

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 6168	CURRENT COURSE ADVANCED NURSING SITUATIONS: FOUNDATIONS OF HOLISTIC NURSING I
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: FOUNDATIONS OF HOLISTIC NURSING I: ADVANCED NURSING SITUATIONS CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: .	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.
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. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

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

Approved by: Department Chair: <u>Shelly Grant</u> College Curriculum Chair: <u>D. Powell</u> College Dean: <u>Karish Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/3/13</u> <u>10/16/13</u>	<ol style="list-style-type: none"> 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 6168
- COURSE TITLE:** Foundations of Holistic Nursing I: Advanced Nursing Situations
- COURSE FORMAT:** 3 Credit Hours
- CREDIT HOURS:** Asynchronous via Blackboard
- 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
- PREREQUISITE/S:** Completion of NGR 6703,6811,6199,6141, 6002, 6002L, 6812, 6744 and by permission
- COREQUISITE:** None
- FACULTY:** Marguerite J. Purnell, PhD, RN; AHN-BC
Associate Professor
Office: NU 326, Boca Campus
Phone: (561) 297-3262
Email: mpurnell@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 Blackboard website. Appointments to meet with faculty can be made through Private Office.
- COURSE DESCRIPTION:** This course advances the knowledge of historical, philosophical, and theoretical foundations of holistic nursing for practice and

research. The focus is on the development of a foundation of a reflective nursing practice and incorporates caring for self as an essential component of advanced holistic nursing.

COURSE OBJECTIVES: Upon completion of NGR 6168, the student will demonstrate evidence of:

1. Being competent
 - a. Demonstrate an understanding of the history of ancient healing and its influence on the contemporary nurse as healer.(Essential I, IV)
 - b. Explore nursing situations to advance the knowledge of advanced holistic nursing grounded in caring.(Essential I,IX)
 - c. Recognize persons as unitary human beings and their patterns of health as foundational to understating advanced holistic nursing.(Essential I, IX)
 - d. Explore and analyze the Scope and Standards for professional practice of advanced holistic nursing.(Essential II,IX)
2. Becoming compassionate
 - a. Understand nursing situations as the locus of knowledge to provide quality holistic nursing care. (Essentials I,III, IX).
 - b. Identify calls for caring and create responses that demonstrate a synthesis of the philosophical and theoretical foundations of advanced holistic nursing. (Essential I, IV,IX)
3. Demonstrating comportsment
 - a. Develop a reflective practice to understand of the human capacities of caring for self, persons and environment (I, VII, VIII, IX)
4. Becoming confident
 - a. Describe characteristics of the advanced holistic nurse in practice, education, research and leadership. (Essential II, IV,V, VI, VII, VIII)
 - b. Analyze patterns of health and well-being as fundamental to holistic nursing practice. (Essential I,VIII)
 - c. Synthesize and integrate knowledge of theories and philosophies of advanced holistic nursing and related disciplines to advance collaborative practice. (Essential I, IV)
5. Attending to conscience
 - a. Recognize the leadership of the advanced holistic nurse in promoting advocacy to influence health policy. (Essential II, VI, VII, VIII)
6. Affirming commitment
 - a. Sustain ongoing development of caring for self to support reflective practice.(Essential I, IX)

TEACHING-LEARNING STRATEGIES:

Online collegial dialogues, Skype group discussions, textbook and journal readings, multimedia, journaling, experiential activities such as virtual meditation, virtual yoga etc., select enrichment activities, Web and live.

GRADING AND EVALUATION METHODS:

**Please note that a Grade of C or above is required for progression in the graduate program in Nursing.

Assignment 1: Development of a Holistic Philosophy - Paper	100 points	(10% of grade)
Assignment 2: Analysis and Development of Paradigmatic Perspectives - Paper	150 points	(15% of grade)
Assignment 3: Holistic Topical Inquiry - Paper	100 points	(10% of grade)
Assignment 4: Group Holistic Theory Inquiry - Project	150 points	(15% of grade)
Online Dialogues and Collegial Participation (5x40)	200 points	(20% of grade)
Unit quizzes (5x40pts)	200 points	(20% of grade)
Final Comprehensive Quiz	100 points	(10% of grade)
	1,000 points	100% of grade

Grading Scale Points Equivalency: An earned grade below C is failing. Points will not be rounded up.

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

REQUIRED TEXT BOOKS:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
 [ISBN 10: 1-4338-0561-8]
 Mayeroff, M. (1971). *On caring*. NY: Harper. [ISBN 0-06-092024-6].

Dossey, B. M., & Keegan, L. (2013). *Holistic nursing: A handbook for practice* (6th ed.). Burlington, MA: Jones & Bartlett Learning. [ISBN 978-1-4496-4563-2]

RECOMMENDED TEXTS:

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

Locsin, R. C., & Purnell, M. J. (2009). *A contemporary nursing process: The (un)bearable weight of knowing in nursing*. NY: Springer Publishing Co. [ISBN 978-0-8261-2578-1]

Parker, M. (2006). *Nursing theories and nursing practice* (2nd ed.). Philadelphia: F. A. Davis Co. [ISBN 0-8036-1196-X] **OR** any current nursing theory book

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

TOPICAL OUTLINE :

- I. Images of Nursing and Nurse as Healer
 - Ancient healing methods / influence on concepts of health
 - Historical view of the nurse as healer
 - Paradigm shifts
 - Culture and global views
 - Trends in contemporary holistic nursing
- II. Philosophical and Scientific Foundations
 - Philosophical perspectives of holism, healing, and health
 - Philosophical perspectives of holistic nursing
 - Relationships between caring and holism
 - Science grounding complementary and alternative modalities
- III. Professional Foundations
 - Values and standards of practice/certification
 - Ethical and legal perspectives
 - Professional commitment
 - Scope of practice
 - Role of Holistic Nurse as Leader
- IV. Theoretical Foundations
 - Multi disciplinary theories associated with holism
 - Nursing theories specific to holistic nursing
 - Multiple patterns of knowing
- V. Developing Reflective Practice
 - Practice development and caring for self
 - Sustaining connections with others and environment.
 - Co creating healing environments – health promotion and prevention
 - The nursing situation as the foundation of reflective practice to nurture and replenish self and other.
 - Expressing nursing as nurturing wholeness through caring
- VI. Advancing Theory, Education, and Research in Holistic Nursing
 - Nursing situations as the locus of identifying phenomena

- Developing holistic nursing curricula
- Designs and methods for holistic nursing
- Evidence Based Practice
- Role of Advanced Holistic Nurse as leader

COURSE ASSIGNMENTS:

Detailed instructions will be provided when you need to start each assignment. Assignments are timed to help advance learning and understanding of topical content and may be revised as necessary.

Assignment I. Developing a Holistic Philosophy (100 points possible).

A holistic philosophy paper will be developed with advanced understandings that transcend traditional paradigms. Paper (approx. 3-4pp.) will be evaluated for advanced, complex thinking, meaning, and flow. Correct APA and grammar required. Due 6/3

Assignment 2. Analysis and Development of Paradigmatic Perspectives (150 points possible)

A paper will be developed critically analyzing various paradigmatic perspectives as they pertain to advanced holistic nursing practice and the concept of a person. Paper (6pp. approx.) will be evaluated for critical thinking, depth of insights, complex understandings, and meaning in relation to holistic practice. Correct APA and grammar required. Due 6/17

Assignment 3. Holistic Topical Inquiry (100 points possible)

A paper will be developed on a topic of interest in holistic nursing. This paper will be a critical, evidence-based inquiry that generates hypotheses for holistic practice. Paper (5pp. approx.) will be evaluated for critical thinking, evidence presented, synthesis, complex understandings, and hypotheses generated for practice. Correct APA and grammar required. Due 7/1

Assignment 4. Group Holistic Theory Inquiry Project (150 points possible)

This is a small group project to gain deeper understanding of holistic theory guided practice. Students will collaborate via Skype and other means to discuss select theories and develop different models for practice. A group powerpoint will be created accompanied by a manuscript. All members of the group will receive the same grade. Evaluation will include collegial intragroup support, organization and clarity of powerpoint presentation, development of a holistic model for practice, and supporting paper describing the model (4-5pp. approx.). Correct APA and grammar required. Due 7/22

Unit Dialogues and Participation. (5 units x 40 points per unit = 200 pts).

Dialogues are occasions for exploring ideas, sharing scholarship gained in readings, contributing to learning of the group/class, and steadily articulating growing understanding of holistic nursing. At least 2 substantive entries must be made each week, approximately 200 – 400 words max. The first substantive entry must be made by Wednesday of each week, integrating readings and insights, and must not be pre-scripted. The second substantive entry must be in response to a colleague. Language must be scholarly with no texting abbreviations. Appropriate citations entered.

Participation covers full and timely participation in online dialogue, assigned readings, textbook, journal, and web-based activities.

Unit Quizzes. (5 quizzes x 40 points per unit = 200 pts)

Unit quizzes are intended to provide an overview of knowledge gained during the unit. A 3-day window for taking quizzes is provided. There will be no makeup or late quizzes taken.

Final Quiz. (100 points possible)

A comprehensive exam of all content covered in the coursework will be given in the College in the final Unit. Exam items will include multiple choice, short answer, essay, etc. You must pass the exam in order to pass the course.

BIBLIOGRAPHY:

- Effken, J. A. (2007). The informational basis for nursing institution: Philosophical underpinnings. *Nursing Philosophy*, 8, 187-200.
- Erickson, H. L., Erickson, M. E., Sandor, M. K., & Brekke, M. E. (2013). The holistic worldview in action: Evolution of holistic nurses certification programs. *Journal of Holistic Nursing*, Pre-publication release.
- Erickson, H.L. (2007). Philosophy and theory of holism. *Nursing Clinics of North America*, 42, 139-163.
- Harris, M., Richards, K. C., & Grando, V. T. (2012). The effects of slow-stroke back massage on minutes of nighttime sleep in persons with dementia and sleep disturbances in the nursing home: A pilot study. *Journal of Holistic Nursing*, 30(4), 255-263.
- Jackson, C. (2012). Reforming health care to transform an ineffective system. *Holistic Nursing Practice*, 26(6), 293-296.
- O'Brien King, M. & Gates, M. F. (2007). Teaching holistic nursing: The legacy of Nightingale. *Nursing Clinics of North America*, 42, 309-333.
- Hagedron, M. E., & Zahourek, R. P. (2007). Research paradigms and methods for investigation holistic nursing concerns. *Nursing Clinics of North America*, 42, 335-353.
- Mariano, C. (2007). Holistic nursing as a specialty: Holistic nursing-scope and standards of practice. *Nursing Clinics of North America*, 42, 165-188.
- MacFadyen, J. S. (2013). Holistic nursing: Inspiration without perspiration? *Holistic Nursing Practice*, 27(5), 257-259.
- Pitre, N.Y. (2007) A view of nursing epistemology through a reciprocal interdependence: Towards a reflexive way of knowing. *Nursing Philosophy*, 8, 73-84.
- O'Brien King, M. & Gates, M. F. (2007). Teaching holistic nursing: The legacy of Nightingale. *Nursing Clinics of North America*, 42, 309-333
- Radzyninski, S. (2007). Legal parameters of alternative-complementary modalities in nursing practice. *Nursing Clinics of North America*, 42, 189-212.
- Ross, S. M. (2013). Demystifying the myth of the unregulated dietary supplement industry. *Holistic Nursing Practice*, 27(1), 49-51.
- Smith, M. C. (2002) Health, healing and the myth of the hero journey. *Advances in Nursing Science*, 24(4), 1-13.

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

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

COURSE POLICIES AND PROCEDURES

PARTICIPATION

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. There also will be an egalitarian distribution of power as all members of the learning community are considered to be both teachers and learners. The course schedule will be arranged to meet the dynamic needs of our learning community. Your attendance is critical to achieve points for dialogue and participation.

The concepts of holism should encourage you to make decisions related to attendance that will promote you and reflect your personal values and beliefs about nurturing self and others.

CARING FOR YOURSELF

In this course, you need to be highly organized, aware of time constraints in your own schedule, and committed to devoting adequate time required for successful completion of your coursework. It is recommended that you make adequate shift arrangements with employers to accommodate the time you need for course participation and study. Being organized is essential for achieving your best and integral to caring for yourself.

COLLEGIAL CARING

A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by treating each other in a caring manner and by supporting each other to grow from each experience.

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

COMPORTMENT

Please remember that this is an E-college class, and unless directed, your work submitted must be entirely your work, and your work alone. **Any** plagiarism, and that includes using your own work from another course, will mean that you will receive an F for the assignment and for the course, and you may not be able to continue in the program. It is not worth it: Don't jeopardize your future. Please see College of Nursing and University Policies for detailed information.

WRITTEN ASSIGNMENTS: ACADEMIC SKILLS

Competence with writing and grammar skills is expected of all masters level students. If you self-identify at the beginning of the semester that you need any assistance with basic grammar, punctuation, and comprehension, please seek help immediately from the University Center for Excellence in Writing and prior to handing in your first assignment.

A sample paper layout and other formatting helps and guidelines have been provided for you. Please study them carefully, since they provide basic instructions to help you create a well-written assignment. All papers will require an appropriately formatted cover page and references page unless otherwise instructed. The only abstract required is for the aesthetic project; none are required for paper assignments.

Please note: There will be no make-up assignments, or extra credit papers. If you need help, please take the initiative *early* and connect with the University Center for Excellence in Writing: This free service by the University especially for students is available online and also in person. There will be no resubmission of papers for this 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.

TENTATIVE SCHEDULE - UNIT DATES 2013	UNIT THEME	READING AND OTHER ASSIGNMENTS
Orientation (1 week) Week Beginning 5/13	Introduction to our Caring Community and Readiness for Learning	Other readings will be assigned and you will be advised as we proceed in each unit's content.
Unit 1 (2 weeks) 5/20, 5/27 Quiz 1 6/2-6/5	Images of nurse and nursing; nurse as healer; trends and issues; history and holism; actualized caring. Assignment 1 (5/27) Due 6/3 100 pts	Dossey & Keegan text: Chapter 1: Nursing – local to global Chapter 3: Trends and Issues Chapter 4: Transpersonal Caring and Healing (pp. 107-113).
Unit 2 (2 weeks) 6/4, 6/10 Quiz 2 6/17-6/19	Philosophies and values; scope and values of standards of practice and certification Assignment 2 (6/4) Due 6/17 150 pts	Dossey & Keegan text: Chapter 2: Scope & Standards (pp. 1-80) Chapter 6: Holistic Ethics (pp. 129-141)
Unit 3 (2 weeks) 6/17, 6/24 Quiz 3 6/30-7/2	Caring for self; developing reflective practice; patterns of knowing; aesthetic appreciation of unitary human beings Assignment 3 (6/17) Due 7/1 100 pts	Dossey & Keegan text: Chapter 12: Self Reflection Chapter 32: Spirituality and Health
Unit 4 (2 weeks) 7/1, 7/8 Quiz 4 7/14-7/16	Caring for other and facilitating change toward well-being; nursing situation as locus for caring Assignment 4 (7/8) Due	Dossey & Keegan text: Chapter 7: Holistic Caring Process Chapter 9: Nurse Coaching Chapter 10: Facilitating Change Chapter 20: Therapeutic Relationships

	7/22 150 pts	
Unit 5 (2 weeks) 7/15, 7/22 7/25-7/27	Theory, Education, Research, and Practice: Challenges and Issues. Evidence Based Practice Wholeness in living.	Dossey & Keegan text: Chapter 5: Nursing Theory in Holistic Practice Chapter 33:
Final Quiz August 1		



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.

