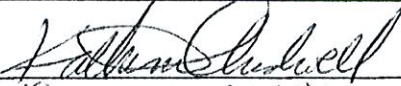
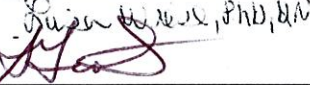
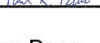
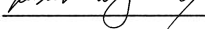


EAU		NEW COURSE PROPOSAL		UGPC Approval
FLORIDA ATLANTIC UNIVERSITY		Graduate Programs		UFS Approval
		Department Nursing		SCNS Submittal
		College Nursing		Confirmed
		(To obtain a course number, contact erudolph@fau.edu)		Banner Posted
				Catalog
Prefix NGR	Number 6292L	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)	Type of Course	Course Title
		Lab Code L	Lab	Integrated Holistic Health, Wellness and Nurse Coaching Practicum
Credits (Review Provost Memorandum)	3	Grading (Select One Option)	Course Description (Syllabus must be attached; see Guidelines) Course focuses on integrating expertise in advanced holistic nursing, grounded in caring. Emphasis is placed on developing a reflective advanced holistic practice that integrates nurse coaching and an awareness of other modalities in the development of a confident practice to promote the health and well-being of persons within a global, diverse society. An evidence-informed project is required.	
Effective Date (TERM & YEAR)	Spring 2025	Regular (X) Sat/UnSat		
Prerequisites; NGR 6168 Foundations of Holistic 1		Corequisites; NGR6169 Foundations of Holistic 2		Registration Controls (Major, College, Level) College
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course				
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Dossey, B. M., & Keegan, L. (2022). Holistic nursing: A handbook for practice (8th ed.) Jones and Bartlett Publishing. Dossey, B.M., Luck, S., Schaub, B.G. (2015). Nurse Coaching: Integrative approaches for health and well-being. North Miami: FL.:		
Faculty Contact/Email/Phone Dawn Hawthorne dhawthorne@health.fau.edu 561-297-3627		List/Attach comments from departments affected by new course None		

Approved by	Date
Department Chair 	2/19/2024
College Curriculum Chair 	3/14/2024
College Dean 	3/14/24
UGPC Chair 	03/21/2024
U GC Chair 	03/21/2024
Graduate College Dean 	03/21/2024
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS**

SEMESTER: SPRING 2025

COURSE NUMBER: NGR 6292L

COURSE TITLE: Integrated Holistic Health, Wellness and Nurse Coaching Practicum.

COURSE FORMAT: Online / Practicum

CREDIT HOURS: 3

COURSE SCHEDULE: Practicum (180 hours) during the semester (Individual Holistic Practicum schedules TBD in collaboration with individual preceptors and course faculty).

PREREQUISITES: NGR 6168 Foundations Holistic 1

COREQUISITES: NGR 6169 Foundations of Holistic 2

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Course focuses on integrating expertise in advanced holistic nursing, grounded in caring. Emphasis is placed on developing a reflective advanced holistic practice that integrates nurse coaching and an awareness of other modalities in the development of a confident practice to promote the health and well-being of persons within a global, diverse society. An evidence-informed project is required.

COURSE OBJECTIVES: Upon completion of NGR 6292L, the student will be able to create caring nursing responses in: *

Becoming competent

1. Respond to varying personal and practice self-care needs based on an integrated philosophy of holistic nursing. [Domain 1, 9, 10]
2. Advance holistic modalities such as Nurse Coaching based on critical reviews of inquiry and evidence with individuals and groups. [Domain 1, 2, 3, 4, 5, 8, 10]
3. Communicate holistic perspectives and outcomes among interprofessional colleagues [Domain 6, 8]

Becoming compassionate

4. Actualize advanced practice nursing as nurturing the wholeness of others through caring. [Domain 1, 2, 3, 9]
5. Evaluate and assess personal and professional development through reflective practice. [Domain 10]

Demonstrating comportment

6. Create opportunities to advance holistic nursing via local, regional and/or national professional organizations [Domain 9]

Becoming confident

7. Design optimal healing environments as exemplars through integration of advanced holistic caring nursing responses. [Domain 1, 4, 5, 7, 6]

Attending to conscience

8. Demonstrate leadership role among interdisciplinary colleagues to resolve unique ethical issues. [Domain 1, 5, 7, 6, 9]

Affirming commitment

9. Develop a plan for lifelong commitment to continue personal development in advanced holistic nursing modalities. [Domain 4]

TEACHING LEARNING STRATEGIES: Development and guidance of reflective caring practice through co-precepting and coaching sessions. Supervised coaching sessions and dialogic engagements are conducted virtually via zoom on CANVAS. Knowledge synthesis with reflective journaling, engagement with scholarly works, and completion of an evidence-informed project.

GRADING AND EVALUATIONS:

- 1. Self-Learning Objectives and Practicum Activity Plan (Use Template provided) - 10 points**
 - a. Initial - 5 points (3rd week of Class)
 - b. Midterm - 5 points
 - 2. Reflective Journal) and Practicum Log (submitted twice in the semester) – 40 points [Domain 1, 9, 8, 10]**
 - a. Midterm (20 points)
 - b. End of semester (20 points)
 - 3. Nurse Coaching Session Summary Record - 10 points [Domain 1, 9, 10]**
 - 4. Nurse Coaching (Zoom) Presentations - 10 points (date determined with faculty) [Domain, 1, 2, 5, 8, 10]**
 - a. Synchronous Class Calls – 3 calls | 4 points used toward coaching hours
 - b. 2 Individual meetings with Faculty – Initial and Midterm - (Dates TBD)
 - 5. Coaching Transcript Analysis X3 - Complete| Incomplete [Domain, 1, 9, 10]**
 - a. You must have a total of 60 coaching hours (30 hours peer coaching and 30 hours client coaching). You may complete more coaching hours as part of your required 180 hours.
 - 6. Evidence-Informed Project - 20 points [Domain 1, 4, 5, 6, 7, 8, 9]**
 - a. PPT presentation (20 points)
 - b. Site presentation – Complete| Incomplete
 - 7. Career development plan Complete| Incomplete [Domain 4]**
 - 8. Portfolio - Complete| Incomplete**
- Total - 100 points**

GRADING SCALE: Grade below C is not passing in the Certificate program

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+

64 - 66 = D
61 - 63 = D-
0 - 60 = F

REQUIRED TEXTS:

Dossey, B. M., & Keegan, L. (2022). *Holistic nursing: A handbook for practice* (8th ed.) Jones and Bartlett Publishing.

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.

RECOMMENDED TEXTS:

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

Southard, M.E., Dossey, B.M., Gulino-Schaub, B. (2021). *The Art and Science of Nurse Coaching*. ANA. ISBN: 978-1-947800-47-2

Johns, C. (2013). *Becoming a reflective practitioner* (4th ed). Hoboken, N.J.: Wiley-Blackwell. ISBN: 978-0470674260

Mayeroff, M. (1971). *On caring*. NY: Harper. ISBN 0-06-092024-6.

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

Dale, C. (2009). *The subtle body: An encyclopedia of your energetic anatomy*. Boulder, CO: Sounds True.

Guzetta, C. E. (1998). *Essential readings in holistic nursing*. Gaithersburg, MD: Aspen.

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

TOPICAL OUTLINE:

- I. Becoming oriented to practice sites.
 - a. Professional comportment as an advanced holistic nurse.
 - b. Building collegial relationships
 - c. Becoming a reflective nurse and engaging in thoughtful practice.
- II. Developing expertise:
 - d. Seeing self as a holistic nursing practitioner
 - e. Using synoptic knowing.
 - f. Developing complex expressions of caring.

- III. Assessing from a holistic perspective.
 - g. Gaining experience in assessing persons holistically including assessment of energy patterns.
- IV. Creating holistic nursing responses that draw upon diverse modalities.
 - h. Understanding unique ethical issues in practice.
 - i. Reframing outcomes to reflect caring nursing.
 - j. Expanding ways in which the one nursed is known.
- V. Creating collegial, respectful relationships of advocacy for self and other.
 - k. Developing ways to communicate holistic perspectives and outcomes among interdisciplinary colleagues.
 - l. Realizing value of holistic nursing.
 - m. Honoring what each person contributes to healing.
- VI. Sustaining holistic nursing outcomes.
 - n. Evaluation and planning

COURSE ASSIGNMENTS:

You will complete a total of 180 practicum hours (including 60 coaching hours).

****A Background check and approval of the clinical site must be completed prior to engaging in clinical work. If your background check expires prior to your completion of your clinical hours, it must be repeated.**

Your final grade in the course is dependent upon successful completion of the required practicum hours and the following assignments:

Description of Assignments and Evaluation Methods

1. Self-Learning Objectives and Practicum Activity Plan (10 points)

When meeting with your Preceptor for the first time, provide your Preceptor with a copy of the Preceptor Introduction letter and Preceptor Evaluation of Student form. **You will submit a signed Practicum Activity Plan by the 3rd Week of the semester (5 points) and at midterm (5 points) using the template provided in the course Canvas site. Individualized Practicum Plan, Log and Evaluation, (10 points) and at midterm and, Individualized Practicum Plan, Log, and Evaluation (10 points), the end of the semester.** Templates for the practicum activity are provided in the course Canvas site.

Part I -Objectives: Your preceptor will help guide the practicum. Therefore, develop with your preceptor 3 overall personal learning objectives to be accomplished for this semester in addition to the specific course objectives. You will complete an evidenced based clinical project that is meaningful to the population served and the setting in concert with your preceptor. You may also learn new holistic nursing interventions. You will be evaluating the population served, the practice, and recommending holistic programs or interventions for the clinical setting based on a literature review and research evidence published in peer reviewed journals. Refer to Bloom's Taxonomy of Educational Objectives for verbs appropriate for objective development including Analyze, Synthesize and Evaluation. <https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives> (Links to an external site.) Objectives should reflect the S.M.A.R.T. Format (Specific, Measurable, Achievable, Realistic and anchored

within a Time Frame). You will also use the S.M.A.R.T. Format when co-creating goals with clients during coaching sessions! You may find the following example helpful <https://www.verywellmind.com/smart-goals-for-lifestyle-change-2224097>

Part II- Plan: Describe how you plan to meet your objectives for this course, what you hope to learn this semester that will build toward your specialty objectives, and how this will provide a different experience than you have had in current or previous employment positions. **Indicate days and times you plan to be on-site (if applicable).**

- **Students must submit changes to BOTH the preceptor and faculty** in the event the plan changes.

Provide site name, preceptor name, and location, credentials, email, phone number. I need your cell phone number! Include days and times you plan to be on-site (if applicable).

2. Reflective Journal and Practicum Log [weekly entries required] (40 points)

Write a concise journal reflecting at least 180-hour practicum (clinical and nurse coaching) experience. **Journals are submitted twice during the semester (Midterm and End of Semester).** You are required to create a **weekly** journal entry and may include additional entries (each time you are in the clinical site, following a coaching session, while reviewing the literature, working on your project, etc.). Create a journal that is useful to you! Document a general summary of activities, self-care nurse coaching, clinical observations, insights, caring moments, and discoveries for each clinical day. Personally reflect upon experiences, identify which course objectives are being met, and document progress building toward completion of assignments, especially the Evidence-Informed Clinical Project. **Each entry must include the date, time, and hours in the lower right-hand corner. The last entry of the midterm and end of semester submission must also show the TOTAL (Cumulative) HOURS.**

Required Journal Entry Topics:

- **Self-Care Journey:** at least weekly, Document your personal weekly self-care journey, thoughts, actions, successes, barriers and/or plans. How did you model self-care to others? Be creative! Aesthetic expressions of self are encouraged.
- **Student Self-Evaluation:** Practicum activities, discuss your personal growth, motivation towards goals, impact on clinical setting, lessons learned, strengths and weakness, and future growth expected or needed.
- **Professional Growth:** Discuss your personal growth, motivation toward goals, impact on clinical settings, lessons learned, strength and weaknesses.
- **Future growth: End of the Semester:** Describe your personal plan for continued growth as an individual and professional nurse. For example, acquisition of professional certification, or joining holistic professional organizations in which you could become involved, and opportunities for scholarships, grants, and awards. What caring moments/experiences did you experience? Research your local and national specialty organization, the American Holistic Nurses Association. How could you become involved?
- What additional support do you need to begin/continue/or grow your role as an Advanced Holistic Nurse? The journal does not take the place of the practicum log.

o Midterm & End of Semester include a summation

Additional journal entry topics may include:

Journal about how you identified the topic for the holistic project in your clinical setting, each time you are in the clinical site, following a coaching session, while reviewing the literature, working on your project, etc.).

- Attendance at Meetings throughout the organization to better understand the system, leadership, and management. In addition, external local, regional, or national professional holistic organization meetings attended which can be counted towards your clinical hours.
- **Cultural Humility/Ethics:** Describe issues related to cultural humility or ethics within the selected healthcare organization. This may include culturally informed care of various populations. What issues should be considered?
- **Evidence of Holistic Practice:** What do you observe related to the Holistic Nursing Core Values? Are there any holistic interventions being used? What holistic care is apparent and what could be added based on literature? What does the literature say about holistic interventions for this population? Describe how you modeled holistic care to others.
- **Evidence-Based Practice project - progress toward developing and presenting your project (clinical site and class):** Journal about how you identified the project topic. What **nursing situation** prompted you and/or your preceptor to choose this topic? How does it impact the site/population?

Is there something that you learned from your library literature search, synthesis, and evaluation of peer-reviewed journal articles, and/or from involvement in a professional nursing organization that may improve outcomes in this clinical setting?

How did you share this information with those in the clinical setting? Did you provide a presentation, make a poster, discuss the topic at a staff meeting, and/or author a paper or policy summarizing information for the staff? How was it received by the staff/preceptor?

- **Cultural Humility/Ethics:** Describe issues related to cultural humility or ethics within the selected healthcare organization. This may include culturally informed care of various populations. What issues should be considered?
- **Attendance at Meetings:** throughout the organization to better understand the system, leadership, and management. In addition, external local, regional, or national professional holistic organization meetings attended which can be counted towards your clinical hours.
- **Professional Growth:** Describe your personal philosophy and framework for professional holistic nursing practice and your personal plan for continued growth as an individual and professional nurse. See examples of such as professional certification, or professional organizations in which you could become involved, and opportunities for scholarships, grants, and awards. What caring moments/experiences did you experience? Research your local and national specialty organization, the American Holistic Nurses Association. How could you become involved?
- **Evidence of Holistic Practice:** What do you observe related to the Holistic Nursing Core Values? Are there any holistic interventions being used? What holistic care is apparent

and what could be added based on literature? What does the literature say about holistic interventions for this population? Describe how you modeled holistic care to others.

3. Nurse Coaching Session Transcript Analysis (X3) Complete| Incomplete

The purpose of this assignment is to reflect and analyze 3 recorded coaching sessions and receive feedback/supervision from HWNC-BC faculty. A transcript form is provided in the course Canvas Site. You are encouraged to present 3 sessions from the same client to document your growth and client progress.

Part 1 Listen Deeply

Select a recorded coaching session to analyze. You are encouraged to listen to the full-recorded session. In one summary paragraph provide the client's background (ex. significant strengths, challenges, and support). Finally, describe the essence of the selected coaching session. Be sure to identify the areas you want supervision, as well as interactions you feel pleased with.

Part 2 Transcript Write Up

Select a 10-minute portion of your coaching session to analyze and write-up. Type exactly what was said by coach & client. The Transcript should be 2-3 pages long (see example in course Canvas Site).

Part 3 Reflection Write Up

After reviewing the 10-minute transcription reflect, answer the following questions in paragraph format, giving examples of specific dialogue:

I—Self Management

1. Are my personal needs/issues/desires impinging on my work with the client? How so?
2. Am I aware of and taking responsibility for inner reactions to clients?
3. Am I cultivating a capacity for active listening and mindful presence?
4. Am I trusting my own potential to connect with inner wisdom and guidance?

We—Relationship with Client

1. Am I allowing close listening to the client to guide my responses, or do I have my own agenda as I listen.
2. Am I aware of the client's vulnerability and how it is being revealed?
3. Am I holding a goal of self-efficacy and empowerment of the client?

It/Its—Facts and Actions

1. Am I identifying and understanding the goal the client is expressing?
2. Am I able to identify the system/problem/issue/choice the client is facing?
2. Am I able to identify what is feasible/not feasible in changing the client's problem?
3. Do I need to gather more facts to help guide effective actions?

4. Nurse Coaching Sessions Summary Record – 10% of Final Grade [Domain 6 & 8]

a. Under assignments, upload a completed coaching session summary record using the template provided in the course Canvas site.

5. Nurse Coaching (Zoom) Presentations to Class (10% of Final Grade)

Complete the Coaching Case form provided in the course Canvas site and upload it into Canvas 24 hours prior to your scheduled presentation. Prepare 10-minute presentation via PowerPoint and be prepared to answer questions from your colleagues.

We will be learning synchronously (at a designated time together online) using Zoom. *I will send out a doodle scheduler to attempt to meet everyone's schedule for our online sessions.* You will need earbuds with a microphone to participate. You will upload the Coaching Case Form and develop a PowerPoint presentation to the class via "Zoom" that describes your Nurse Coach presentation. Be creative, informative and engaging!

Preparing for the Zoom Session:

- Upload your Nurse Coaching Form and PowerPoint Presentation under Assignments 24 hours before our meeting date/time.
- This will be an interactive participatory experience so plan on contributing to the discussion and being present the whole time!
- Plug earbuds into computer before starting computer up so the system recognizes it. Go to zoom on the course menu at your designated date/time. You can go into the site before the time/date to test your headset and sound levels.
- In the rare case your mic is not working, you can connect by phone, but we are together for 2 hours! Without an earbud and microphone, unnecessary background noise and feedback may occur, and I may have to ask you to mute to avoid interfering with others ability to hear the session. You can always text me for help if you are unable to connect: 561-578-9723.

6. Participation - 10% of Final Grade

Three synchronous group class calls (2 hours each) and 2 individual calls with faculty are required for the purpose of supervision.

- a. Synchronous three (3) Zoom) Class Calls at the beginning, midterm and end of the course (with 4 points used toward coaching hours). A format for the calls is provided on the course Canvas Site
- b. **Students are expected to schedule two individual meetings with faculty** at the beginning and midterm. Students may request additional meetings with faculty as needed. Participation time may be counted toward your 180 required practicum hours. Required individual meetings with Faculty are allotted 1 point each will occur at the beginning of the course and end of the course.

7.Evidence-Informed Project PPT (20% of Final Grade)

The purpose of the evidence-informed clinical project is to evaluate holistic healthcare in a selected clinical setting and maximize holistic evidence-based nursing care in this setting supported by evidence published in peer-reviewed journal articles. Students will complete an evidence-informed project by identifying a topic that is meaningful to the population served and setting that is concert with your preceptor. You will be evaluating the population served, the practice and recommending holistic programs or interventions for the clinical setting based on the literature review and research articles published in peer reviewed that supports holistic, caring practice.

You will create and submit a narrated PPT that reflects the following project elements:

a. *Identify the patient population and health needs of a selected clinical site or group* (5 points)

1. What population is being served? What are the dominant demographics of this population? What are the most common health and wellness needs of this group?

2. What Healthy People 2030 objectives are applicable for this population?
3. How do persons gain access to care? Are there any barriers such as transportation, socio-economic, or education?

b. Analyze the Organizational Effectiveness and Nursing Care Delivery System (3 points)

1. Describe the type of healthcare organization selected (hospital, home care, long term care, school, community organization, provider office, etc.)?
2. Describe the organizational environment and culture. How is caring evident?
3. Can you identify a present/potential structure for holistic nursing care? What human energy patterns were recognized?
4. What holistic healing modalities are possible for this setting/population?
5. What is your preceptor's role in this setting?
6. Based on your assessment of the clinical setting, develop a plan for incorporating holistic modality(s) and caring nursing strategies that will create a healing environment that is beneficial to the population in your selected clinical setting. The healing modality(s) must be supported by the research evidence published in peer-reviewed journal articles.

c. APA format (2 points)

1. Accurate APA format (spelling, grammar, accurate citations, etc.).
2. Articles 5 or less years old.
3. Aesthetic PPT presentation (visually attractive, engaging, etc.). , articles 5 or less years old, spelling, grammar, accurate citations, etc.

d. Evidence -Based Project Presentation at Clinical Site: (Complete | Incomplete)

Respectfully, you want to leave the clinical setting with some benefit from having had you there. You will present your completed evidenced based project at your clinical site with input from your preceptor. Every clinical site is different. Explore presentation options with your preceptor and/or faculty. One option might be to share your narrated PPT.

1. Describe how your selected practicum site organization might have benefited from your presence and caring presence there. **Submit a brief (one paragraph) description of your presentation and remember to address the presentation in your clinical journal.** You might also include how/when you will present your project to your site in your Practicum plan.

8. Career development plan Complete| Incomplete

Students will submit a Career Development plan that demonstrates a lifelong commitment to continue personal development in advanced holistic nursing. Template is available in the course canvas site.

9. Portfolio - Complete| Incomplete

Students will submit a portfolio at the end of the semester. Submit all documents in one pdf file to successfully complete the course. Forms are available in the course Canvas site under the General Practicum Documents Module. Required elements include:

1. **Evidence of Clinical Background Completion** - documentation of all requirements to enter practicum.
2. **Preceptor Agreement Form**

3. **Final Self-learning objectives and Practicum Activity Plan**
4. **Preceptor Evaluation of Student**
5. **Student Evaluation of Preceptor and Site (one form)**
6. **Career Development Plan**

BIBLIOGRAPHY:

N/A

COURSE SPECIFIC LITERATURE:

Students will identify literature specific to their evidence-based Clinical Projects.

Portaankorva, M.L., Kasén, A. & Koskinen, C. (2021). The Meanings of Invitation in Caring and Nursing Research—A Scoping Review. *International Journal for Human Caring*, 25(4), 292-305.

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*. University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE POLICIES & GUIDELINES

COLLEGE OF NURSING POLICIES

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

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and

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

CODE OF ACADEMIC INTEGRITY:

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 Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

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 Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

PROGRAM

The Graduate Certificate requires twelve credit hours of graduate course work.

The following courses are the required:

NGR 6110 Advanced Nursing Practice Grounded in Caring (3 credits)

NGR 6168 Foundations of Holistic Nursing 1: Advanced Nursing Situations (3 credits)

NGR 6169 Foundations of Holistic Nursing 2: Advanced Nursing Situation (3 credits)

NGR XXXXL: Developing & Integrating Expertise in Holistic Nursing: Advanced Nursing Situations (3 credits) (New course), 180 Clinical Hours

Application for the certificate may be made upon the satisfactory completion of the four courses with at least a "C" grade.

Graduates are prepared to develop a nurse coaching practice and/or incorporate holistic practices into their current professional environments. Upon completion of the certification examination

graduates are qualified to sit for the Holistic Nursing-Board Certification exam and the Integrative Nurse Coach Certification.

Eligibility to take the Holistic and Nurse Coach Board Certified Exams

The American Holistic Nurses Credentialing Corporation (AHNCC) endorses all programs at the Christine E. Lynn College of Nursing. Graduates completing the Advanced Holistic Practice and Nurse Coaching certificate are eligible to sit for the Holistic Nurse and Nurse Coaching Board Certified Examinations.

Certification Guidelines:

- Nurses with a baccalaureate degree having successfully passed the Holistic Nurse Baccalaureate Board Certified exam will become board-certified Basic Holistic Nurse, (HN-BC).
- Nurses with a graduate degree having successfully passed the Advanced Holistic Nurse Board Certified exam will become board-certified Advanced Holistic Nurse (AHN-BC).
- Nurse Practitioners with prescriptive authority having successfully passed the Advanced Practice Holistic exam will become a board-certified Advanced Practice Holistic Nurse (APHN-BC).
- Nurses with a baccalaureate or higher degree who successfully pass the Nurse Coach exam will become board-certified Nurse Coach (NC-BC).
- Nurses who successfully pass the Holistic Nurse Certified and the Nurse Coach exams will become board-certified Health and Wellness Nurse Coach (HWNC-BC).

For detailed information on certification guidelines: <https://www.ahna.org/American-Holistic-Nurses-Association/Resources/Certification>

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.

PROGRESSION GUIDELINES

In order to progress in the certificate program students must obtain a minimum of a grade **C**. **If the student obtains a grade below C** in any of the courses, the student will have one (1) attempt to retake the course. The student will not be able to progress in the certificate program if they fail to obtain a “C” or higher after the retake attempt.

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 non-attendance. 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 absences 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.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

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. For more information, see:
<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

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.

COURSE SCHEDULE

PROFESSIONAL STATEMENT

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the 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 guides 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.'