

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT COLLEGE OF NURSING	COLLEGE COLLEGE OF NURSING
COURSE PREFIX AND NUMBER NGR6169	CURRENT COURSE TITLE Foundations of Holistic Nursing II: Advanced Nursing Situations
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) FALL 2016	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: This course advances knowledge of contemporary views of healing and holistic nursing practice grounded in caring. An emphasis on holistic communication, therapeutic environments, <u>nurse coaching</u> 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.	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.
Faculty contact, email and complete phone number: sdvess@fau.edu 7-3236	Attach syllabus for ANY changes to current course information.
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here:	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Approved by: Department Chair: <u>NA</u> College Curriculum Chair: <u>Susan [Signature]</u> College Dean: <u>[Signature]</u> <u>Karen Edwards</u> UGPC Chair: <u>[Signature]</u> <u>Wm R McDaniel</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: _____ <u>3-3-14</u> <u>3-3-14</u> <u>4-6-2016</u> <u>4-6-16</u> _____ _____	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if applicable)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

FAU
FLORIDA ATLANTIC
UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

- COURSE NUMBER:** NGR 6169
- COURSE TITLE:** Foundations of Holistic Nursing II: Advanced Nursing Situations
- 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 Advanced Nursing Situations: Foundations of Holistic Nursing
- COREQUISITE/S:** None
- FACULTY:** Susan MacLeod Dyess PhD, RN, AHN-BC, NE-BC
Associate Professor
Office: NU 328, Boca Raton Campus
Ph: 561.297.3236
Email: sdiness@fau.edu
- OFFICE HOURS:** Tuesday & Thursday 0900-1200 or by appointment.
Appointments can be live or phone.
- 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, **nurse coaching** 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, III, IV, VI, VIII, IX)
 - c. Demonstrate knowledge competency in a variety of advanced holistic modalities, including nurse coaching
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:

Strategies include on-line 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

Group Discussions 7 @ 20 points, 2 @ 10 points each	Possible 160 points	(16% of grade)
Advanced Holistic Nursing Practice Option Essay	Possible 200 points	(20% of grade)
Lead Awareness Practices 2 @100 points each	Possible 200 points	(20% of grade)
Policy Influence Power Point	Possible 140 Points	(14% of grade)
Coaching Reflection	Possible 200 Points	(20% of grade)
Synchronous Dialogue Participation	Possible 100 points	(10% of grade)

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

A	1000-930	93-100%
A-	929 - 900	90-92%
B+	899-870	87-89%
B	869-840	84-86%
B-	839-800	80-83%
C+	799-750	75-79%
C	749-700	70-74%
C-	650-699	65-69%
D	600-649	60-64%
F	599-0	0-59%

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:

Dossey, B.M., Luck, S., Schaub, B.G. (2015). *Nurse Coaching: Integrative approaches for health and well-being*. North Miami: FL. : International Nurse Coach Association.

American Nurse Association. (2012) *Art and science of nurse coaching: The providers guide to coaching scope and competencies*. Silver spring, MD : American Nurses Publishing.

RECOMMENDED TEXTS:

Dossey, B. M., & Keegan, L. (2013). *Holistic nursing: A handbook for practice* (6th ed.). Sudbury, MA: Jones & Bartlett Publishing. [ISBN 13: 978-0-7637-5429-7]

Scharmer, C.O. (2009). *Theory U: Leading from the future as it emerges*. San Francisco, CA. :Berret-Kohler Publishers Inc.[ISBN 13: 978-1-5767-5763-5]

TOPICAL OUTLINE:

- I. Images
 - Contemporary view of healing/holistic nursing practice
 - Nurse as coach & integrative healer
 - Therapeutic environments
 - The nurse as an instrument of healing
 -
- II. Holistic Communication
 - Nursing as a relational discipline
 - Human health experience within nursing situations
 - Relationships
 - Cultural care practices
- III. Practice
 - Mind-body-spirit connection in wellbeing and healing
 - Spirituality, prayer, and suffering.
 - Holistic Responses in nursing situations
 - Self-assessment and holistic nursing assessments
 - Inter-professional collaboration
 - Policy & Advocacy
 - Promotion and sustainability of healing environments
- IV. Research
 - Critical evaluation of holistic evidence based practice
 - Quantitative and qualitative methods to support and promote advancing the knowledge of holistic nursing

- Policy Implications
- V. Reflective Practice
- Refinement of reflective practice
 - Self evaluation as self reflection
 - Reflexivity and praxis

COURSE ASSIGNMENTS:

I. Group Dialogues

7 @ 20 points each, 2 @ 10 points

Possible 160 points

Within Each Unit *two entries in the Group Dialogues are expected each week as minimum* (units with two weeks require 4 entries 2 original/ 2 responses). Your first entry in each unit is due on WEDNESDAY at midnight of the starting date and focuses on your unique discussion of the Unit topic, including citations to the resources you used to support your learning and understanding. The resources cited must be clearly related to the topic and be from the required or suggested readings or from other informative journals or books focused on health policy and/or nursing. The other entries you contribute over the duration of the unit will be thoughtful reflective responses to your colleague's discussions. Merely saying that you agree does not constitute a substantial entity. You will be graded for each dialogue within the Units. Rubric on BB.

II. Advanced Holistic Nursing Practice Option Essay

Possible 200 points

Reflect on the updated recommendations from the IOM for the Future of Nursing and 1 or more nursing situations presented in your readings. Imagine the possibilities that could have optimized the human health experience by the inclusion of an advanced holistic nurse as healer. Develop a thoughtful, reflective scholarly essay about provisioning the role of the advanced holistic nurse (AHN) to promote healing and an optimal healing environment. Contemplate the co-created response of the AHN and the client. Consider Theory U. The essay should demonstrate a reflexive approach to re-visiting the nursing situation(s) and clarify actions to respond to calls for nursing that are caring, 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, optimal healing environments, caring, and specific advanced holistic nursing practice. Due 2-13. Rubric on BB.

III. Leading Self Awareness 2 @ 100 points

Possible 200 points

Read the Awareness Practices chapter (12) in the Dossey, Luck & Schaub text. Select or create a 3-10 minute practice that you can facilitate. Creatively determine how you will aesthetically lead your discussion group for an awareness practice. 2 are required this semester. Audio-record yourself, with or without visual. Then upload the recording to the group file exchange within your group. Options to use, your own webcam, Screencast- o- matic: <http://screencast-o-matic.com/home> or whatever you can creatively consider.

#1 due 2-27 and # 2 due 3-5. Rubric on BB.

IV. Policy PowerPoint

Possible 140 points

Prepare a power point presentation designed to serve as a briefing for Interprofessional colleagues within your organization or region. To begin this assignment, choose a current issue or policy of interest. This issue should be connected to your current practice if possible. Develop a power point briefing with at least 10-15 slides for a Interprofessional collegial presentation that identifies an advanced holistic nursing solution option. Consider policy implications. Consider Theory U. Please be sure to cite your reference sources on the slides. Examples of policy or issues might include, PM care protocol, Readmissions, Length of Stays, Advance Care Planning, Community Care, Chronic Illness Management, Pharmacotherapeutics, or Family Involvement.(this list is not exhaustive). Include in your briefing sections to include the following: Policy or Issue – Use as the Title; Background on the Policy or Issue; Advanced Holistic Solution Option; Pros and or Cons of Solution; Additional Recommendations-Summary. Due 4-9. Rubric on BB.

V. Synchronous Dialogue Participation

Possible 100 points

A synchronous discussion is planned with Holistic Scholar. Dates and Details will be announced as soon as possible. Attendance expected.

VI. Coaching Reflection: Nursing Situation

Possible 200 points

Reflect on a nurse coaching situation that required multiple and complex patterns of knowing.

Rubric in BB.

BIBLIOGRAPHY INCLUDING CARING LITERATURE:

Anderdon, J.G. & Taylor, A.G. (2011). Effects of healing touch in clinical practice: A systematic review of randomized clinical trials. *Journal of Holistic Nursing*, 29(3), 221-228.

Brown, C., & Applegate, B. (2013). Holistic wellness assessment for young adults: Psychometric analysis. *Journal of Holistic Nursing*, 30(4), 235-243.

Burkhardt, M. A. & Nagai-Jacobson, M. G. (2002). *Spirituality: Living out our connectedness*. Albany, NY: Delmar Thompson Learning.

Cowling, R. (2011). The global presence of holistic nursing. *Journal of Holistic Nursing*, 20(2), 89-90.

Eriksson, K. (2006). *The suffering human being*. Chicago, IL: Nordic Studies Press.
[ISBN 0-9772714-0-4]

Hallodirsdottir, S. (2007). A psychoneuroimmunological view of the healing potential of professionals caring in the face of human suffering. *International Journal for Human Caring* ,11(2), 32-39.

Johns, C. (2004). *Becoming a reflective practitioner*. Malden, MA: Blackwell Publishing.
[ISBN-13 9781405118330]

- Koerner, J.(2011). *Healing: The essence of nursing presence* (2nd ed.). NY: Springer [ISBN 978-0-8261-0754-1]
- Langely, P., Fonesa, J., & Iphofen, R. (2006). Psychoneuroimmunology and health from a nursing perspective. *British Journal of Nursing*, 15(20),1126-1135.
- Laustsen, G.(2006). Environment, ecosystems, and ecological behavior. A dialogue toward developing nursing ecological theory. *Advances in Nursing Science* (29(1), 43-54.
- Lemmer, C.M. (2005). Recognizing and caring for spiritual needs of clients. *Journal of Holistic Nursing*, 23(3), 310-322.
- Mayeroff, M. (1971). *On caring*. NY: Harper. [ISBN 0-06-092024-6]
- McCain,N. L., Gray, D.P., Walter, J.M., & Robins, J. (2005). Implementing a comprehensive approach to the study of health dynamics using psychoneuroimmunology paradigm. *Advances in Nursing Science*,28(4), 320-332.
- Old, N. (2013). The medicine of the manuka: An investigation of the usages and methods for utilization of honey derived from the pollen of leptospermum scoparium in holistic nursing practice. *Journal of Holistic Nursing*, 31(3), 200-203.
- Pesut, B. (2006). Fundamental or foundational obligation? Problematizing the ethical call to spiritual nursing. *Advances in Nursing Science*, 29(2), 125-133.
- Porter, P.J., & Frisch, N.(2007). Holistic assessment and care: Presence in the process. *Nursing clinic of North America*,42, 213-228.
- Quinn, J. F. (2000). The self as healer: Reflections from a nurse's journey. *Advanced Practice in Critical -Care Nurses*, 11(1), 17-26.
- Sawatsky, R., & Pesut, B. (2005). Attributes of spiritual care in nursing practice. *Journal of Holistic Nursing*, 23(1), 19-33.
- Sengerstrom, S.C. (2010). Resources, stress, immunity: An ecological perspective on human psychoneuroimmunology. *Annals of Behavioral Medicine*, 40, 114-125.
- Starkweather, A., Witek_Janusek, L., & Mathews, H.L. (2005). Applying psychoneuroimmunology framework to nursing research. *Journal of Neuroscience Nursing*, 37(1), 56-67.
- Stout, K. A., & Howard, E. P. (2012). The six dimensions of wellness and cognitiion in aging adults. *Journal of Holistic Nursing*, 30(3), 195-204.
- Wheatley, M. J. (2005). *Finding our way: Leadership for an uncertain time*. an Francisco: Berrett-Koehler [1-57675-119-8]

Content Schedule

UNIT DATES 2016	UNIT THEME	READING Sometimes other readings will be assigned and you will be advised as we proceed in each unit's content.	DUE/POINTS 1000 POINTS TOTAL
Orientation (6 days) Week Beginning 1/11	Introduction to Course On-line community	Review Syllabus. Blackboard Orientation Familiarize Self with course Library Access	Buy Texts Share your intentions with Group colleagues 10 points
Unit 1 (2 weeks) Weeks Beginning 1/17, 1/24	Nursing Situations & Advanced Holistic Nursing	IOM Future of Nursing Progress Report Nursing Situations Dossey, Luck, & Schaub Text: Chapters 5, 10, 13	Discussion Board 20 points
Unit 2 (2 weeks) Weeks Beginning 1/31, 2/7	Image of Advanced Holistic, Integrative healer & Nurse as Coach	Dossey, Luck, & Schaub Text: Chapters 1, 2, 3, 4 Art & Science Text Theory U Text- recommended	Discussion Board 20 points Assignment Advanced Practice Option 200 pts Due Midnight 2/13
Unit 3 (2 weeks) Weeks Beginning 2/14, 2/21	Vulnerable persons, Diverse Cultural Needs, & Responses from Advanced Holistic Nurses	Dossey, Luck, & Schaub Text: Chapters 6, 7, 8, 18 Articles- TBA	Discussion Board 20 points Assignment Leading Awareness Practice #1 100pts Due on or before Midnight 2/27
Unit 4 (1 weeks) Weeks Beginning 2/28,	Ecological Nursing	Dossey, Luck, & Schaub Text: Chapter 9 Articles- TBA	Discussion Board 10 points Assignment Leading Awareness Practice #2 100 points Due on or before Midnight 3/5
Spring Break 3-7 through 3-	Spring Break	Spring Break	Spring Break 0 points

11			
Unit 5 (2 weeks) Weeks Beginning 3/13, 3/20	Inter-professionalism, Advocacy, & Policy for Advanced Holistic Nurses	Dossey, Luck,& Schaub Text: Chapter 22 Articles TBA	Discussion Board 20 points
Unit 6 (2 weeks) Weeks Beginning 3/27, 4/3	Spiritual caring for Advanced Holistic Nurse	Dossey, Luck,& Schaub Text: Articles TBA	Discussion Board 20 points Assignment Policy Power 140 pts Due Midnight 4/9
Unit 7 (2 weeks) Weeks Beginning 4/10, 4/17	Evidence for Advanced Holistic Nurses that will drive practice in 21 st century	Dossey, Luck,& Schaub Text: Chapters 1, 19, 20, 21	Discussion Board 20 points
Final Unit- Unit 8 4/24-5-4	Reflection & Closure	Review Art and Science Text	Discussion Board 20 points Assignment Coaching Reflection 200 pts Due Midnight 4/30

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 "C" is considered passing.*

All assignments must be created originally for this course. 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. This date generally falls on a Saturday. You are expected to initially post a response to the activity by mid-week (Wednesday) and a response to peers by Saturday of the unit. Refer to the Dialogue Rubric.

2. **Assignments:** Specific due dates are listed on the course schedule. If a date needs to be negotiated, please do so in advance. 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 to appropriate dropbox within the course BB in order to pass the course.

COLLEGE OF NURSING and UNIVERSITY POLICIES

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/GraduateHandbook>

c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>

and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. 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. 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:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), 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 – SU 133 (561-297-3880), Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all OSD procedures.

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 “I” 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.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF 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 participant 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.

Revised April, 2012.