Class Syllabus

Fall 2019
NUR 454

Clinical Aromatherapy for Nurses

Course Instructors: Ms. Carol Athey

Faculty Contact Information:
Name: Ms. Carol Athey, MA, MSN, RN, CNOR, CCAP
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Office Hours: Monday and Tuesday 9am - noon and 1pm - 3pm,
Friday by appointment.
Class meeting time and place: see class schedule

Text and Materials
Selected readings

Number of Credit Hours
2 credit hours

Course Description
This course will introduce the student to the study of clinical aromatherapy for nurses. The student will examine the principles, practices, and outcomes of essential oils used in complementary and alternative therapies. The influences of diverse cultural groups, history and safety of aromatherapy, as well as evidence based research are examined in relationship to healing mind, body, and spirit using essential oils.

Time requirement for Online Course

NUR 454 Clinical Aromatherapy for Nurses 2 semester didactic hour spans 15 weeks. The course contains extensive online discussion requiring students to engage in online module material for at least three hours per week. Required readings and assignments are woven into the content to support key concepts and provide a nursing perspective. In addition, students are required to participate in a research presentation and present to the class as a whole at the end of the semester. Every hour spent on course content the student will need to spend a minimum of 2 hours completing course activities.

Text and Materials
Purchasing essential oils and related supplies are not required.

**Student Learning Outcomes**
The student will:
1. Examine the history and health promotion aspect of aromatherapy.
2. Examine evidence based research using essential oils and aromatherapy to treat the mind, body and spirit.
3. Illustrate the importance of olfaction, touch and massage in healing.
4. Analyze the safety of using essential oils in the clinical setting and for self-care.
4. Discuss the role of the nurse and other healthcare providers incorporating aromatherapy into their professional practice.

**Course Requirements**

*Discussion participation* - see Discussion grading rubric
*Class online assignments* – point system per assignment
Discussion and assignments = 240 pts
*Presentations/homework* - see EBP Research project and presentation rubric = 260 pts
Total course points = 500

**12 Course Content Modules and Research/Presentation module**
Taxonomy of Essential Oils
Plant families which produce essential oils
Chemistry of Essential Oils
Essential oil safety considerations
Therapeutic properties of essential oils
How essential oils enter the body/olfaction
Carrier oils
Touch and massage
Wound care
Stress and Depression
Palliative and supportive Care, Grief
Ethics, legal requirements and practice
Research topic and Presentation

**D2L Information**
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.
Netiquette Guidelines

1. Respect the **privacy** of your classmates and what they share in class.
2. Ask classmates for **clarification** if you find a discussion posting offensive or difficult to understand.
3. **Avoid sweeping generalizations.** Back up your stated opinions with facts and reliable sources.
4. Understand that **we may disagree** and that **exposure** to other people’s opinions is **part of the learning experience.**
5. Be **respectful** of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.
6. Keep in mind that everything you write, indeed every click of your mouse is **recorded on the network server.** On the Internet there are no take backs.
7. Keep in mind that you are **taking a college class.** Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

Online Communication

1. Be aware that typing in **all capital letters indicates shouting.**
2. **Be careful with humor and sarcasm.** Both can easily be misunderstood!
3. Review all discussion postings before posting your own to **prevent redundancy.**
4. Check your writing for errors by **reviewing what you’ve written** before submitting it.
5. **Acronyms** (LOL, etc.) and **emoticons** (smilies) are commonly used online, but are not acceptable for course work.
6. Many communications with your instructor or fellow students are best handled through **email.** Only post on the **classroom discussion board** if the conversation is relevant to others in the class.

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/19</td>
<td>On-line</td>
<td>Review Syllabus and Course requirements</td>
</tr>
<tr>
<td>9/2/19</td>
<td>holiday</td>
<td>Labor Day</td>
</tr>
<tr>
<td>9/3/19</td>
<td>On-line</td>
<td>Module 1: Taxonomy of Essential oils (EO’s) p. 3 – 7 and p. 39 - 42</td>
</tr>
<tr>
<td>9/10/19</td>
<td>On-line</td>
<td>Module 2: Plant families which produce essential oils p. 14 - 17</td>
</tr>
<tr>
<td>9/17/19</td>
<td>Due 9/24/18</td>
<td>Select Research Topic (one Essential Oil) and submit 3 research articles supporting topic</td>
</tr>
<tr>
<td>9/24/19</td>
<td>Online</td>
<td>Module 3: Chemistry of EO’s p. 19 - 34</td>
</tr>
</tbody>
</table>
How to be successful in this course.

- N454 is offered as an online course.
- The online instruction will incorporate a combination of learning methods such as, web links to articles, document files, interactive assignments, discussion boards, and power point slides. All discussions/assignments are due the week of the assigned material.
- To be successful in this course you are expected to have some computer skills. You will need to know how to browse the web (Steen Library website is the best resource) for research articles. You should have:
  - Internet access
  - Jacks e-mail account
  - Be organized - Meet assignment deadlines
  - Good reading, writing, and study skills
  - Time management skills
  - Keep a class calendar and stay on schedule

Grading Policy
Discussion (50% of final grade) 12 modules x 20 pts. = 240 points total for discussions
Research Project (review a minimum of three research articles), Presentation and Evaluations (50% of final grade) = for total of 260pts
See rubrics
Total course points = 500

Grading Scale
A = 90 - 100% of total points
B = 80 - 89%
C = 70 - 75%
F = 74% and below

All students are responsible for the Policies and Procedures of the School of Nursing. These can be found online at: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Discussion Rubric for online class attendance grade

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A (90-100) Outstanding 20 pts</th>
<th>B (80-89) Proficient 15 pts</th>
<th>C (75-79) Basic 10 pts</th>
<th>D/F (0-75) Below Expectations 5-0pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>• rich in content</td>
<td>• substantial information</td>
<td>• generally competent</td>
<td>• rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>• full of thought, insight,</td>
<td>• thought, insight, and</td>
<td>• information is thin</td>
<td>• no analysis or insight is displayed</td>
</tr>
<tr>
<td></td>
<td>and analysis</td>
<td>and analysis has</td>
<td>and commonplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• assigned reading relevant</td>
<td>taken place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>• clear connections to previous or current content</td>
<td>• connections are made, not really clear or too obvious</td>
<td>• limited, if any connections vague generalities</td>
<td>• no connections are made off topic</td>
</tr>
<tr>
<td>Uniqueness</td>
<td>• new ideas</td>
<td>• new ideas or connections</td>
<td>• few, if any new ideas or connections rehashing and summarizing</td>
<td>• no new ideas “I agree with …” statement</td>
</tr>
<tr>
<td></td>
<td>• new connections</td>
<td>• lack depth and/or detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• made with depth and detail</td>
<td></td>
<td></td>
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<tr>
<td>Timeliness</td>
<td>• early in discussion</td>
<td>• did not respond appropriately for reading assignment one week late</td>
<td>• limited response two weeks late</td>
<td>• no response</td>
</tr>
<tr>
<td></td>
<td>• throughout the discussion</td>
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</table>
Attendance Policy

If an absence is required in the face to face class dates, the student is responsible for notifying the instructor prior to class with an acceptable reason. The student must contact the instructor within 2 days following the missed class in order to make appropriate arrangements for missed face to face class work.

http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Withheld Grades Semester Grades Policy

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.
Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

MISSION OF THE SCHOOL OF NURSING

Our mission is to provide students a foundation for success as graduate nurses in the evolving world who are ethical, competent critical thinkers and life-long learners by providing an educational environment that promotes holistic health care in a community dedicated to teaching, research, creativity and service.

Program Learning Outcomes

The student will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

Course Objectives

Module 1: OBJECTIVES

1. Explain “What is an essential oil?” usually referred to by its Common name; “What is it really?” this is the Family, Genus and Species name; “How was it extracted?” method usually by distillation or expression.
2. Investigate plants secretory structures.
3. Discuss the 8 functional groups (components) of essential oils. What is a
    terpene,(monoterpene, sesquiterpene and terpenoid) alcohol, phenol, ester, aldehyde,
    phenol, ketone, oxide, lactone and coumarin.
4. Distinguish the differences between various methods of procurement of genuine
    authentic essential oils.
5. Acknowledge the storage and shelf life of essential oils.

Module 2: OBJECTIVES

1. Examine the 21 plant families that produce essential oils.
2. Identify the therapeutic uses associated with each plant family.
3. Compare tables in Module 1 and 2 and identify similarities in chemical compounds,
    therapeutic uses and contraindications.

Module 3 – OBJECTIVES

1. Describe The essential oil components: terpene, monoterpene, sesquiterpene,
    terpenoids, alcohols, phenols, aldehydes, ketones, oxides, coumarins and lactones.
2. Compare and contrast these components to the tables in module 1 and 2, note the
    relationship of family to components and therapeutic uses.
3. Identify five methods for testing essential oil quality.

Module 4 – OBJECTIVES

1. Examine the various ways essential oils are extracted.
2. Apply learning and understanding the terminology to reading EO labels.
3. Acknowledge the recommendations for storage and shelf life of EO’s and carrier
    oils.
4. Discuss safe quantities of use, application and lethal dose parameters.
5. Discuss actions to be taken if EO is splashed into the eye or accidently ingested.
6. Illustrate a patch test for sensitivity.

Module 5 – OBJECTIVES

1. Discuss the healing properties associated with essential oils.
2. Identify methods used for EO delivery for treatment (i.e. diffusion, topical, massage)
3. Inventory a case study.

Module 6 – OBJECTIVES

1. Describe the three main pathways essential oils enter the body.
2. Discuss the complications associated with ingestion of essential oils which is not
    recommended pathway (except in France).
3. Diagram the olfactory structures and pathway in the brain.
**Module 7 – OBJECTIVES**
1. Compare and contrast the various carrier oils.
2. Apply the choice of carrier oil and essential oil to eight scenarios.

**Module 8 – OBJECTIVES**
1. Appraise the value of touch.
2. Practice a hand massage.
3. Discuss the EO and carrier oil of your choice (see case study example from module 7).

**Module 9 – OBJECTIVES**
1. Compare and contrast the quality of research that supports aromatherapy for wound care.
2. Discuss the properties of some essential oils that research has validated as beneficial for wound care.

**Module 10 – OBJECTIVES**
1. Analyze what is stress and depression and the signs and symptoms of long-term negative stress.
2. Appraise which essential oils can be used safely to combat stress and depression.
3. Formulate the best mode of delivery, particularly inhalation and the use of diffusers.
4. Discuss self-care and caring for the caregiver.

**Module 11 – OBJECTIVES**
1. Examine some theories of awareness in palliative care from disciplines of psychology, education and counseling.
2. Analyze the S/S associated with palliative, supportive care, such as: pain, infection control, nausea, anxiety, depression, constipation, agitation, and grief.
3. Inventory the essential oils and aromatherapy interventions that can best meet the needs of this population.

**Module 12 – OBJECTIVES**
1. Appraise the use and regulation of aromatherapy worldwide compared to the United States.
2. Name two primary organizations associated with Aromatherapy education accreditation.
3. Discuss aromatherapy research, ethics and standards in the United States.
EBP Research Project and Presentation Rubric

Review of literature for Essential oil - Common name ________________
Scientific name ___________________________________________________________________________

Student name(s)_____________________________________________________________________________

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<tbody>
<tr>
<td>Presentation design (25 pts), Organization (25 pts), Flow and clarity (25 pts); and reference slide including minimum of 3 research articles (25 pts)</td>
<td>100</td>
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<tr>
<td>Explanation of why this EO was chosen</td>
<td>20</td>
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<tr>
<td>Summary of research findings include: Use of EO for clinical and self-care (20 pts) Chemical properties discussed (20pts)</td>
<td>40</td>
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<tr>
<td>Discussion of positive and negative implications</td>
<td>20</td>
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<tr>
<td>Discussion of ethical/legal considerations in practice</td>
<td>20</td>
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<table>
<thead>
<tr>
<th>Evaluation of Peer Presentations (List 3)</th>
<th>See Below</th>
<th>Student grades</th>
<th>These three</th>
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<tbody>
<tr>
<td>1.</td>
<td>20</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>20</td>
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<tr>
<td>Total max points 260</td>
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<tr>
<td>Total points earned for grade (Faculty enters this grade)</td>
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Criteria for Peer Evaluation:

a. Articles were peer reviewed and submitted full text research articles. (3 pts)
b. Critically summarized the content of the selected articles. (5 pts)
c. Applied the article content with examples for use in professional nursing practice. (5pts)
d. Check spelling and grammar. (2pts)
e. Presentation held your interest and was informative. (5 pts)

Faculty Comments and Signature:__________________________________________________________