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Toward a Caring Curriculum

A New Pedagogy for
Nurses

Em Olivia Bevis
and Jean Watson,

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Em Bevis and Jean Watson

- “So here we are with a dream to build, hopes to fulfill, visions to realize, and a future to construct”
- No list of what to teach, rather, “it is the about the soul, it is about process”
- Education for the new age is about how to create and extend an educational community

Philosophy

- The caring curriculum is within the tradition of education as an emancipatory project
- The elegance of liberation
 - There are spaces and places where teacher and students can together: explore, know, and create their relationships to the whole, to their histories their present context and future possibilities

Philosophy

- Nursing Philosophy and theory of nursing education have come to a crossroads
- Critical thinking, ethical thinking, creativity:
Our curriculum must be liberated from restrictive methodologies

Must be reoriented toward a new vision of the whole person, body, mind, heart and soul

A new curriculum development paradigm for nursing education

- Liberate both students and faculty for authoritarian restraints of the behaviorist models
- Acknowledge students as equal partner in the educational enterprise
- Defines curriculum as an interaction between students and teachers with the intent that learning is to take place

Continued

- Facilitate structuring of learning so that the dominance of lecture is abandoned
- Experiences are grounded clinically
- Faculty not restrict creativity, individuality and style are encouraged
- Eliminate education based caste system
- Must offer a criticism system for assessing student learning

Tylerian Behaviorism

- Currently most popular curriculum style used in nursing education
- However, it should only be used for curriculum that is oriented toward memorization and skills
- We must change our academic learning style as it is not supported by the caring curriculum.

Caring Curriculum

- Curriculum is the interactions and transactions that occur between and among students and teacher with the intent that learning occurs
- Collegial participants- we are co-learners with our students
- Active learning engages the intellectual efforts of both student and teacher

Active learning is necessary for creative thinking

- Maturity of the learner is tied to the successful learning
- Students must take leadership and responsibility for their own learning
- Faculty need guidance to help and support and grow with a new repertoire of teaching tools and skills that supports active, educative, and egalitarian learning

Educative-caring paradigm requires that curriculum development start with faculty development

- We face the future fortified only with the lessons we have learned from the past. It is today, that we must create the world of the future.... In a very real sense, tomorrow is now.
 - Eleanor Roosevelt

The New Paradigm

- It examines the rich tapestry of philosophical convictions that support nursing as a human science and liberal arts education as a natural basis for that human science
- Transformation of nursing thinking as a liberation of thinking fostering caring for the student

Stepping Stones

- Facilitate curriculum development that cultivates creative, dynamic modes of approaching nursing care
- Wider range of options, greater scope of ideas, a valuing process-teaching strategies, support for student reflective thinking, student creativity
- The support for underlying assumptions that nursing is a human science

Philosophical foundation

- “Wide-Awakeness”
- This paradigm calls for encouragement and self-reflection wherein the educators come in touch with their own humanity and encourage the release of the human spirit as part of the teaching-learning process.

And finally from the book jacket....

- This landmark book presents a challenging curriculum paradigm for nursing education that empowers nurses to create a health care system true to its name. It has emerged as a turning point in the ongoing curriculum revolution, continuing to inspire faculty and nursing graduates and affecting nursing practice. Ultimately, this book transforms our conception of nurses and nursing and has a profound effect on the health of individuals and communities
 - National League for Nursing

Creating a Caring Science Curriculum|The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science, this book reflects.Â 1. Caring Science: Curriculum Revolutions and Detours Along the Way 2. Beliefs and Assumptions: The Hidden Drivers of Curriculum Development. Unit II. An emancipatory relational pedagogy for caring science curricula. 3. Emancipatory Pedagogy: The Transformation of Consciousness Through Relational Inquiry 4. Creating Caring Relationships: Collaboration, Power, and Participation 5. Engaging in Critical Caring Dialogue 6. Critical Reflection-in-Action (Praxis): Emancipatory Action 7. Creating a Culture of Caring. Unit III. Creating a caring science curriculum. It is recognized that care of older adults occurs in a cultural context in which the older members of society are...Â Implications for a. Caring Profession. Ann Holroyd, PhD, RN; Sherry Dahlke, MSN, RN, GNC (C); Cindy Fehr, MEd, RN, GNC.Â in the curriculum of our study, students had a low degree. of exposure to well older adults, despite the prevalence of. healthy older adults living in the community.