
Corequisite NGR 6168 Advanced Nursing Situations:
Foundations of Holistic Practice I
- 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 focuses on advanced holistic nursing with development of expertise in healing modalities grounded in caring. Emphasis is placed reflective integration of mind-body practices, manipulative body practices, and energy-based healing modalities to promote health and well-being.

COURSE OBJECTIVES: Upon completion of NGR6XXXL, the student will be able to:

1. Explore and develop innovative images of self as an advanced holistic practice nurse:
 - 1 Actualize a philosophy of caring for self as foundational to caring for others.
 - 2 Analyze images of holistic nursing that illuminate personal caring values
 - 3 Visualize self as a caring nurse creating holistic responses in specific nursing situations
 - 4 Honor the creative and intuitive self in designing nursing responses.
2. Advance the discipline of nursing through practice and research:
 - 1 Apply caring theories of holistic nursing in practice
 - 2 Apply relevant research from area of concentration to developing expertise as an advanced holistic nurse
 - 3 Explore legal and ethical situations of practice with holistic modalities
3. Demonstrate synthesis of advanced holistic nursing practice role:
 - 1 Develop transcendent awareness of calls for nursing
 2. Choose from among a range of holistic modalities in cocreating caring nursing responses.
 3. Foster interdisciplinary collegial relationships in achieving nursing goals of caring.
4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
 - 1 Create caring nursing responses using holistic modalities that nurture the wholeness of persons
 - 2 Develop optimal healing environments through integration of nursing strategies that foster wholeness
 3. Integrate multiple patterns of thinking and knowing within a synoptic practice of nursing
5. Actualize advanced practice nursing as nurturing the wholeness of others through caring
 - 1 Synthesize personal philosophy and holistic theory in caring expressions of nursing
 - 2 Demonstrate growing expertise in integration of holistic modalities in caring nursing practice
 - 3 Articulate growing complexity of holistic practice in reflective scholarship

TEACHING METHODS: Development and guidance of reflective caring practice through co-precepting, coaching, and dialogic engagement face to face and on 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. Progress in development of expertise in focus or chosen modality	60%
B. Reflective Journaling and growth in holistic nursing	15%
C. Aesthetic Project demonstrating synthesis in caring nursing	10%
D. Development of community nursing service proposal	15%
	<hr/>
	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]
- 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:

- 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.
- Koopsen, C., & Young, C. (2009). *Integrative health: A holistic approach for health professionals*. Sudbury, MA: Jones and Bartlett.

COURSE ASSIGNMENT EVALUATION CRITERIA:

Development of expertise in area of special focus or chosen modality: Advances in knowledge and practice integration of chosen healing modality. Demonstrates growing proficiency commensurate with certification level of expertise in modality, and is able to discuss state of the science.	60%
Reflective Journaling and Integration of Nursing Theory in Holistic Practice: Creates substantive reflective journals that demonstrate substantial personal and professional growth. Applies these new understandings in theory guided practice. Advances personal understanding of what it means to be an advanced holistic nurse. Engages in a reflective practice.	15%
Aesthetic Project demonstrating synthesis in caring nursing: Creates an aesthetic project that demonstrates integration of focus or healing modality in practice. Project shows evidence of deep reflection, and clearly relates to focus.	10%
Development of Proposal for Community Nursing Service: Proposal demonstrates clearly seamless integration of chosen modality in advanced holistic nursing practice. The proposal includes, feasibility of service, cost effectiveness, sustainability, outcomes identification and measurement, and evaluation of holistic nursing.	15%

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 develop or refine 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 practice 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 experiences in which to develop expertise in holistic nursing, in particular in the area of the student's concentration. 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 required 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 it 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 Documentation Portfolio

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 created by you and signed by your preceptor).
3. Practicum evaluation forms – these will evaluate your progress at mid-term and at the end of the semester.
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 profession resume, plus 100 word biographical sketch. (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. 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. Becoming oriented to practice site
 - a) Professional comportment as an advanced holistic nurse.
 - b) Building collegial relationships
 - c) Becoming a reflective nurse and engaging in thoughtful practice.
- B. Developing expertise:
 - a) Seeing self as a holistic nursing practitioner
 - b) Using synoptic knowing
 - c) Developing complex expressions of caring
- C. Assessing from a holistic perspective
 - a) Gaining experience in assessing persons holistically including assessment of complex energy patterns.
- D. Creating holistic nursing responses that draw upon diverse modalities.
 - a) Understanding unique ethical issues in practice.
 - b) Reframing outcomes to reflect caring nursing.
 - c) Expanding ways in which the one nursed is known.
- E. Creating collegial, respectful relationships of advocacy for self and other.
 - a) Developing ways to communicate holistic perspectives and outcomes among interdisciplinary colleagues
 - b) Realizing value of holistic nursing
 - c) Honoring what each person contributes to healing.

- F. Sustaining holistic nursing outcomes.
 - a) Evaluation and planning
 - b) Realizing holistic nursing as an active force for good in the community.

BIBLIOGRAPHY:

- 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.
- Erickson, H. L. (2007). Philosophy and theory of holism. *Nursing Clinics of North America*, 42, 139-163.
- Glass, N., & Rose, J. (2008). Enhancing emotional well-being through self-care. *Holistic Nursing Practice*, 22(6), 336-347.
- 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.
- McCraty, R., Bradley, R. T., & Tomasino, D. (2005). The resonant heart. *Shift: At the Frontiers of Consciousness*, Dec 2004 – Feb 2005, 15-19.
- McDougall, G. J., Austin-Wells, V., & Zimmerman, T. (2005). Utility of nutraceutical products marketed for cognitive and memory enhancement. *Journal of Holistic Nursing*, 23(4), 415-433.
- Puskar, K. R., Brar, L., & Stark, K. H. (2008). Considerations to implement holistic groups with the elderly. *Journal of Holistic Nursing*, 16(3), 212-218.
- Roach, M. S. (1998). Caring ontology: Ethics and the call of suffering. *International Journal for Human Caring*, 2(2), 30-34.
- Sandor, M. K., & Froman, R. D. (2006). Exploring the effects of walking the labyrinth. *Journal of Holistic Nursing*, 24(2), 103-110.
- 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.
- Weber, J. (2007). Creating a holistic environment for practicing nurses. *Nursing Clinics of North America*, 42, 295-307.



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.