

THE PENNSYLVANIA STATE UNIVERSITY
School of Nursing

(OFFICIAL TEMPLATE)

COURSE NUMBER: NURS 402

COURSE TITLE: Holistic Health

CREDIT HOURS: 3 SH (3,0)

CATALOG DESCRIPTION:

Examination of emerging conceptualizations of health and therapy based on a holistic view of human beings.

Prerequisites: NURS 401

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Review the assumptions underlying traditional and holistic views of health and healing.
2. Examine the scientific basis for a holistic view of man-environment as it is related to health and healing.
3. Contextualize holistic health within nursing theory and research on holistic healing practices.
4. Begin to formulate personal definitions of holistic nursing practice.
5. Explore mind/body/spirit relationships and nursing interventions that address these.
6. Grow in ability to provide spiritual care through use of self-awareness practices.

TOPICAL OUTLINE:

- I. Ancient sources for a holistic health paradigm – Hippocrates, Hinduism, early Christianity
- II. Emerging conceptions and classifications of Holistic Health and Nursing
 - A. From Health Belief Model to Personal Theories of Health Model
 - B. Eras of Medicine; “Doing” and “Being” therapies; Rational vs. Paradoxical Healing; Complementary and Alternative vs. Integrative Therapies
 - C. Relationship Centered Care and Transpersonal Human Caring
- III. Scientific basis for holism
 - A. Systems Theory, Bio-psycho-social-spiritual model, Complexity Science
 - B. From Field Theory to Holgraphic Theory
 - C. Quantum Physics, Chaos Theory and Fractals
 - D. Non-locality and Noetic Science – intention and energy fields
- IV. Holistic Nursing
 - A. American Holistic Nurses’ Association Standards of Practice and Core Values, Holistic Ethics
 - B. Self – care and the Nurse as an instrument of healing
 - C. Re-awakening Spirit and the significance of Meaning Making
 - D. Person – environment interaction and energy exchange – Mind/Body/Spirit/Nature/Universe

- E. Theorists: Nightengale, Henderson, Rogers, Travelbee, Neuman, Watson, and Newman
- V. Mind/Body Theory
 - A. Psychophysiology of Mind/Body Healing – Psychoneuroimmunology
 - B. Concepts related to Mind – imagination, dreaming, intuition, intention, consciousness
 - C. Mind/Body Holistic Nursing Interventions – Cognitive Therapy, Relaxation, Imagery, Meditation, Movement, Hypnosis & EMDR
- VI. Spiritual Care Theory
 - A. Conceptions of spirituality, spiritual development, and differentiation from related concepts (religion, psychological dimension, culture, morality and ethics)
 - B. Nursing definitions of spirituality (Vaillot, Colliton, Amenta, Stoll, Reed, Fowler, Narayanasamy, Dossey & Guzzetta)
 - C. Concepts related to spirituality from nursing literature – Inspiring; Spiritual quality of life; Spiritual well-being; Spiritual disequilibrium; Spiritual need; problem, and concern; Spiritual distress; Spiritual pain, alienation, anxiety, guilt, anger, loss, and despair; Spiritual perspective
 - D. Self-reflection and awareness – writing/journaling, creative acts – art, craft, gardening, cooking; letter writing, intuition logs, sharing stories, nature, storytelling, dream work, art and music
 - E. Ritual and Prayer
- VII. Transpersonal Caring Theory
 - A. Self-knowledge, self- control, self-healing patterns
 - B. Multiple ways of Knowing and Being
 - C. Intentional consciousness modalities that are energetic in nature – form, color, light, sound, touch, visual, olfactory
 - D. Evolving consciousness

TEACHING METHODOLOGIES MAY INCLUDE (Dependent on Site):

Discussion, Seminar, Videos, Experiential Exercises, Guest speakers

REQUIRED AND RECOMMENDED TEXTS (Dependent on Site):

Required:

George, M. (2000). *Discover Inner Peace*. Chronicle Books: Gaithersburg, MD

Mercier, P. (2000). *Chakras: Balance Your Body's Energy for Health and Harmony*. Godsfield Press: New York

Recommended:

Bright, M. A. (2002). *Holistic Health and Healing*. F. A. Davis: Philadelphia.

Dossey, B. M., Keegan, L. & Guzzetta, C. E. (2004). *Holistic Nursing: A Handbook for Practice*. Jones & Bartlett: Boston

Taylor, E. J. (2002). *Spiritual Care: Nursing Theory, Research and Practice*. Prentice Hall: Upper Saddle River, NJ

Watson, J. (2005). *Caring Science As Sacred Science*. F. A. Davis: Philadelphia.

GRADE REQUIREMENT:

Students must achieve a letter grade of C or better (based on the School of Nursing grading scale) in both theory and clinical components of all nursing courses in order to pass the course and progress in the nursing program.

SCHOOL OF NURSING GRADING SCALE:

A = 94-100	B = 83-86	C = 75-76
A- = 90-93	B- = 80-82	D = 68-74
B+ = 87-89	C+ = 77-79	F = Below 68

ACADEMIC PROGRESSION POLICY:

The Academic Progression policy delineates the academic standards for pre-licensure students (students without an RN license), who are admitted to the undergraduate nursing program. The policy states that **all prerequisite courses may be repeated only one time and failure of two required nursing courses will result in dismissal** from the nursing major. Details of the academic progression policy are available in the student handbook (<http://www.hhdev.psu.edu/nurs/Handbooks/index.html>).

ACADEMIC INTEGRITY:

Academic integrity is the pursuit of scholarly activity free from fraud and deceptions and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examination, making copies in any manner of exams or papers, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. At the beginning of each course, it is the responsibility of the instructor to provide a statement clarifying the application of academic integrity criteria to that course. A student charged with academic dishonesty will be given oral or written notice of the charge by the instructor. If students believe they have been falsely accused, they should seek redress through normal discussion with the instructor, department head, dean, or campus executive officer. If the instructor believes that the infraction is sufficiently serious to warrant referral of the case to Judicial Affairs, or if the instructor will award a final grade of "F" in the course because of the infraction, the student and instructor will be afforded formal due process.

DISABILITY:

The Pennsylvania State University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation or have questions about physical access provided, please contact the Office for Disabilities Service as soon as possible.

DIVERSITY STATEMENT:

The faculty and staff of the School of Nursing value and are committed to fostering diversity in the classroom, the University, and the profession. By respecting differences in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation, we enrich the learning environment; improve the practice and profession of Nursing; and enhance personal creativity and professional growth.

REGISTRATION STATUS:

All students in **“Registration Not Complete”** status must resolve issues before the first day of clinical or the 10th day after classes begin whichever comes first. Students who do not complete registration will not be able to remain in nursing clinical courses. University policy on completing registration can be found at http://www.registrar.psu.edu/registration/completing_registration.cfm

STUDENT RESPONSIBILITIES AND CONDUCT:

1. Students are responsible for attending all classes, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
 - a. Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency or a university sanctioned activity.
 - b. Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor or TA prior to the date of the examination or assignment.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. If extra credit assignments are offered, they must be offered to all students and should not be used to boost the grade of an individual student.
6. Behaviors that disrupt other students’ learning are not acceptable (e.g., arriving consistently late for class, cell phone use, reading non-course related materials, or social conversation during class), and will be addressed by the instructor.
7. For severe and chronic problems with student disruptive behavior, the Senate Committee on Student Life Policy on Managing Classroom Disruption will be followed. (<http://www.sa.psu.edu/ja/pdf/classdisrupt.pdf>).

FACULTY (Varies by Campus):

Revised Spring 2007

Revised Fall 2008