

The Teaching Experience of an Innovative Interprofessional Course on the Concept of Caring

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Purpose

- The purpose of this presentation is to provide an overview of an interprofessional undergraduate course developed to teach the concept of caring to University Honors students, including:
 1. the conceptual model that guided the course development and implementation,
 2. the active teaching and learning strategies used to meet expected learning outcomes,
 3. and student evaluations of learning.

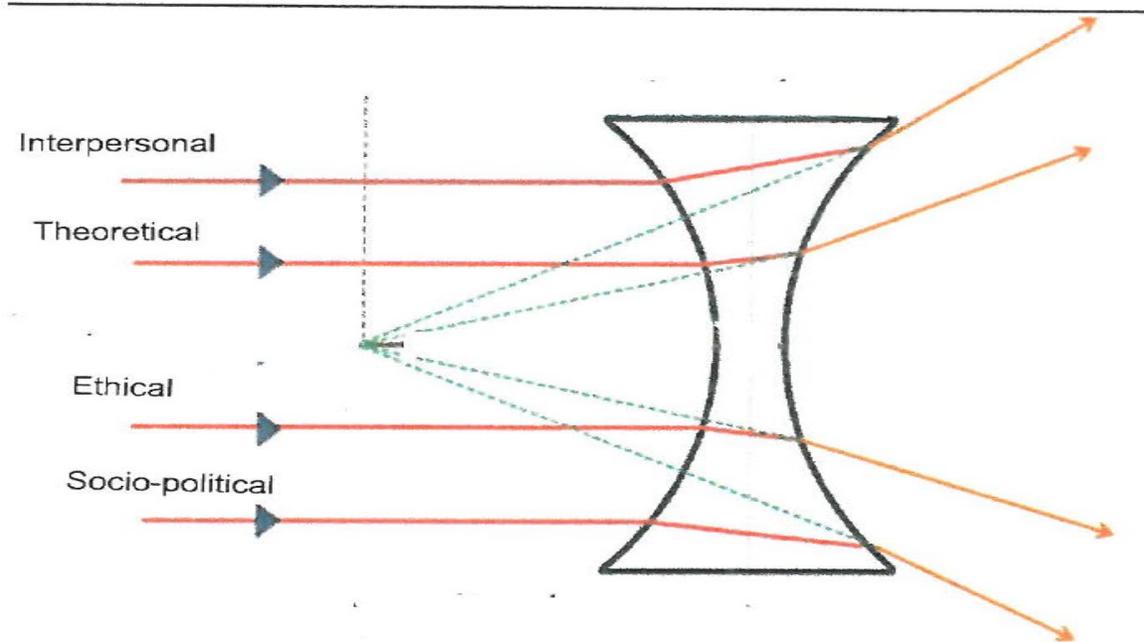
Details

- General University, 200-level, 3-credit-hour, Honors course
 - Meets requirements for GEF Course Learning Goals (F5: Human Inquiry & the Past)
 - Course was created as part of a Faculty Fellowship Award from the University
- Inter-professional/Inter-disciplinary representation of 17 majors
 - Nursing, engineering, nutrition sciences, forensics, psychology, biology, neurosciences, English, theater, pharmacy, medicine, exercise physiology, public health, laboratory sciences, music therapy, athletic training, speech pathology
- A total of 47 students have taken the course

Becoming a Caring Professional Scholar & Global Citizen

A Model on the Moral Imperative to Care

Principles



Phases of Caring Action



Description of the model:

The model shows that the moral imperative to care is based on a deeply held principle that compels the action to care.

How We Work through the Model

- From historical to contemporary
 - Explore caring from an interpersonal perspective through narrative.
 - Evaluate elements of caring theories, including concepts, principles, assumptions, and hypotheses.
 - Explain the relationship of caring to ethical principles and a professional code of ethics.
 - Apply concepts of caring to concerns affecting individuals and communities to develop socially responsible positions on socio-political issues.
- Final product: A personal philosophy of caring statement

So, How does this Class Go?

- 5:00-5:10 (10 minutes)
 - Objectives, review of previous classes
- 5:10-5:40 (30 minutes)
 - Discussions of readings guided by questions, and questions/experiences from the class
- 5:40-6:00 (20 minutes)
 - Skill building and/or clinic
- 6:00-6:15 (15 minutes)
 - Reflective practice

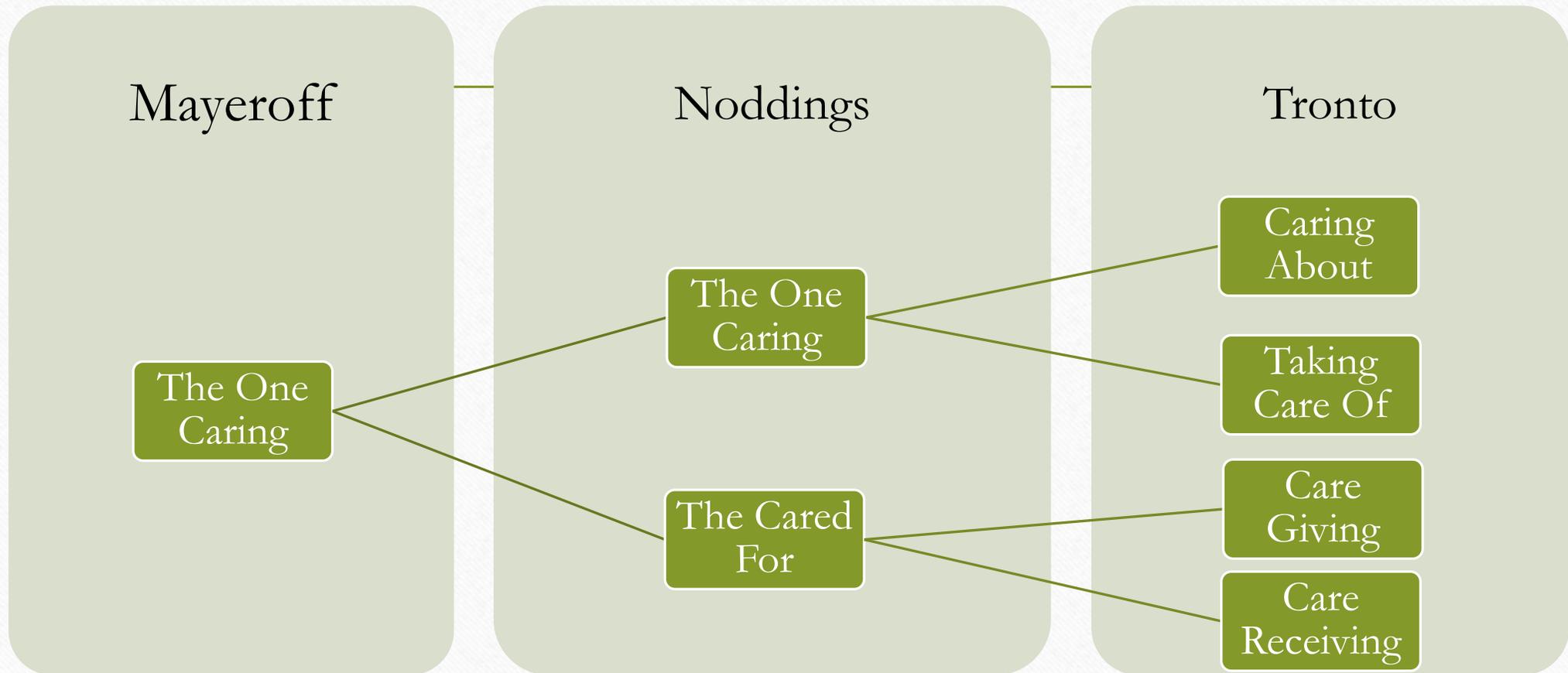
Interpersonal Lens

- Discussion
 - What have you learned about caring through your life experiences?
 - Importance of knowing your values
- Skill building
 - How to gather a story
 - Content analysis - to identify themes, values, and beliefs in within the story.
- Assignment
 - Personal values exercise (done in class)
 - Write an essay that answers two questions

Theoretical Lens

- Discussions
 - Milton Mayeroff, Nel Noddings, Joan Tronto
 - Theories of Care
- Skill building
 - Theory critique
 - Concept analysis
 - Presentation skills

Conceptual Progression



Ethical Lens

- Discussion
 - We explore ethical principles (justice, beneficence, nonmaleficence, accountability, fidelity, autonomy, and veracity.), and perspectives:
 - Masculine (autonomy, justice, rights, rationality)
 - Feminine (connection, benevolence, non-maleficence, caring)
- Clinic
 - Interpreting codes of conduct
- Assignment
 - Essay on how code of conduct addresses concepts of caring a disciplinary perspective

Socio-Political Lens

- Discussion
 - Differences between groups of people relating to their political beliefs and social factors
 - The value of care in societies – Readings of Virginia Held
- Clinic
 - Building and argument and writing a position paper
 - Poster creation
- Assignment
 - Position paper and policy poster

So, What do I have to do for this Class?

- Read, Reflect, Discuss, Reflect --- and :
 - Reflective Journal (10% of total grade)
 - Caring Story Narrative & Content Analysis (20% of total grade)
 - Theory Presentation (10% of total grade)
 - Care and Ethics Essay (10% of total grade)
 - Position Paper & Poster Presentation (25% of total grade)
 - Personal Philosophy of Caring (25% of total grade)

Evaluation: Mid-Semester

- “I’ve only been in this class a short time, and I can already feel my definition of caring changing.”
- “I really enjoyed this class period because many people came into this class thinking that they knew what caring really is ... but it truly broadened everyone’s view.”
- “Before this class, caring ...was a simple, self-explanatory concept... a simple obligation towards the well-being of someone. Today, I have found my definition to be painfully lacking.”
- “I believe caring is possibly one of the most important qualities a person can have because it implies a person is taking an active role in their own life.”

Evaluation: End of Course

(N = 29/44)

- Course quality: Mean range 4.85-4.94 (range 1-5)
 - Thought provoking, useful materials/assignments, organization, overall learning,
- Comments: What helped you learn in this course?
 - Feedback throughout all classes; guided discussions, good assignments/projects, course work tailored to ourselves, freely speaking our opinions, learning from each other
- Comments: Recommendations for changes?
 - More readings to get deeper information; reflective journaling (focus on quality - not number of entries; more class time to do reflective journal)

Evaluation: Long-Term

- Assignments useful for other classes they are taking:
 - Essay format of writing; code of ethics assignment; poster (taking a position)
- How you think about and explain caring:
 - I describe it much more broadly; more than physical actions; widened the roles and actions I consider as caring; I am better able to define the acts of caring to others and in classes
- How you think about your current major or chosen profession:
 - The sciences ...
 - PT ...
 - Psychology ...

Evaluation: Long-Term

- How you see yourself in your and your actions in your community:
 - When I do community service, I think about all the other ways people had to express care to make this happen; I try to be more active and help my community; I have a deeper appreciation of community service
- Has the writing in this class helped you in other classes:
 - This writing has taught me to organize my thoughts; this writing makes me think more deeply; this helped me so much in my English class; I have done 3 presentations and many reflections based on how I did them in this class; helps me to write about abstract ideas constructively

Other Metrics of Evaluation

- Student posters accepted to the University Library Repository of Student Works – 27
- Policy posters presented at the WVNA Nurse Policy Summit, Charleston, WV, in Spring 2019 – 4
- Emails from students – 16
- Frequent inquiries about offering this class in the future

Conclusions



Thank you