Sabbatical Leave Proposal

Proposed Sabbatical Dates: Fall 2009 & Spring 2011

Prepared for: Sabbatical Leave Subcommittee, IPD, Golden West College

Prepared by: Rumi Hashimoto, RN, MSN, HFCP/I, Associate Professor, Nursing,
Golden West College

September 11, 2008
Sabbatical Leave Subcommittee Members
IPD, Golden West College

Date: 9/11/06

Dear Sabbatical Leave Subcommittee members,

My name is Rumi Hashimoto. I am requesting a split sabbatical leave during the fall 2009 and spring 2011 semesters. I have been working as a full-time nursing faculty member at Golden West College since fall of 1999. I feel the time is ripe to request a sabbatical leave to allow myself time to nurture my desire to expand my expert knowledge and practice as a Holistic Nurse. In this proposal, I will describe the background information to support my decision and the objectives of my sabbatical leave proposal. I will then relate them to the ranking criteria.

Attached, please find six copies of the following documents for your review:

1) Sabbatical Leave Application
2) Sabbatical Leave Proposal

Thank you for your time and consideration. Please contact me if you have any questions.

Sincerely yours,

Rumi Hashimoto, MSN, RN, HTCP/I,

Associate Professor, Nursing, Golden West College
Sabbatical Leave Proposal

Introduction
I am a full-time tenured nursing faculty member at Golden West College. I serve as a team leader for the Fundamental Nursing Course (Nursing 100) teaching team. The course is taught for first semester nursing students and is designed to provide the foundation for the RN nursing education. Due to our recent program expansion effort, we currently accept 80 nursing students into our 2-year/4 semester-long nursing program each semester. Our nursing program is well-respected within the healthcare industry in our community. Our graduates are highly regarded and welcomed into the local healthcare facilities as entry-level registered nurses with an AA degree with a certificate in Nursing. Our graduates must also pass the licensing exam, the NCLEX, to practice as a registered nurse and the current NCLEX exam passing rate is above 95%. The current job placement rate of our graduates is close to 100%. The program is fully accredited by the National League of Nursing and the California Board of Registered Nursing.

Background Information
Being a nurse is very demanding and at times stressful because nurses deal with people undergoing crisis on a daily basis. During the first semester of the nursing program, the students are introduced to the important roles that nurses play to support these individuals during a time of vulnerability. We discuss how nurses communicate to convey their empathy and caring. We emphasize the importance of the roles of nurses as a patient advocate. The students are taught to look at their patient as a “whole person.” They also learn how to assess, identify problems, develop and implement individualized care plans, and evaluate the outcomes. Our nursing students are very driven, motivated, and eagerly accept the enormous task of learning these complex nursing roles. However, these wonderful traits may negatively affect their own personal well-being if one does not know how to take care of himself or herself while taking care of others. Unfortunately, very few nurses enter the profession with skills and knowledge of how to take care of their own needs in a stressful environment. As a nurse with more than 30 years of experience, I have seen this trait lacking among nurses as well as within myself. Historically speaking, self-care and stress management have not been part of basic nursing education curriculum. As a result, many nurses enter the profession with much hope and enthusiasm to take care of others in need and end up leaving the profession prematurely due to “burn out.” There is a newly coined term, Compassion
Fatigue Syndrome which describes burn out among those people in caring professions such as nurses. It is a result of the admirable intention of helping others but with a cost of losing one's own mental, emotional, and physical health.

Through my own experience of losing my own physical health in the mid 90's and with the process of regaining my health, I came to appreciate the value of a holistic approach to health and healing for myself. As a result I became a strong advocate for the importance of self-care and stress management for nurses and nursing students. I've been incorporating these ideas into our nursing curriculum at Golden West College so that our graduates will be better prepared to deal with the challenges of being a nurse in a stressful health care environment. For example, I currently teach a stress management class for the pre-nursing and nursing students. I also created a self-care project for the first semester students. The students are introduced to the concept of self-care at the beginning of first semester, select a self-care project, turn in their proposal, implement it throughout the semester, and turn in the reflective and summary paper at the end of the semester. The paper is graded using specific criteria and added to the overall academic grade.

My overall goal of the sabbatical leave is to explore ways to further expand my knowledge and skills in holistic healing and health to both maintain my health and to incorporate my newly acquired knowledge and skills into our nursing curriculum. I believe that focusing on holistic health and healing will also support our students' path to becoming a nurse and staying in the profession.

**Project Overview**

I am requesting a split sabbatical leave, my sabbatical proposal will be divided into two phases as listed below. I will first list the overview of the project according to the related objectives.

**Phase I: Fall 2009**

The first phase of my sabbatical leave will take place during the fall semester of 2009. This will mainly be a study sabbatical with the following objectives: 1) Obtaining AHN-BC (Advanced Holistic Nurse - Board Certified) through AHNCC (The American Holistic Nurses' Certification Corporation) and 2) Obtaining The Holistic Stress Management Instructor Certification.

**Objective #1: To obtain AHN-BC (Advanced Holistic Nurse - Board Certified) through AHNCC (The American Holistic Nurses' Certification Corporation)**

I realize that my vision of creating an environment for holistic healing and health for our patients, nurses, and for nursing students can not be accomplished alone. Once I realized my passion for holistic health and healing, I searched for a place where I could connect with like-minded nurses and found the
American Holistic Nurses Association (AHNA). According to AHNA, Holistic Nursing is defined as all
nursing practice that has healing the whole person as its goal. (AHNA, 1998). As the definitive voice for
Holistic Nursing, the AHNA promotes the education of nurses, other healthcare professionals, and the
public in all aspects of holistic caring and healing. AHNA is a non-profit membership association serving
more than 4,000 members and 140 local chapters/networks across the U.S. and abroad. I have been an
active member of the American Holistic Nurses Association since 2000. I also volunteered to become a
local networker for the AHNA and am in the process of starting a local AHNA network group in
Huntington Beach. The most exciting news is that Holistic Nursing was recognized as a specialty
practice in December of 2006 by the American Nurses Association, with its own defined scope and
standards of practice. As health care professionals, Holistic Nurses may integrate complementary and
alternative modalities (CAM) into clinical practice to treat the whole person and view healing as a
partnership between a person seeking treatment and their practitioner. To honor the effort of AHNA and
the specialty status of Holistic Nursing, I’ve decided that it is time for me to become certified as an AHN-
BC (Board Certified Advanced Holistic Nurse), which is the certification open to a Holistic Nurse who
holds a master’s in nursing or higher degree. The process of becoming AHN-BC involves multiple steps
of: 1) An application to qualify for certification, 2) A qualitative assessment, and 3) A quantitative
examination. The majority of my study will be a self-paced and self-directed study. The only anticipated
travel will be when I take the quantitative examination at a testing site.

Objective #2: Completing The Holistic Stress Management Instructor Certification Workshop.

I have had a long standing desire to study with the nationally recognized educator, Brian Luke Seaward,
Ph.D. about stress management and to become a Certified Holistic Stress Management Instructor. The
4-day workshop is held in Longmont, Colorado. It is designed for people who are interested in learning,
relearning, refining, and cultivating stress management strategies. The workshop is designed for both
personal and professional development. This certification workshop is designed to train health educators
with an interest and background in “Holistic Stress Management” to teach, direct or facilitate quality
presentations/workshops at their worksite. The focus of this workshop is holistic - honoring the
integration, balance and harmony of mind, body, spirit, and emotions for optimal well-being. To be
certified as a Holistic Stress Management Instructor, I will be completing the take-home exam and graded
assignments which include: Bio-sketch, three presentation titles and summaries, course outlines, lesson
plans with learning objectives, guided visualization scripts, tickler notebook or creativity project, and
teaching resources within 6 weeks after the workshop completion date.

Phase II: Spring 2011
The second phase of my sabbatical leave will take place during the spring semester, 2011. The focus of this sabbatical leave will be mainly to research the AHNCC approved Holistic Nursing Education Programs throughout the United States.

**Objective: To research the AHNCC approved Holistic Nursing Education Programs throughout the United States.**

In March of 1997, the American Association of Colleges of Nursing adopted a report called "a white paper, which stated that, "Nursing schools are change agents and keepers of core values. It goes on to state that nursing is contextual, holistic in nature, nurtured in human relationships, that nurses attend to the meaning of an illness and that such meaning is vital for the healing process." It also stated, "Most unique to nursing, however, will be the profession's continued focus on the whole person across the life span, taking into account developmental, physical and mental health, and spiritual needs in a comprehensive approach to care". (P.S, American Association of Colleges of Nursing Vision of Baccalaureate and Graduate Nursing Education: The Next Decade). Clearly, these nursing leaders believe that nursing education should be founded in Holistic Nursing principles. Within this context, several schools have developed curricula consistent with AHNCC's Standards of Holistic Nursing Practice. Currently 13 nursing programs are listed as the AHNCC endorsed holistic nursing program. My intention is to conduct a site visit at a few of the 13 schools listed below:

**Xavier University Department of Nursing, Cincinnati, OH**

**Metropolitan State University School of Nursing, St. Paul, MN**

**Humboldt State University, School of Nursing, Arcata, CA**

**Western Michigan University, Bronson School of Nursing, Kalamazoo, MI**

**University of Colorado at Colorado Springs, Colorado Springs, CO**

**New York University, Department of Nursing, New York, NY**

**The University of Texas at Tyler, School of Nursing, Tyler, TX**

**West Virginia University School of Nursing, Morgantown, WV**

**University of Texas Medical Branch at Galveston, School of Nursing, Galveston, TX**

**Dominican University of California, School of Arts & Science, San Rafael, CA**

**University of Texas at Brownsville and Texas Southmost College, Brownsville, TX**

**Eastern University, St. Davids, PA**
Florida Atlantic University, Boca Raton, FL.

I will compile information collected, analyze the data and report my findings to our dean/director/nursing faculty. The results of my findings will be incorporated into our curriculum revision accordingly to further enhance our nursing program.

Item I: Increased Competence

The intent of the following section is to describe how my objectives relate to the ranking criteria. These objectives will not only increase my competence as a Holistic Nurse and a nurse educator but also benefit our nursing students through the redirection and improvement of instructional services in the following areas. Please note that I have identified and added a factor, "Professional Development", as "other factors as identified by the applicant."

Language/verbal skills

- The process of studying for the AHIN-BC certification and the Holistic Stress Management Instructor will allow me to expand my knowledge and skills as a Holistic Nurse. As a result, I will be able to better articulate and communicate my understanding of Holistic Nursing and stress management to our nursing students.
- The process of researching the Holistic Nursing program will provide me with a better understanding of the curriculum development, structure, benefits and challenges. As a result, I will be able to better able to articulate and communicate my understanding of the Holistic Nursing program when we revise our curriculum to appropriately reflect Holistic Nursing principles and practice.

Practical, Hands-on Experience

- As nursing by nature uses the approach of "applied" science and art, my entire sabbatical project is geared toward the practical application of knowledge. For example, while I research various nursing programs, I will look for practical ideas that can be applied to our nursing curriculum.

Sensory Perception

- By the nature of a holistic approach, I will be able to integrate all types of sensory perception including intuition and spirituality into my learning process. I believe that this process will heighten my awareness of the subtle yet profound nature of the healing art. I will also consciously collect and organize materials that will be used in the classroom to enhance different learning styles.

Professional Development

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- As a nurse, it is my professional responsibility to continue and expand my education to maintain currency in my practice. This sabbatical leave will allow me the opportunity to expand my knowledge and skills as a Holistic Nurse.

**Item II: Redirection and/or improvement of Instructional Services**

**Language/verbal skills**
- The students will benefit from my expanded knowledge base through revised lesson plans and innovative presentation strategies. The students will then be able to articulate their understanding of Holistic Nursing and Stress Management while providing nursing care to their patients.
- The redirection and improvement of our curriculum will benefit the students as the whole nursing program takes on the holistic approach to creating a supportive and safe environment for learning.

**Practical, Hands-on Experience**
- As nursing by nature uses the approach of "applied" science and art, my entire sabbatical project is geared toward the practical application of knowledge. I fully intend to incorporate my newly learned skills and knowledge into our curriculum by offering our students practical and clinically applicable information and skills.

**Sensory Perception**
- As I consciously collect and organize materials through my study and research, I will be able to incorporate a wide range of strategies in the classroom to accommodate the different learning styles of our nursing students.

**Professional Development**
- I am role-modeling the professional behaviors of life-long learning to our students by taking the time to study for AHN-BC and Holistic Stress Management instructor certification. It will also promote our students' respect and appreciation for their own profession and for the teacher who leads their path. I believe it is a powerful message to demonstrate in action that teachers are also students and willing to study hard and are committed to life-long learning.

**Item III: Exceptional Opportunity**

As consumers of the health care system are becoming increasingly aware of and demanding of integrative approaches to health maintenance and disease management, our nursing students are expected and need to be better prepared to meet the demands of the consumers of the health care system. Our governing agency, The California Board of Registered Nursing, issued a written statement "COMPLEMENTARY AND ALTERNATIVE THERAPIES IN REGISTERED NURSING PRACTICE" in 2000
mandating that all nursing programs incorporate alternative and integrative approaches. In this
document, the BRN states, "The competency of a registered nurse (RN) to perform the skills of
complementary and alternative therapies begins with nursing education and ends with the safe nursing
practice of those skills in such a way that ensures the safety, comfort, personal hygiene, and protection of
patients; and the performance of disease prevention and restorative measures...The Nursing Practice Act
(NPA) defines the practice of nursing as those functions including basic health care, that help people cope
with difficulties in daily living that are associated with their actual or potential health or illness problems or
the treatment thereof, and that they require a substantial amount of scientific knowledge or technical skill
including all of the following: direct and indirect patient care services (Section 2725). These direct and
indirect patient services include the competence of RNs to provide information about complementary and
alternative therapies, and to perform complementary and alternative procedures in accordance with the
Standards of Competent Performance. The ability of RNs to practice complementary and alternative
therapies begins in nursing curricula/education. Nurses have educational opportunities, in both theory and
practice, to support the use of some complementary and alternative therapies with conventional
therapies." (BRN, NPR-B-29, 2000.)

While discussing this sabbatical proposal with our director, I also came to realize that the legislative
process has been initiated to create a baccalaureate nursing program in community college settings. I
was also informed that the college is also supportive of this trend.

The Holistic Stress Management workshop is usually offered during the fall semester. In the past, as it
conflicted with my teaching assignments, I had to forgo the opportunity to study with this incredible
teacher. This sabbatical leave will give me the opportunity to attend the workshop without affecting my
teaching assignments.

**Item III: Length of Service**

I will have 10 years of full-time continual service by the proposed sabbatical leave start date. I trust that
the official record on file will verify my statement.

**Summary**

I feel very fortunate to be part of our excellent nursing program as a faculty member. This fortune comes
with the challenges of continued effort to stay up to date and expand my knowledge and skills as a nurse
and I intend to use my sabbatical leave opportunity to do just that. I am encouraged by the current state
that seems to be ready to expand our awareness and practice of complemen tal and alternative
modalities. It motivates me to continue to study holistic healing and health, and to share this knowledge
with my students, our future nurses. I thank you for your time and effort in reading and evaluating my
proposal.