**Graduate Programs—COURSE CHANGE REQUEST**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>COLLEGE</th>
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<td>COLLEGE OF NURSING</td>
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**COURSE PREFIX AND NUMBER** NGR6169

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

<table>
<thead>
<tr>
<th>CHANGE(S) ARE TO BE EFFECTIVE (LIST TERMS)</th>
<th>FALL 2015</th>
<th>TERMINAL COURSE (LIST FINAL ACTIVE TERM)</th>
<th></th>
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**CHANGE TITLE TO:**

**CHANGE PREFIX FROM:**

**CHANGE COURSE NO. FROM:**

**CHANGE CREDITS**

**CHANGE GRADE FROM:**

**CHANGE GRADE TO:**

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

**CHANGE PREREQUISITES/MINIMUM GRADES TO:**

**CHANGE COREQUISITES TO:**

**CHANGE REGISTRATION CONTROLS TO:**

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

**Effective Term:**

**Should the requested change(s) cause this course to overlap any other FAU courses, please list them here:**

**Attended (alluser):**

**Attended (alluser):**

**Should the requested change(s) cause this course to overlap any other FAU courses, please list them here:**

**Approved by:**

Department Chair: 
College Curriculum Chair: 
College Dean: 
UGPC Chair: 
Graduate College Dean: 
UFS President: 
Provost: 

**Date:**

**1. Syllabus must be attached; see guidelines for requirements:**


**2. Review Provost Memorandum: Definition of a Credit Hour**

www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

**3. Consent from affected departments (attach if applicable)**

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

FAUchange—Revised July 2015
FAU
FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

COURSE NUMBER: NGR 6169
COURSE TITLE: Foundations of Holistic Nursing II: Advanced Nursing Situations
COURSE FORMAT: Blackboard
CREDIT HOURS: 3 credits
COURSE SCHEDULE: This is an asynchronous, totally on-line learning experience. http://faunursing.net (See direction at site for password information)

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

PREREQUISITE/S: NGR 6168 Advanced Nursing Situations: Foundations of Holistic Nursing
COREQUISITE/S: None

FACULTY: Susan MacLeod Dyess PhD, RN, AHN-BC, NE-BC
Associate Professor
Office: NU 328, Boca Raton Campus
Ph: 561.297.3236
Email: sdyess@fau.edu

OFFICE HOURS: Tuesday & Thursday 0900-1200 or by appointment. Appointments can be live or phone.

COURSE DESCRIPTION: This course advances knowledge of contemporary views of healing and holistic nursing practice grounded in caring. An emphasis on holistic communication, therapeutic environments, and the body-mind-spirit connection supports a synthesis of knowledge of the foundations of practice. The focus is on refinement of reflective nursing practice and caring for self as foundational components of advanced holistic nursing.
COURSE OBJECTIVES: Upon completion of NGR 6169, the student will demonstrate evidence of:

1. Being competent
   a. Explore innovative images of advanced holistic nursing practice. (Essential I, II, V, IX)
   b. Critically examine the state of advanced holistic nursing knowledge. (Essential I, III, IV, VI, VIII, IX)
   c. Demonstrate knowledge competency in a variety of advanced holistic modalities, including nurse coaching

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

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

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

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

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

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

**GRADING AND EVALUATION METHODS:**

**Assignments**

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>1000-930</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>929 - 900</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>899-870</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>869-840</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>839-800</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>799-750</td>
<td>75-79%</td>
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<tr>
<td>C</td>
<td>749-700</td>
<td>70-74%</td>
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<tr>
<td>C-</td>
<td>699-699</td>
<td>65-69%</td>
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<tr>
<td>D</td>
<td>600-649</td>
<td>60-64%</td>
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<tr>
<td>F</td>
<td>599 or less</td>
<td>59% or less</td>
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You are expected to co-create and co-participate the learning environment. In this course students are expected to develop and demonstrate leadership qualities that reflect the central tenets of holistic nursing and caring philosophies of nursing. You will be responsible to support our learning environment by a demonstration of leadership that promotes the discovery of scholarship.

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

**REQUIRED TEXTBOOKS:**


**RECOMMENDED TEXTS:**


**TOPICAL OUTLINE:**

I. Images
   - Contemporary view of healing/holistic nursing practice
   - Nurse as coach & integrative healer
   - Therapeutic environments
   - The nurse as an instrument of healing

II. Holistic Communication
   - Nursing as a relational discipline
   - Human health experience within nursing situations
   - Relationships
   - Cultural care practices

III. Practice
   - Mind-body-spirit connection in wellbeing and healing
   - Spirituality, prayer, and suffering.
   - Holistic Responses in nursing situations
   - Self-assessment and holistic nursing assessments
   - Inter-professional collaboration
   - Policy & Advocacy
   - Promotion and sustainability of healing environments

IV. Research
   - Critical evaluation of holistic evidence based practice
   - Quantitative and qualitative methods to support and promote advancing the knowledge of holistic nursing
V. Reflective Practice
- Refinement of reflective practice
- Self evaluation as self reflection
- Reflexivity and praxis

COURSE ASSIGNMENTS:

I. Group Dialogues
7 @ 20 points each, 2 @ 10 points  Possible 160 points
Within Each Unit two entries in the Group Dialogues are expected each week as minimum
(units with two weeks require 4 entries 2 original/ 2 responses). Your first entry in each unit is
due on WEDNESDAY at midnight of the starting date and focuses on your unique discussion of
the Unit topic, including citations to the resources you used to support your learning and
understanding. The resources cited must be clearly related to the topic and be from the required
or suggested readings or from other informative journals or books focused on health policy
and/or nursing. The other entries you contribute over the duration of the unit will be thoughtful
reflective responses to your colleague's discussions. Merely saying that you agree does not
constitute a substantial entity. You will be graded for each dialogue within the Units. Rubric on
BB.

II. Advanced Holistic Nursing Practice Option Essay  Possible 200 points
Reflect on the updated recommendations from the IOM for the Future of Nursing and 1 or more nursing
situations presented in your readings. Imagine the possibilities that could have optimized the human
health experience by the inclusion of an advanced holistic nurse as healer. Develop a thoughtful,
reflective scholarly essay about provisioning the role of the advanced holistic nurse (AHN) to
promote healing and an optimal healing environment. Contemplate the co-created response of
the AHN and the client. Consider Theory U. The essay should demonstrate a reflexive approach
to re-visiting the nursing situation(s) and clarify actions to respond to calls for nursing that are
caring, evidence based and support specific holistic modalities. The essay should be no less than
3 pages, in APA format and include a minimum of 5 peer reviewed references from scholarly
nursing literature. The paper will also include a title and reference page. The essay must focus on
optimal healing, optimal healing environments, caring, and specific advanced holistic nursing
practice. Due 2-13. Rubric on BB.

III. Leading Self Awareness 2 @ 100 points  Possible 200 points
Read the Awareness Practices chapter (12) in the Dossey, Luck & Schaub text. Select or create a
3-10 minute practice that you can facilitate. Creatively determine how you will aesthetically lead
your discussion group for an awareness practice. 2 are required this semester. Audio-record
yourself, with or without visual. Then upload the recording to the group file exchange within
your group. Options to use, your own webcam, Screencast-o-matic: http://screencast-o-
matic.com/home or whatever you can creatively consider.
#1 due 2-27 and # 2 due 3-5. Rubric on BB.

IV. Policy PowerPoint  Possible 140 points
Prepare a power point presentation designed to serve as a briefing for Interprofessional colleagues within your organization or region. To begin this assignment, choose a current issue or policy of interest. This issue should be connected to your current practice if possible. Develop a power point briefing with at least 10-15 slides for a Interprofessional collegial presentation that identifies an advanced holistic nursing solution option. Consider policy implications. Consider Theory U. Please be sure to cite your reference sources on the slides. Examples of policy or issues might include, PM care protocol, Readmissions, Length of Stays, Advance Care Planning, Community Care, Chronic Illness Management, Pharmacotherapeutics, or Family Involvement. (this list is not exhaustive). Include in your briefing sections to include the following: Policy or Issue – Use as the Title; Background on the Policy or Issue; Advanced Holistic Solution Option; Pros and or Cons of Solution; Additional Recommendations-Summary. Due 4-9. Rubric on BB.

V. Synchronous Dialogue Participation

Possible 100 points

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

VI. Coaching Reflection: Nursing Situation

Possible 200 points

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

Rubric in BB.

BIBLIOGRAPHY INCLUDING CARING LITERATURE:


<table>
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<tr>
<th>UNIT DATES 2016</th>
<th>UNIT THEME</th>
<th>READING</th>
<th>DUE/POINTS 1000 POINTS TOTAL</th>
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<tr>
<td>Orientation (6 days)</td>
<td>Introduction to On-line community</td>
<td>Review Syllabus, Blackboard Orientation Familiarize Self with course Library Access</td>
<td>Buy Texts Share your intentions with Group colleagues 10 points</td>
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<td>Week Beginning</td>
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<td>1/11</td>
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<td>Unit 1 (2 weeks)</td>
<td>Nursing Situations &amp; Advanced Holistic Nursing</td>
<td>IOM Future of Nursing Progress Report Nursing Situations Dossey, Luck, &amp; Schaub Text: Chapters 5, 10, 13</td>
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<td>1/17, 1/24</td>
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<td>Unit 2 (2 weeks)</td>
<td>Image of Advanced Holistic, Integrative healer &amp; Nurse as Coach</td>
<td>Dossey, Luck, &amp; Schaub Text: Chapters 1, 2, 3, 4 Art &amp; Science Text Theory U Text-recommended</td>
<td>Discussion Board 20 points</td>
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<td>Weeks Beginning</td>
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<td>Assignment Advanced Practice Option 200 pts</td>
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<td>Unit 3 (2 weeks)</td>
<td>Vulnerable persons, Diverse Cultural Needs, &amp; Responses from Advanced Holistic Nurses</td>
<td>Dossey, Luck, &amp; Schaub Text: Chapters 6, 7, 8, 18 Articles- TBA</td>
<td>Discussion Board 20 points</td>
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<td>Unit 4 (1 weeks)</td>
<td>Ecological Nursing</td>
<td>Dossey, Luck, &amp; Schaub Text: Chapter 9 Articles- TBA</td>
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<td>3-7 through 3-</td>
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<td>Unit 5 (2 weeks)</td>
<td>Inter-professionalism, Advocacy, &amp; Policy for Advanced Holistic Nurses</td>
<td>Dossey, Luck, &amp; Schaub Text: Chapter 22 Articles TBA</td>
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<td>Unit 6 (2 weeks)</td>
<td>Spiritual caring for Advanced Holistic Nurse</td>
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<td>Unit 7 (2 weeks)</td>
<td>Evidence for Advanced Holistic Nurses that will drive practice in 21st century</td>
<td>Dossey, Luck, &amp; Schaub Text: Chapters 1, 19, 20, 21</td>
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<td>Final Unit- Unit 8</td>
<td>Reflection &amp; Closure</td>
<td>Review Art and Science Text</td>
<td>Discussion Board 20 points</td>
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<td>4/24-5/4</td>
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<td>Assignment Coaching Reflection 200 pts Due Midnight 4/30</td>
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**COURSE POLICIES AND GUIDELINES**

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

All assignments must be created **originally** for this course. Students who present a "recycled" assignment as an original work will receive a grade of zero for the assignment.

1. **Participation:** You are expected to be fully engaged in each unit activity. All unit activities must be completed by the final day of the unit. This date generally falls on a Saturday. You are expected to initially post a response to the activity by mid-week (Wednesday) and a response to peers by Saturday of the unit. Refer to the Dialogue Rubric.
2. **Assignments**: Specific due dates are listed on the course schedule. If a date needs to be negotiated, please do so in advance. If the student is unable to submit work by the due date, arrangements must be made with the course instructor BEFORE the due date to avoid receiving a zero for the assignment. No late work will be accepted without prior arrangements being made with the faculty.

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

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

You must submit **ALL** assignments to appropriate dropbox within the course BB in order to pass the course.

**COLLEGE OF NURSING and UNIVERSITY POLICIES**

Policies below may be found in:

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


and

[http://www.fau.edu/regulations](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](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 nonattendence. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities.

Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

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

USE OF STUDENT COURSE MATERIAL
The Christine E. Lynn College of Nursing may use students’ course related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

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

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

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

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

Revised April, 2012.