

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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

DEPARTMENT: NURSING

COLLEGE: NURSING

COURSE PREFIX AND NUMBER: NGR 6169

CURRENT COURSE ADVANCED NURSING SITUATIONS:
 FOUNDATIONS OF HOLISTIC NURSING II

CHANGE TITLE TO:
 FOUNDATIONS OF HOLISTIC NURSING II: ADVANCED
 NURSING SITUATIONS

CHANGE PREREQUISITES/MINIMUM GRADES TO*:

CHANGE PREFIX FROM: TO:

CHANGE COURSE NO. FROM: TO:

CHANGE CREDITS² FROM: TO:

CHANGE GRADING FROM: TO:

CHANGE DESCRIPTION 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.

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

³Please 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

Approved by:

Department Chair: Shirley G. Grier

College Curriculum Chair: Patricia Russell

College Dean: Karota Edwards

UGPC Chair: [Signature]

Graduate College Dean: [Signature]

UFS President: _____

Provost: _____

Date:

9/24/13

9/24/2013

9/24/2013

10/9/13

10/16/13

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 necessary)

FAU
FLORIDA ATLANTIC
UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

- 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, III, 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. 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%
D	699-600	60-69%
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., & Keegan, L. (2013). *Holistic nursing: A handbook for practice* (6th ed.). Sudbury, MA: Jones & Bartlett Publishing. [ISBN 13: 978-0-7637-5429-7]
Koerner, J.(2011). *Healing: The essence of nursing presence* (2nd ed.). NY: Springer [ISBN 978-0-8261-0754-1]

RECOMMENDED TEXTS:

- Eriksson, K. (2006). *The suffering human being*. Chicago, IL: Nordic Studies Press. [ISBN 0-9772714-0-4]
Johns, C. (2004). *Becoming a reflective practitioner*. Malden, MA: Blackwell Publishing. [ISBN-13 9781405118330]
Wheatley, M. J. (2005). *Finding our way: Leadership for an uncertain time*. San Francisco: Berrett-Koehler [1-57675-119-8]
Mayeroff, M. (1971). *On caring*. NY: Harper. [ISBN 0-06-092024-6]

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 e mail 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 Integrity

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:

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.

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.

- 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.
- 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.
- 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.
- 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.
- 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.
- Quinn, J. F. (2000). The self as healer: Reflections from a nurse's journey. *Advanced Practice in Critical -Care Nurses*, 11(1), 17-26.

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

learning 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 "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.

Unit/ Dates	Topic	Readings	Activities/ Assignments
Unit 1 One Week	Introduction to course. Establishing our community.		Gathering Overview of syllabus and course expectations and obligations! Technology tune up!
Unit 2 Two Weeks	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	Reading: Dossey & Keegan CH 29: Environmental Health CH 36: Teaching Future Holistic Nurses CH 37: The Nurse as an Instrument of Healing Koerner CH 1: Nursing: A Sacred Work CH 8: The Noetic Scientist: A Holistic World	Study Guide Quiz Dialogues Critical Due Date: <i>Submit your nursing situation essay to the assignment drop box and post in the Discussion Board TBA</i>
Unit 3 Two Weeks	Holistic Communication: Nursing as a relational	Reading: Dossey & Keegan CH 26: Relationship-	Study Guide Quiz Dialogues

	<p>discipline Transpersonal caring Human health experience Human energy fields Relationships Cultural care practices</p>	<p>Centered Care CH 27: Exploring Integrative Medicine CH 28: Evolving from Therapeutic to Holistic communication CH 30: Cultural Diversity and Care</p> <p>Koerner CH 2: Healing Journey Between Two Cultures: An Experience of Wholeness CH 3: Vibrant Health: The Energetic of Dynamic Balance</p>	
<p>Unit 4 Two Weeks</p>	<p>Practice: Mind-body- spirit connection in wellbeing and healing. Spirituality, prayer, and suffering. Promotion and sustainability of wellbeing/therapeutic environments</p>	<p>Reading: Dossey & Keegan CH 21: Dying in Peace CH 31: The psychophysiology of Body-Mind-Healing</p> <p>Koerner: CH 4: Healing Presence: The Path of Engagement CH 5: Quantum Healing: The Power of Integration</p>	<p>Study Guide Quiz Dialogues</p>
<p>Unit 5 Two Weeks</p>	<p>Practice: PNI, chronic and acute alterations in health, acute health alterations Self-assessment and holistic nursing assessments</p>	<p>Reading: Dossey & Keegan CH 8: Self Assessment</p> <p>Koerner CH 6: Balanced Living: The Path of Becoming CH 7: Ways of Knowing: Expressions of the Soul</p>	<p>Study Guide Quiz Dialogues</p>
<p>Unit 6 Three Weeks</p>	<p>Practice: Complementary and alternative modalities for holistic nursing practice. Research:</p>	<p>Dossey & Keegan CH 11: Cognitive Behavioral Therapy CH 16: Relaxation CH 17: Imagery CH 18: Music</p>	<p>Study Guide Quiz Dialogues Critical Due Date: <i>Post your Submit your Collaborative Panel Presentation in the</i></p>

	<p>Critical evaluation of evidence based practice</p> <p>Quantitative and qualitative methods to support and promote advancing the knowledge of holistic nursing</p> <p>Complementary and alternative modalities for holistic nursing practice.</p>	<p>CH 19: Touch</p> <p>CH 25: Aromatherapy</p> <p>CH 34: Holistic Nursing Research</p> <p>CH 35: Evidenced-Based Practice</p>	<p><i>assignment drop box.</i></p> <p><i>Presentation dates TBA</i></p>
<p>Unit 7</p> <p>Two Weeks</p>	<p>Reflective Practice: Refinement of reflective practice</p> <p>Developing caring for self</p> <p>Self evaluation as self reflection</p> <p>Reflexivity and practice</p> <p>1) Reflective Practice Holograms</p> <p>2) Group Presentations</p>	<p>Reading:</p> <p>Koerner</p> <p>CH 9: The Creative Artist: Composing a Life</p> <p>CH 10: The Human Spirit : Unfolding Inner Potential</p>	<p>Critical Due Date:</p> <p><i>Submit your reflective practice hologram to the assignment drop box and post in the</i></p>
<p>Unit 8</p> <p>One Week</p>	<p>Final</p>		<p>Critical Due Date:</p> <p><i>Available in Blackboard 48 hour window. Date TBA</i></p>



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

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.