COURSE CHANGE REQUEST
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department

College

UUPC Approval _____

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner Posted _____

Catalog _____

Current Course Prefix and Number	*Current* Course Title

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:	Change description to:
Change prefix	
From: To:	
Change course number	
From: To:	
Change credits*	**Change prerequisites/minimum grades to:**
From: To:	
Change grading	
From: To:	
Change WAC/Gordon Rule status**	**Change corequisites to:**
Add Remove	
Change General Education Requirements**	
Add Remove	**Change registration controls to:**
See Definition of a Credit Hour.	
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.	
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.	Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone

Approved by	*Date*
Department Chair _____Karethy Edwards_____	11-21-2022
College Curriculum Chair __Risa Wu, PhD, RN__	11-21-2022
College Dean ___[signature]___	11-21-2022
UUPC Chair ___[redacted]___	_____
Undergraduate Studies Dean ___[signature]___	_____
UFS President _____	_____
Provost _____	_____
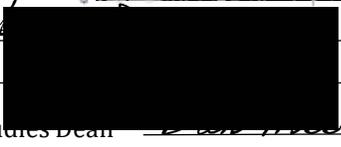
Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

COURSE SYLLABUS

SEMESTER: Summer 2023

COURSE NUMBER: NUR 3171

COURSE TITLE: Creating Healing Environments

COURSE FORMAT:

CREDIT HOURS: 3

COURSE SCHEDULE:

PREREQUISITES: NUR 3115

COREQUISITES:

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Focuses on the creation of healing environments from multiple perspectives. Emphasis is on self-care management and the design of environments that promote caring, health, wellness and healing and the development of self as a healing environment. The impact of architecture and technology on health and healing are explored. Environments and organizational structures that promote health equity and a culture of caring are included.

COURSE OBJECTIVES:

Becoming competent

1. Examine the relationship between caring, wellness and healing. (2.1).

2. Describe the theoretical roots of nursing's focus on holistic health and wellness. (1.1c).

3. Demonstrate healthy, self-care behaviors that promote wellness and resiliency. (10.1a)

4. Identify personal, system, and community resources available to support self-care management. (2.8c)

5.
6. Examine elements of design and architecture that promote health, healing and a culture of Caring. (7.1a).

7. Describe information systems and technology to enhance healing environments. (2.8e).

Becoming compassionate

8. Categorize health policies that serve as facilitators and barriers to health equity. (1.2c).
9. Describe different cultural perspectives on healing environments. (2.2b).

Becoming confident

10. Describe healthcare organizational structures and processes that support caring and person-centered care, wellness and healing. (7.1a).

Attending to conscience

11. Describe health policies that support health equity. (3.3a; 1.2c).

Affirming commitment

12. Explore nursing situations in which nurses respond to calls for creating physical, metaphysical, cultural, technological and sociopolitical environments that support health, wellness and healing. (3.5e).

The 6 subjectives based on Roach's (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:

Synchronous on-line teaching/learning environment with interactive lectures/notes, readings, caring dialogues, focused learning modules, scholarlywork, Nursing situations, Nurse Healer reflections, community/team project, analyses

GRADING AND EVALUATIONS:

Assignment	Points	Percentage
Caring Dialogues: x 2	40	15%
Designing Healing Environments Tasks x4	60	15%
Wellbeing Assessment/Self-Care Paper	75	40%
Group Project: Creating a Healing Environment for Self:	75	30%
Total	250	100%

Note: *Points may be altered; however, the weighted percentage will not be changed. All course requirements and objectives must be satisfactorily met in order to obtain a passing grade. All assignments are to be submitted via Canvas. For every day late, the assignment grade is reduced by one letter grade. There is no rounding of grades in this course.

GRADING SCALE: *Grade below C is not passing in the Undergraduate 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. (2016). *Holistic nursing: A handbook for practice* (8th ed.). Sudbury,

MA: Jones and Bartlett Publishing.

All required texts throughout the curriculum will be referred to and/or used in this course.

RECOMMENDED TEXTS:

All required texts throughout the curriculum will be referred to and/or used in this course.

TOPICAL OUTLINE:

1. Theoretical roots of nursing's focus on holistic health and wellness
2. Environments that support health and healing
    3. Self as environment for healing
    4. Relationship between caring, wellness and healing – as it relates to caring science
    5. Self-care and wellbeing of others
    6. Self-care wellbeing modalities
        a. Healing touch
        b. Aroma therapy
        c. Heart Math
        d. Mindfulness, meditation
        e. Yoga
        f. Acupuncture
        g. Massage
    7. Elements of design and architecture that promote health, well-being and healing: Exemplar Fung Shui
    8. Health policies that serve as facilitators and barriers to health equity
    9. Nurse as Holistic Healing Environment - Environment, health and healing (co-creating a holistic healing environment for healing practice environments)
    10. Human-technology interface in a healing environment – acute care setting – separation of individuals and families- how it increases suffering, how it can increase healing
    11. Different cultural perspectives on healing environments: Exemplar Native American Indian Healing Traditions
    12. Designing Sustainable Healing Environments; Health Care Systems and Models that Support Health & Healing
    13. Plans for the physical, metaphysical, cultural, technological and sociopolitical environments that support health and healing for individuals, families, communities and societies
    14. Advocating for Health Policies that Promote Health Equity, Justice & Healing Environments; Diversity & Health Disparity

COURSE ASSIGNMENTS:

Assignment	Points	Percentage
Caring Dialogues: x 2 (Discussion A & B)	40	15%
Healing Tasks X4	60	15%

Wellbeing Assessment/Self-Care Paper You will write a brief paper regarding the results of your Wellbeing Assessment. Questions to address include: Students will complete the Wellbeing Assessment at the website listed below. Upon completion, Students are to answer the following questions: a) What strengths were identified in your assessment? (15 pts) b) Were you surprised at the results? (5 pts) c) Give at least one example of how you will demonstrate each strength to support your nursing practice. (15 pts) d) What changes were recommended based on your assessment? (15 pts) e) How can implementation of the changes enhance your nursing practice? (15 pts) f) Support your responses with resources from your texts. (5 pts) g) Utilize APA 7th edition formatting; paper is not to exceed more than two (2) typed pages, excluding title and reference pages. (5 pts)	75	40%
Group Project: Creating a Healing Environment for Self: a. Prepare a Group Presentation on "Creating Healing Environment for Self." (20 pts) b. You may use chapters from the text to guide you (9,11,15,16, 31, 32, 34), one of the Healing Tasks, or any other areas/source that the group decides. No stress! c. Also, provide a rationale for why this chapter or activity of choice was selected. You can do more than one activity. (10 pts) d. The group may select one or two persons to orally present the assignment like voice recording a PowerPoint or creating a video. (20 pts) e. The end product should be submitted in the General Discussion Board, for all to enjoy. At least two group members must reply to each of the posted presentations. (25 pts)	75	30%
Total	250	100%

Rubrics:

Caring Dialogue #1	Possible Points	Achieved Points
Response to posed questions: thoughtfulness, demonstrated understanding (support what you say)	8	
Response to colleague's Discussion (offering insight, another way of looking the phenomenon – not saying 'good job' or 'I agree'.	8	
*APA format (Grammar/spelling/ References) [references cited in text and in the reference list]	4	

Caring Dialogues #2	Possible Points	Achieved Points
Response to posed questions: thoughtfulness, demonstrated understanding (support what you say)	8	
Response to colleague's Discussion (offering insight, another way of looking the phenomenon – not saying 'good job' or 'I agree'.	8	
*APA format (Grammar/spelling/ References) [references cited in text and in the reference list]	4	

Wellbeing Assessment/Self-Care Paper

I. Completes the Wellbeing Assessment at
   https://www.takingcharge.csh.umn.edu/wellbeing-assessment and answers the following
   questions:
   a. What strengths were identified in your assessment?
   b. Were you surprised at the results?
   c. Give at least one example of how you will demonstrate each strength to support
      your nursing practice.
   d. What changes were recommended based on your assessment?
   e. How can implementation of the changes enhance your nursing practice?
   f. Support your responses with resources from your texts.
   g. Utilize APA 7th edition formatting; paper is not to exceed more than two (2)
      typed pages, excluding title and reference pages.
II. Group Presentation (Recorded Video): Group Project: Creating a Healing
    Environment for Self:

   a. Prepare a Group Presentation on "Creating Healing Environment for Self." (20
      pts)
   b. You may use chapters from the text to guide you (9,11,15,16, 31, 32, 34), one
      of the Healing Tasks, or any other areas/source that the group decides. No
      stress!
   c. Also, provide a rationale for why this chapter or activity of choice was
      selected. You can do more than one activity. (10 pts)
   d. The group may select one or two persons to orally present the assignment like
      voice recording PowerPoint or creating a video. (20 pts)
   e. The end product should be submitted in the General Discussion Board, for all to
      enjoy.
   f. At least two group members must reply to each of the posted presentations
      (that is, there should be two posts from each group to the other groups. (25
      pts)
III. Healing Tasks (15 pts each)
   a. Complete healing tasks at the website http://www.csh.umn.edu/free-online-
      learning-modules/index.htm
   b. Upload Completed and *Passing Certificates* only to the dropbox for credit.
      PARTICIPATION CERTIFICATES WILL NOT BE ACCEPTED.

BIBLIOGRAPHY:

COURSE SPECIFIC LITERATURE: Additional resources may be added throughout the course.

France, N.E.M. (1994). Unitary human football players. In M. Madrid & E.A.M. Barrett, Eds.

    Rogers' scientific art of nursing practice. National League for Nursing Press: New York, NY.

France, N.E.M., Byers, D., Kearney, B., & Myatt, S. (2011). Creating a healing environment: Nurse-to-nurse caring in the critical care unit. *International Journal for Human Caring, 15*(1), 44-48.

France, N.E.M. (2016). Influence of the RN-BSN student in creating healing environments: Breaking the cycle of incivility. *International Journal for Human Caring, 20*(4), 182-184.

Watson, J. (2017). Global human caring for a sustainable world. In W. Rosa (Ed.), *A new era in global health: Nursing and the United Nations 2030 agenda for sustainable development* (pp. 227-245). New York, NY: Springer Publishing.

Watson, J., & Browning, R. (2019). Caring science and heart science: A guide to heart-centered praxis. In W. Rosa, S. Horton-Deutsch, & J. Watson (Eds.), *A handbook for caring science: Expanding the paradigm* (pp. 119-131). New York, NY: Springer Publishing.

Links:

Society of Rogerian Scholars https://www.societyofrogerianscholars.org/

Nursology https://nursology.net/

Watson Caring Science Institute https://www.watsoncaringscience.org/

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.

All assignments must be created originally for this course. Papers/projects/discussion board content developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.

Students are reminded that the College of Nursing Professional Statement http://nursing.fau.edu/academics/student- resources/graduate/policies- regulations/professional-statement.php and University Policies related to academic integrity applies to all tests, written assignments, practicum records, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

Faculty may make changes to the course including the addition of new course material based upon the performance and progression of students.

The student is responsible to complete all assigned readings (PPP, articles, textbooks and discussion board post) on a weekly basis. A student who misses a class/unit is responsible for class/unit content presented during an absence. **Discussions in online courses cannot be made up.**

Library:

Familiarize yourself with the library proxy server which you can access via your home computer (www.fau.edu/library) and a FAU OWL card. Through this server, you can access electronic journals and download almost any article you want. Please be sure you have an OWL card and know how to access the library and search for electronic journals or search for articles via CINHAL or OVID or other databases.

Communication:

1. **Announcements** will be posted on Canvas. The faculty uses the 'Announcement' section of the course as a means to communicate any changes in assignments, important information, etc. Students are encouraged to check the Canvas site several times a week throughout the semester. You are responsible for reading all announcements posted by the professor. Check the course announcements each time you login to be sure you have read all of them since your last login session.
2. **Online Office - the Caring Cafe**: Students are to post their questions re: the course in general or specific assignments in the online office instead of sending individual e-mails to the faculty. If there is a private issue that the student needs to share with the faculty, then please message the faculty through the course/canvas.
3. **Web and e-mail etiquette:** Communication via the internet and e-mail is more difficult than face- to-face or verbal communication. Please follow these guidelines:
   a. Always provide a greeting and an appropriate sign-off with your signature (or typed name). For example, a greeting might be 'Good morning, John (fellow classmate)' or 'Hello, Dr. France'. An appropriate sign-off might be 'take care, Sharon' or 'thank you, Bill'.
   b. Do not put message in all capital letters or use bolded letters.

    c. Do not provide a knee-jerk response. In other words, read and re-read your e-mail whether you have initiated the e- mail or you are responding to an e-mail before pushing that send button.

    d. It's a good idea to compose your initial e-mail or response to an e-mail in a word document first – then you can check for grammar, spelling, tone, etc.

    e. If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you.

4. **FAU e-mail address:**

    a. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address.

    b. You are responsible for checking your FAU email at least three times/week throughout the semester.

    c. If you forward emails from your FAU address to another account, you may miss important information. The faculty will not respond to email from a non-FAU email address.

    d. Email will be answered within 24-48 hours with the exception of the following:
      i. Between Friday 4:00 p.m. and Monday 9:00 a.m.
      ii. During holidays and/or when the university is not in session
      iii. Failure to read or to respond to an email from faculty in a timely manner may impact grade

Course Requirements: All course requirements and objectives must be satisfactorily met in order to earn a passing grade.

Required Course Materials: Students are to use the **required textbooks and course materials** for assignments, discussion boards, etc. Outside additional references may be used in addition to these required materials but not instead of.

a. **Class participation:**
      1. Students open learning modules, complete reading assignments and on-line discussion boards. Students are respectful of others during electronic communication and work together as assigned.
      2. There will be regularly scheduled course sessions via WebEx for clarification of module content, assignments. As these sessions are not mandatory, they will be recorded so students may access them at a time more convenient for them. However, students are encouraged to communicate and work with each other re: who has attended the session in case there is a problem with technology and the session did not record.

b. **Assignments:**
      1. All assignments must be created originally for this course. Papers/projects/discussion board content developed in other courses will not be accepted. Students who present a "recycled"

assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.

2. Assignments are due by 11:59 p.m. on the date specified on the course schedule.
    1. If the student is unable to submit work on the designated date for personal or family emergencies, arrangements should be made with the course faculty BEFORE the due date or ASAP and the circumstances discussed before the absence is excused.
    2. Group assignments need to be completed as specified on the course schedule as colleagues are depending on each other to complete the assignment/project on the due date.
    3. If you anticipate a schedule conflict that might result in missing a due date for an assignment, you can always submit the assignment early before the due date.

3. All written assignments must be submitted via Canvas assignment function as a .doc or .docx file by the specified due date. Papers are not to be submitted in PDF format. Papers submitted to a non-designate link (i.e. email, discussion board etc.) or in PDF format will not be graded and a zero will be entered in the gradebook.

4. All written assignments must be saved by the student's last name and name of the assignment – **i.e. France Transcultural paper.** As all student assignments are downloaded and saved in files, if a student assignment is not saved in the appropriate format, points may be deducted.

5. Students agree that by taking this course all required papers, discussion board content, and projects may be subject to submission for textual similarity review for detection of plagiarism. All submitted papers, discussion board/project content may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers and discussion board content.

6. Assignment Feedback Policy: Feedback will be provided on submitted assignments within three weeks of the submission date. Some assignments may require a longer review period, which will be communicated to you by your instructor.

7. Students are responsible to understand how to use the Review function in Microsoft Word to view Tracked Changes and All Markup functions in order to review feedback.

c. **Grading:**

1. Unless the faculty has been previously notified regarding a late assignment, one point will be deducted for each day late. After 7 days, the work will NOT be accepted and a grade of '0' will be recorded.
2. Points will be deducted if the required course materials are not used unless otherwise specified by the faculty
3. No extra credit points or extra assignments will be considered for this course.
4. There is no rounding of grades in this course.

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: http://www.fau.edu/ctl/AcademicIntegrity.php
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/

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 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.

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

CHRISTINE E. LYNN COLLEGE OF NURSING

TENTATIVE COURSE SCHEDULE
NUR 3171

DATES 2022	UNIT THEME	READING AND OTHER ASSIGNMENTS MUST BE PREPARED AHEAD AND ARE DUE ON THE DAY SPECIFIED.

Week 1	**Orientation** to our Caring Community & Module 1 <u>Theoretical roots of nursing's focus on holistic health and wellness</u>	Read Chapters 29 & 30 Watch the following videos: Watson's Caritas Processes https://www.watsoncaringscience.org/jean-bio/caring-science-theory/ Caring for Self During a Pandemic (Initiative for Intentional Health - there are 4 brief presentations)) https://nursing.fau.edu/outreach/intiative-for-intentional-health/caring-for-self-during-a-pandemic.php
	https://nursing.fau.edu/outreach/anne- boykin-institute/index.php	**Note: Other articles may be assigned each week for discussion in class.** **Overview of Mind-Body Therapies and Practices-Healing Task 1-due**
Week 2 & 3	**MODULE 2 CARING & HEALING** <u>ments that support health and healing</u> Relationship between caring, wellness and healing – as it relates to caring science; Self-care and wellbeing of others Self-care wellbeing modalities: a. Healing touch b. Aroma therapy c. Heart Math d. Mindfulness, meditation e. Yoga f. Acupuncture	**Assignments:** Chapters 1, 2, 4, 27 NUR 3171 Chapter 1 Nursing Holistic, Integral, and Integrative Local to Global(2).pptx Gallup Poll Ranking of Nurses - Once again we are # 1! Chapter 2 PPT - Holistic Nursing Scope & Standards of Practice Chapter 4 PPT - Transpersonal Human Caring and Healing NUR 3171 Florence Nightingale.ppt PPP's will be posted in canvas. Note: Additional readings may be added. **Caring Dialogue #A – Due Healing** **Task 2 due**

	g. Massage	

Week 4	**MODULE 3** Nurse as Holistic Healing Environment; Diversity & Health Equity Elements of design and architecture that promote health, well-being and healing: Exemplar Fung Shui Health policies that serve as facilitators and barriers to health equity Nurse as Holistic Healing Environment - Environment, health and	**Assignments:** Chapters 1, 4, 6 & 8 Chapter 1 PPT - Nursing Holistic, Integral and Integrative Local to Global Chapter 6 PPT - Holistic Ethics Chapter 8 PPT - The Holistic Caring Process PPP's will be posted in canvas. Note: Additional readings may be added. Wellbeing/Self Care Paper due 7/17

	healing (co- creating a holistic healing environment for healing practice environments)	
Week 4	**MODULE 4** Human Technology Interface in Healing Environment https://www.nbcnews.com/think/opinion/surviving-covid-19-icu-stay-just-start-we-re-ignoring-ncna1235239 Human-technology interface in a healing environment – acute care setting – separation of individuals and families- how it increases suffering, how it can increase healing	**Assignments:** **NUR 3171 Chapter 20 Relationships..ppt** lecture for Chapter 21 **Please see Canvas for links.** **Find 2 articles related to technology during COVID19 and delivery of care.** **Healing Task 3 due 7/24**

Week 5	**MODULE 5** Designing Sustainable Healing Environments; Health Care Systems & Models that Support Health & Healing Different cultural perspectives on healing environments: Exemplar Native American Indian Healing Traditions	**Assignments:** Readings: Articles posted in module Chapters 24 Chapters 20, 21, & 23 Healing Task 4 due 7/31 Caring Dialogue B due 7/31
Weeks 6&7	**MODULE 6** Advocating for Health Policies Promoting Health Equity, Justice & Healing Environments	**Assignments:** **Readings:** **Chapters 6, 18, 37** **Changes in visitor policies during COVID-19** **https://hospitalnews.com/changes-in-visitor-**

| | Designing Sustainable Healing Environments; Health Care Systems and Models that Support Health & Healing

Plans for the physical, metaphysical, cultural, technological and sociopolitical environments that support health and healing for individuals, families, communities and societies

Advocating for Health Policies that Promote Health Equity, Justice & Healing Environments; Diversity & Health Disparity | policies-during-covid-19-2/ (Links to an external site.)

ANA's COVID19 resource center https://www.nursingworld.org/practice- policy/work-environment/health- safety/disaster-preparedness/coronavirus/what-you-need-to-know/legislative-and-regulatory- advocacy/covid-19-legislative-regulatory-and- advocacy-update/ (Links to an external site.)

Nurses: How to advocate for federal policy change https://campaignforaction.org/nurses- how-to-advocate-for-federal-policy-change

Readings:

Chapter 18

Additional readings may be added Posted

videos

Group Work; Presentations due to Discussion Board and Group Project dropbox by 8/06 |
| Week 8 | Last day of the semester-Course ends. | |

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.

Approved in Faculty Assembly 11/28/2016

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 patters 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.'*