**FLORIDA ATLANTIC UNIVERSITY**

Graduate Programs—COURSE CHANGE REQUEST

<table>
<thead>
<tr>
<th>Department: NURSING</th>
<th>College: NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE PREFIX AND NUMBER: NGR 6169</td>
<td>CURRENT COURSE: ADVANCED NURSING SITUATIONS: FOUNDATIONS OF HOLISTIC NURSING II</td>
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**Change Title To:**
FOUNDATIONS OF HOLISTIC NURSING II: ADVANCED NURSING SITUATIONS

<table>
<thead>
<tr>
<th>Change Prefix From:</th>
<th>To:</th>
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<tbody>
<tr>
<td>Change Course No. From:</td>
<td>To:</td>
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<tr>
<td>Change Credits(^2) From:</td>
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<td>Change Grading From:</td>
<td>To:</td>
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**Change Prerequisites/Minimum Grades To:**

**Change Corequisites To:**

**Change Registration Controls To:**

*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

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Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A

Please consult and list departments that might be affected by the change(s) and attach comments.

Faculty contact, email and complete phone number:
Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

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**Approved by:**

Department Chair: [Signature]
College Curriculum Chair: [Signature]
College Dean: [Signature]
UGPC Chair: [Signature]
Graduate College Dean: [Signature]

**Date:**

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<tr>
<td>9/24/13</td>
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<td>10/10/12</td>
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3. Consent from affected departments (attach if necessary)

*FAUchange—Revised September 2012*
COURSE NUMBER: NGR 6169

COURSE TITLE: Advanced Nursing Situations: Foundations of Holistic Nursing II

COURSE FORMAT: Blackboard

CREDIT HOURS: 3 credits

COURSE SCHEDULE: This is an asynchronous, totally on-line learning experience. http://faunursing.net (See direction at site for password information)

PLACEMENT IN CURRICULUM: Required Concentration Course or by permission of the College

PREREQUISITE/S: NGR 6168

COREQUISITE/S: None

FACULTY: Bernadette Lange PhD AHN-BC
Associate Professor
Office: NU 329, Boca Raton Campus
Ph: 561.297.3264
Email: blange@fau.edu

OFFICE HOURS: Communication with the faculty in this course about course related issues can be done via the CYBER OFFICE threaded discussion. Questions or concerns that cannot be shared with other students can be communicated through the PRIVATE OFFICE on the E-College website. Appointments to meet with faculty can be made through Private Office.

COURSE DESCRIPTION: This course advances knowledge of contemporary views of healing and holistic nursing practice grounded in caring. An emphasis on holistic communication, therapeutic environments, and the body-mind-spirit connection supports a synthesis of knowledge of the foundations of practice. The focus is on refinement of reflective
nursing practice and caring for self as foundational components of advanced holistic nursing.

**COURSE OBJECTIVES:** Upon completion of NGR 6169, the student will demonstrate evidence of:

1. Being competent
   a. Explore innovative images of advanced holistic nursing practice. (Essential I, II, V, IX)
   b. Critically examine the state of advanced holistic nursing knowledge. (Essential I, II, IV, VI, VIII, IX)

2. Becoming compassionate
   a. Develop pathways to advocacy for health care policy to integrate holism and caring as foundational concepts. (Essential I, VI, VIII, IX)
   b. Develop an understanding of the vulnerability of persons in the human health experience. (Essentials I, VII, VII, IX)

3. Demonstrating comportment
   a. Establish interprofessional relationships as nurse leader to promote advanced holistic nursing. (Essential I, VII, IX)

4. Becoming confident
   a. Recognize the importance of the advanced holistic nurse as an instrument of healing (Essential I, IX)
   b. Synthesize and analyze the best evidence and the range of knowledge needed to provide quality care using complementary and alternative modalities. (Essential III, IV, VII, VIII, IX)
   c. Critically analyze nursing situations to appreciate spirituality as an essential concept of holistic practice. (Essential I, VII, VIII, IX)

5. Attending to conscience
   a. Integrate core values of holistic nursing in responding to the cultural and diverse needs of persons and communities to develop and sustain optimal healing environments. (Essential I, VII, VIII, IX)
   b. Develop an integrated understanding of ecofeminism, earth ethics and indigenous healing practices. (Essential I, VIII, IX)

6. Affirming commitment
   a. Explore nursing situations as the context for holistic nursing inquiry. (Essential IV, VIII, IX)
   b. Actualize advanced holistic nursing as nurturing the wholeness of persons through caring. (Essential I, II, III, VI, VII, VIII)

**TEACHING-LEARNING STRATEGIES:**
Lecture, dialogue, group activities, nursing situations, multimedia, reflective practice. The activities/assignments are intended to inspire group participation, peer review, and encourage the development of skills for advanced holistic nursing practice.
You are expected to be authentically present and participate with an informed voice for each unit. Your view of how we can adjust the learning environment to accommodate our learning community is welcomed. Full participation is vital to create a stimulating and liberating atmosphere to share our viewpoints of the coursework. Respectful engagement in learning activities is necessary. The intent of the virtual classroom experience is to foster a nurturing environment to encourage scholarly dialogue to satisfy the course objectives. Honoring the gifts we each bring will be a focus of sharing all that we know and seek to know.

**GRADING AND EVALUATION METHODS:**

**Assignments**

Dialogues 5 @ 40 points each  Possible 200 points

Study Guide Quizzes 5@ 40 points each  Possible 200 points

Reflective Practice: Nursing Situation  Possible 150 points

Reflective Practice Hologram  Possible 150 points

Collaborative: Group Grade  Possible 150 points

Comprehensive Final  Possible 150 points

**GRADING SCALE:** An earned grade below C is not passing in the Graduate Program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Percentage</th>
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<tr>
<td>A-</td>
<td>929 - 900</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>899-870</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>869-840</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>839-800</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>799-750</td>
<td>75-79%</td>
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<tr>
<td>C</td>
<td>749-700</td>
<td>70-74%</td>
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<td>D</td>
<td>699-600</td>
<td>60-69%</td>
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<tr>
<td>F</td>
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<td>0-59%</td>
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You are expected to co create and co participate the learning environment. In this course students are expected to develop and demonstrate leadership qualities that reflect the central tenets of holistic nursing and caring philosophies of nursing. You will be responsible to support our learning environment by a demonstration of leadership that promotes the discovery of scholarship.

Each class meeting/learning unit will provide opportunities for members of our learning community to demonstrate autonomy and solidarity. A respectful, honest and caring approach
will be used to support a feminist pedagogy to promote egalitarian relationships. The focus on communication and environment will be enhanced by the collective wisdom and knowledge of all members of the learning community.

**REQUIRED TEXTBOOKS:**

**RECOMMENDED TEXTS:**

**TOPICAL OUTLINE:**

I. Images
   - Contemporary view of healing/holistic nursing practice
   - Technological influences and healings
   - Therapeutic environments
   - The nurse as an instrument of healing
   - The nurse as a wounded healer

II. Holistic Communication
   - Nursing as a relational discipline
   - Transpersonal caring
   - Human health experience
   - Human energy fields
   - Relationships
   - Cultural care practices

III. Practice
   - Mind-body-spirit connection in wellbeing and healing
   - Spirituality, prayer, and suffering
   - PNI, chronic and acute alterations in health, acute health alterations
   - Self assessment and holistic nursing assessments
   - Complementary and alternative modalities for holistic nursing practice
   - Promotion and sustainability of wellbeing/therapeutic environments
IV. Research
- Critical evaluation of evidence based practice
- Quantitative and qualitative methods to support and promote advancing the knowledge of holistic nursing
- Implications for mixed methods

V. Reflective Practice
- Refinement of reflective practice development/caring for self
- Self evaluation as self reflection
- Reflexivity and praxis

COURSE ASSIGNMENTS:

I. Dialogues
5 @ 40 points each Possible 200 points
The purpose of this assignment is critically analyze the assigned readings/viewings and engage in dialogue with peers to promote and sustain a participatory learning environment. There are FIVE (5) Discussion Boards (UNIT 2, 3, 4, 5, 6) which will be worth 40 points each. Dialogue is an exchange of ideas to inspire and explore the course content and is identified by a free flow of scholarly thought and articulation. This is not a prescribed format of formal writing. The dialogues will require considerable reflective thought and action of words!

There will also be opportunities to engage in video dialogue with nationally recognized holistic nurse scholars in an online format outside of Blackboard. No special equipment or technology is required and you will receive an email invitation to join. We will determine the dates and times (for Unit 2, 3, 4, 5, 6). If you are unable to 'attend' you can view the transcripts/videos at a later date. We will 'test' this online format (outside of Blackboard) prior to the first dialogue. You will find it to be user friendly and convenient. Refer to the Dialogues Rubric in Blackboard.

II. Study Guide Quizzes 5 @ 40 points each Possible 200 points
Open book quizzes are a study guide to review, integrate, and evaluate student learning. The quizzes include multiple choice and true/false questions. The content is from the assigned readings/viewings/and dialogues. Each quiz has 20 items worth 2 points each. You will have 45 minutes to take each quiz during a 48 hour window on the last Sunday and Monday of the 2 week units. The dates and times are listed in the Course Schedule. Although these are open book quizzes you will not have enough time read the content thoroughly. Be certain you understand the policy for any make up work in this course. Refer to Course Policies about quizzes and exams. All quizzes are independent activities and you are expected to adhere to the FAU Code of Academic Integrit

III. Reflective Practice: Nursing Situation Possible 150 points
Reflect on a nursing situation that required multiple and complex patterns of knowing. Imagine the possibilities that could have optimized the human health experience by the inclusion of a holistic healing modality. Develop a thoughtful, reflective scholarly essay about provisioning the
role of the advanced holistic nurse to promote the optimal healing environment. Contemplate the co-created response of the AHN and the client. The essay should demonstrate a reflexive approach to re-visiting the nursing situation and clarify actions to respond to calls for nursing that are evidence based and support specific holistic modalities. The essay should be no less than 3 pages, in APA format and include a minimum of 5 peer reviewed references from scholarly nursing literature. The paper will also include a title and reference page. The essay must focus on optimal healing environments, transpersonal caring, reflexivity and praxis, and a specific holistic nursing modality. Refer to the Nursing Situation Rubric in Blackboard.

IV. Reflective Practice Hologram Possible 150 points
The purpose is to explore your path of developing a reflective practice. The hologram will depict your evolution as a growing scholar of advances holistic nursing. The hologram can be created in any format that will project a three dimensional image of what you perceive to be your body-mind-spirit. The aesthetic format can include art, video, audio, etc. Refer to the Hologram Rubric in Blackboard.

V. Collaborative: Panel Presentation Possible 150 points
This assignment is intended to advance your substantive knowledge of the evidence/ science supporting and refuting the efficacy of complementary and alternative modalities in one of the three categories: 1) Mind-Body Practices, 2) Manipulative and Body-Based Practices, 3) Energetic Healing Practices. You will be randomly assigned to one of the three categories to work in a 'leaderless' collaborative to develop a scholarly panel presentation in a virtual format. Your group will submit a well developed outline of your panel and a annotated bibliography of all resources (minimum 30). You will submit a self evaluation (grade) describing your specific contribution to the collaborative. Refer to the Collaborative Rubric posted in Blackboard.

VI. Comprehensive Final Possible 150 points
A comprehensive exam of all content covered in the coursework will be given in Blackboard College in the final Unit. The exam will be available for a 48 hour window that coincides with the university schedule for finals. The exam will consist of multiple choice, true/false and short essay questions.

BIBLIOGRAPHY:


**COURSE POLICIES AND GUIDELINES**

Your participation in class is vital to co create a learning environment that fosters caring and collegiality. The course encourages the voices of all to be spoken, and respectfully heard. Our expectation is to create an egalitarian distribution of power in our learning community as all members come as both teachers and learners. The course schedule will be arranged to meet the dynamic needs of our learning community. Your level of engagement is critical to sustain our
leaning community. All course requirements and objectives must be met in order to earn a passing grade. A grade of “B” is considered passing.

All assignments must be created originally for this course and not include the work or advice of an outside professional service such as an editor, etc. Students who present a “recycled” assignment as an original work will receive a grade of zero for the assignment.

1. Participation: You are expected to be fully engaged in each unit activity. All unit activities must be completed by the final day of the unit on which the activity is located. This date always falls on a Monday. You are expected to initially post a response to the activity by mid-unit (Thursday for one-week units and the first Saturday of the unit for two-week units) so that you can dialogue with your peers. Refer to the Dialogue Rubric.

2. Quizzes: Quizzes must be completed within timeframe outlined in the course schedule unless prior arrangements are made with the instructor.

3. Assignments:. Specific due dates are listed on the course schedule. No assignments will be accepted late. If the student is unable to submit work by the due date, arrangements must be made with the course instructor BEFORE the due date to avoid receiving a zero for the assignment. No late work will be accepted without prior arrangements being made with the faculty.

All written papers must be submitted to Safe Assign PRIOR to submitting to e-College for a grade. If Safe Assign identifies a problem with citations, THESE MUST BE CORRECTED PRIOR TO SUBMITTING THE PAPER for grading. Failure to make these corrections may constitute plagiarism and could result in a failure of the paper and/or the course.

All assignments must be submitted to the assignment areas described in the Rubric in a .doc or .docx file by the specified due date. UNLESS SPECIFICALLY INSTRUCTED BY THE FACULTY, NO ASSIGNMENTS WILL BE ACCEPTED BY EMAIL. Assignments submitted only through email will not be graded unless specifically instructed by the faculty to submit in this fashion.

You must submit ALL assignments for this course in order to pass the course.

**COLLEGE OF NURSING and UNIVERSITY POLICIES**

University and College of Nursing Policies:

The faculty reserve the right to make changes to course content and requirements.

1. Disability policy statement

   In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.
2. Code of Academic Integrity policy statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulations, Chapter 4, Regulation 4.001, Code of Academic Integrity at www.fau.edu/regulations.

The College of Nursing regards adherence to the Honor Code for academic honesty as 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. See the College of Nursing Undergraduate Student Handbook http://www.fau.edu/divdept/nursing/undergrad/index.html

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.

INCOMPLETE POLICY:
The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “F” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.
**RELIGIOUS ACCOMMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

**USE OF STUDENT COURSE MATERIAL**

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, materials will be used within the college and university.

<table>
<thead>
<tr>
<th>Unit/ Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities/ Assignments</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to course. Establishing our community.</td>
<td><strong>Reading:</strong> Dossey &amp; Keegan &lt;br&gt;C&amp;H 29: Environmental Health &lt;br&gt;C&amp;H 36: Teaching Future Holistic Nurses &lt;br&gt;C&amp;H 37: The Nurse as an Instrument of Healing</td>
<td>Gathering &lt;br&gt;Overview of syllabus and course expectations and obligations! Technology tune up!</td>
</tr>
<tr>
<td>One Week</td>
<td>Images: Contemporary view of healing/holistic nursing practice &lt;br&gt;Technological influences and healings &lt;br&gt;The nurse as an instrument of healing &lt;br&gt;The nurse as a wounded healer</td>
<td><strong>Koerner</strong> &lt;br&gt;C&amp;H 1: Nursing: A Sacred Work &lt;br&gt;C&amp;H 8: The Noetic Scientist: A Holistic World</td>
<td>Study Guide Quiz Dilegues &lt;br&gt;<strong>Critical Due Date:</strong> Submit your nursing situation essay to the assignment drop box and post in the Discussion Board TBA</td>
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<tr>
<td>Unit 2</td>
<td>Two Weeks</td>
<td><strong>Reading:</strong> Dossey &amp; Keegan &lt;br&gt;C&amp;H 26: Relationship-</td>
<td>Study Guide Quiz Dilegues</td>
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<td>Images: Contemporary view of healing/holistic nursing practice &lt;br&gt;Technological influences and healings &lt;br&gt;The nurse as an instrument of healing &lt;br&gt;The nurse as a wounded healer</td>
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<td>Transpersonal caring</td>
<td>CH 27: Exploring Integrative Medicine</td>
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<td>Human health experience</td>
<td>CH 28: Evolving from Therapeutic to Holistic communication</td>
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<td>CH 30: Cultural Diversity and Care</td>
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**Koerner**

CH 2: Healing Journey
Between Two Cultures: An Experience of Wholeness
CH 3: Vibrant Health: The Energetic of Dynamic Balance

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### Unit 4
**Two Weeks**

**Practice:** Mind-body-spirit connection in wellbeing and healing.
Spirituality, prayer, and suffering.
Promotion and sustainability of wellbeing/therapeutic environments

**Reading:**

**Dossey & Keegan**

CH 21: Dying in Peace
CH 31: The psychophysiology of Body-Mind-Healing

**Koerner**

CH 4: Healing Presence: The Path of Engagement
CH 5: Quantum Healing: The Power of Integration

**Study Guide Quiz Dialogues**

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### Unit 5
**Two Weeks**

**Practice:** PNI, chronic and acute alterations in health, acute health alterations
Self-assessment and holistic nursing assessments

**Reading:**

**Dossey & Keegan**

CH 8: Self Assessment

**Koerner**

CH 6: Balanced Living: The Path of Becoming
CH 7: Ways of Knowing: Expressions of the Soul

**Study Guide Quiz Dialogues**

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### Unit 6
**Three Weeks**

**Practice:** Complementary and alternative modalities for holistic nursing practice.

**Research:**

**Dossey & Keegan**

CH 11: Cognitive Behavioral Therapy
CH 16: Relaxation
CH 17: Imagery
CH 18: Music

**Study Guide Quiz Dialogues**

**Critical Due Date:**
Post your Submit your Collaborative Panel Presentation in the
<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Reflective Practice: Reflective Practice Holograms Group Presentations</th>
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<tbody>
<tr>
<td>Two Weeks</td>
<td>Refinement of reflective practice Developing caring for self Self evaluation as self reflection Reflexivity and practice</td>
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<tr>
<td>Reading: Koerner</td>
<td>CH 9: The Creative Artist: Composing a Life CH 10: The Human Spirit: Unfolding Inner Potential</td>
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<tr>
<td>Critical Due Date:</td>
<td>Submit your reflective practice hologram to the assignment drop box and post in the</td>
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Critical evaluation of evidence based practice Quantitative and qualitative methods to support and promote advancing the knowledge of holistic nursing Complementary and alternative modalities for holistic nursing practice.

CH 19: Touch CH 25: Aromatherapy CH 34: Holistic Nursing Research CH 35: Evidence-Based Practice

Assignment drop box. Presentation dates TBA
Philosophy
Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participants in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong 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 person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.