

NURSING PRACTICE TRILOGY

Called ~ Comfort & Care ~ Commitment-Engagement-Joy

Linda Royer, MPH, MSN, PhD, RN

Purpose: To challenge the spirit of students of nursing and nurses in practice to develop moral courage in personal and professional living.

Format: A template to allow you to build your course in eBook, digital presentation, or any format you desire.

Features: Textual chapters with graphic illustrations of concepts, concept mapping, video links, definition and description pop-ups, scenarios for application, internet links, threaded case study

Presentation Possibilities:

1. Open with a graphic video (PPT conversion to mp4) with the introduction content.
2. Enrich with brief videos of interviews with nurses to illustrate topics.

OUTLINE

Preface

Recognition that nurses arrive in the practice theater from a wide variety of educational experiences while also bringing learned behaviors from heritage and environmental influences prompts me to create a new learning experience for them, assisted by modern technology. Over time personal observation and academic pursuits have brought to my attention variations in demeanor and attitude of health care providers and caregivers toward each other and toward those they serve. In this dynamic adventure the finest concepts and examples portray ideals that realign reasons for choosing nursing or another health care career, behaviors that facilitate quality practice, and attitudes toward the difficulties of public service.

While you are privileged to read one or all three booklets in any order, this trilogy is best appreciated when read as successive parts of a series in ever-expanding comprehension of the relationship of the nurse to the workplace, and by extension, to the profession. In its electronic format, The Trilogy can encourage exploration into (links, pop-ups, videos, etc.—features) that are meant to enhance the text and the learning experience.

How to Use this Trilogy

The author suggests several ways to utilize The Trilogy. You may even think of more, but here are some ideas:

- In academia, as an adjunct text to the early professional growth course; as an adjunct to a leadership course in undergraduate program; for BSN Completion program in the introduction course; and in the Master's level as an adjunct to any course as seminar topics.
- In practice, as a adjunct to orientation and training for newly hired nurses; in professional growth study group discussions.
- As a personal study in professional growth.

INTRODUCTION

Begin with a story which becomes a case study based on Levine's Conservation Model that can be manipulated and examined throughout.

Part 1

1. Describe the nursing shortage through researched lenses of:
 - a. Turnover – retention--fatigue
 - b. Early losses of disillusioned new graduates
 - c. Aging phenomenon leading to retirements
 - d. Changes in society demographics and economic conditions
2. Relate recent research in job satisfaction and organizational shortcomings and what nurses really want in the workplace
3. Describe the rapid trend in establishing nursing programs that market brevity and convenience. Compare with the urgent recommendations of study groups that call for strengthening curriculum to prepare graduates for changing society demographics and behaviors, health care reform, disparity in caregiver-recipient ratios, and advancing disease and growing emergency insults to members of societies, and more.
4. Explain the relevance and purpose of this trilogy and its parts:
 - a. Called
 - b. Comfort and Care
 - c. Commitment, Engagement, Joy

Part 2

5. Overview to conceptual and theoretical sources:
 - a. Jean Watson – Caring; informed moral passion vs. moral fatigue; Agency
 - b. Levine's Conservation Model, with three theories of:
 - i. Conservation
 - ii. Therapeutic Intervention
 - iii. Redundancy

Part 3

- a. The Whole Person; Human Need
 - b. Biblical Spiritual Fruits
 - c. Emotional Intelligence – Gardner and Goleman; Mindfulness
6. Discuss the concepts of:
 - a. Purpose
 - b. Passion
 - c. Power
7. Expectation: That readers will deeply embrace a spirit of commitment impassioned with moral courage to express and demonstrate perceptive and effective care in service to humanity.

1. CALLED

Teaching Method

1. Opening self-inventory questions to explore:
 - a. Who am I?
 - i. “How did you know you wanted to be a nurse?” [Look for YouTube video]
 - b. Why am I here?
 - c. What brought me to this place (nursing)?

[Use a video clip of various nurses in their work garb/setting asking these questions and answering them.]
2. New generations use *centering* to appreciate self and focus energies of body, mind, and spirit. Looking inward – Centering or Consciousness? Concept of Practiced Discernment
3. The example of the potter and the clay is used as a metaphor to illustrate living life from the center. [Photo show/video of potter] The technique is:
 - a. Select a lump of clay, mold it in your hands, throw it on the spinning wheel
 - b. Stretch and compress it into a tower, then down to a mushroom and up again, squeezing it into malleable form—not too long or it will tire and sag.
 - c. Then, with opposing fingers of each hand, form the walls of the object, using all the clay on the wheel.
 - d. Set aside then fire in oven
4. Now, convert this procedure into God’s work within us (our “center”) . . .where the Holy Spirit may reside.
5. PPT with audio of Biblical and modern “callings”
6. 21st century attitudes toward use of the term; resulting difficulties in self-fulfillment measures

So, am I called? Review:

- Motivations -- Called to *Care*?
- Perceptions of practice
- Who benefits?

Trajectory . . . Called – to bring Comfort and to Care -- to exercise Commitment and experience Joy

2. COMFORT and CARE

Teaching Method

[Introduce thematic scenario: "Lillian" from *Caring from the Heart*, p. 135.]

1. Agency defined; origins of attitude
2. Compassion, Passion, Impassioned, Pathos, Pathetique, Appassionato, Ministry
 - a. Examine the terms through combined lenses of visual art, music and Christ's ministry.
[Audio links to:
 - i. Beethoven's "Pathos"
 - ii. Glinko's "Pathetique" trio
 - iii. Brahms' "Requiem" (selections)
 - b. PPT show of compassionate service
 - c. A/V slide presentation of several passages from *Christian Service*, including p. 26.

Begin creating Concept Map with interactive hotspots on terms, definitions, comparisons, theory in action

3. Human Needs (Mazlow, Scripture)
4. The Whole Person – each dimension described (physical, mental/emotional, social, spiritual)
5. Watson's Caring Concept; Informed moral passion vs. moral fatigue
6. Selections from *Dimensions of Caring* (O'Brien):
 - a. Being, Listening, Touching (p. 14-16)
 - b. Covenant Relationship (Ch. 4) - Expressions of Nurses
 - c. Being present (p. 110-111)
7. Selections from *Caring from the Heart* (Roach, p. 12-16, 79-81)
8. Nodding's caring concept: Receptivity, Relatedness, Responsiveness (*Caring from the Heart*, Roach, p. 142-146)

Sources

Videos: NurseTV

Other Reference sources for further discussion:

Making Sense of Spirituality in Nursing Practice by Wilfred McSherry (2000)

Helping and Healing by Edmund Pellegrino & David Thomasma (1997)

Parish Nursing: Promoting Whole Person Health Within Faith Communities by Phyllis Ann Solari-Twadell & MaryAnn McDermott (1999) Link to online preview:

<http://books.google.com/books?id=J-v8KTcujaAC&lpg=PP1&ots=jwxUXs5dOa&dq=whole%20person%20health&pg=PP1#v=onepage&q&f=false>

I Should be Burnt Out by Now . . . So How Come I'm Not? by Peg Neuhauser, Ray Bender, Kirk Stromberg (Wiley & Sons, Publ) [eBook] At www.ebooks.com

Comfort: A Value Forgotten in Nursing, Lin, Chia-Chin PhD, RN, *Cancer Nursing*:
November/December 2010 - Volume 33 - Issue 6 - pp 409-410

Kolcaba's Comfort Theory - <http://www.slideshare.net/davejaymanriquez/katherine-kolcaba-rn-phd-comfort-theory> . Her blog: <http://comfortcareinnursing.blogspot.com/2010/07/comfort-fundamental-need.html>

[What Are the Main Points in Nursing Comfort Theory? | eHow.com](http://www.ehow.com/list_6821213_main-points-nursing-comfort-theory_.html#ixzz1ANfCb1Q2)
http://www.ehow.com/list_6821213_main-points-nursing-comfort-theory_.html#ixzz1ANfCb1Q2

Making a World of Difference with Care- In Honor of Nurses Everywhere
<http://www.youtube.com/watch?v=AjViQ1-APWo&feature=related>

"Faces of Caring" (Joy Adelman) <http://www.youtube.com/watch?v=OvltNOJV3ec&feature=related>

Tribute to Nurses - "These Hands" Music Video
<http://www.youtube.com/watch?v=29fdVOqraQs&feature=related>

O'Brien, M. (2003). *Spirituality in Nursing* (2nd Ed.). Boston, Mass.: Jones & Bartlett

Roach, M. (Ed.) (1997). *Caring from the Heart*. New York: Paulist Press

White, E. (1947). *Christian Service*. Takoma Park, Md.: Review and Herald.

3. COMMITMENT, ENGAGEMENT, & JOY

Teaching Method

Continue the story, building on theory – first continuing with Watson’s Caring Concept and introducing Levine’s Conservation Model through examples. Add a framework to the concept map using action from Captivate software. Here it should expand to the workplace, work, health system; under duress in a chaotic world. Additional suggested discussion scenarios are on page 8.

Outline for Commitment:

1. Framework for understanding the concept
 - a. Metaphor: Universe, a balanced, law-abiding, enlarging, limitless landscape
 - b. Theory: Conservation of a person’s wholeness (Levine)
 - c. Psychological metaphor: Meaning > Mindfulness
2. Define and characterize Commitment (Article and book sources: Pelegrino & Thomasma, Manion, Fasoli)
 - a. What does it look like?
 - b. Influences – Where does it come from?
 - i. Value/currency – Why is it important?
 1. Cost – Personal investment
 2. Loss
 - ii. Informed by Emotional Intelligence
3. Transaction – Applying it to personal relationships, education, work/career, employer, community, belief system
 - a. Focus on making and gaining emotional commitment
 - b. Engagement
 - c. Expressing Joy
4. Outcomes
 - a. Self-inventories (Meyer & Allen’s Commitment survey; adapted Brickman’s General Commitment Scale for nurses)
 - b. Personal benefits
 - c. Benefits in following through on caregiving
 - i. Economical
 - ii. Ethically
 - iii. Morally
 - iv. Personal fulfillment

Enhancement Features

Think About pop-ups, such as:

- How much does a misunderstanding of commitment influence leaving the job as compared with structural and psychological problems of the workplace?
- What effect does commitment have against horizontal violence in the workplace?
- What is the impact of commitment on nurse's personal perception of well-being and "presence" with family and friends away from work? (Carrying work home)

Contemporary Commitment Scenarios

A PHN is told by her employer that the expected raise in salary is not forthcoming due to state budget deficits; however, responsibilities will be increased by assuming more services to a growing clinic population.

Discuss:

A home health care agency owner continues the services of nursing and physical therapy to a patient whose insurance company has refused to reimburse further care. (Changes are coming . . .)

Discuss:

A nurse practitioner remains behind in Haiti to continue to provide care to Haiti's youngest earthquake victims after her team has returned home. . .

Discuss:

Sources

Alligood & Toomey's *Nursing Theory: Utilization and Application*, Ch. 4 & 10.

Fawcett's *Analysis and Evaluation of Contemporary Nursing Knowledge* (2000), Ch. 6.

Fasoli's *The Culture of Nursing Engagement* (2010)

Gardner, Howard, Multiple Intelligences: Google for images (excellent choices),

<http://www.infed.org/thinkers/gardner.htm>;

http://www.thomasarmstrong.com/multiple_intelligences.php;

The Secret to Success by Daniel Goleman, (Emotional Intelligence) *Education Digest*, Dec2008, (74) 4

Helping and Healing by Edmund Pellegrino & David Thomasma (1997), p. 10

Manion's "Building Commitment in Today's Workforce" (2000) *Home Care Provider* 5(4), 130-31

The Book of Hebrews (Bible)

Commitment—Ethical Issues Challenge <http://www.youtube.com/watch?v=XtuanLybaZs>