

NURS 198: INTRODUCTION TO THE ART OF NURSING

Spring, 1998

Fridays, 11 a.m. - 2 p.m.

School of Nursing Annex, Rm. 20

Course Instructor:

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Course Description: Introduction to foundational allopathic and holistic nursing art skills needed in all practice settings, grounded in Nightingale's philosophy/theory of nursing. Includes psychomotor competency, theoretical and philosophic foundations for nursing as a caring/healing art, and self-care foundations for becoming a nurse healer.

Credits and Prerequisites: 1 credit. This is a laboratory course with 3 contact hours for each credit. Open to non-nursing majors, but nursing majors have priority.

Course Objectives: Upon completion of this experience, students will:

1. Understand the philosophic foundations of nursing as a caring/healing art.
2. Demonstrate beginning skill in selected allopathic nursing skills used in all settings.
3. Demonstrate beginning skill in selected holistic nursing modalities.

Texts and required readings: The Fundamentals textbook is the book that will be required in the first semester of the junior year. There will be a reading packet addressing the wholistic modalities that are included in this course.

Chinn, Peggy L. (1995). Peace and Power: Building Communities for the Future (4th Ed.). New York: National League for Nursing.

Nightingale, Florence (1969). Notes on Nursing: What it is and what it is not. (Originally published in 1860). New York, Dover Publications, Inc.

Taylor, Carol; Lillis, Carol, & LeMone, Priscilla. (1997). Fundamentals of Nursing: The Art & Science of Nursing Care, (3rd Ed.). Philadelphia: Lippencott-Raven Publishers

Required equipment: Consistent with the premise that students will be able to use in their daily lives all of the skills and modalities included in this experience, all students will be required to provide their own equipment. The sphygmomanometer and stethoscope are the models required for the junior year. Many of the items required are household items, and some of the items can be shared by two or three students (these items are marked with an asterisk). The required equipment includes:

1. Thermometer, along with supplies needed to adequately clean and disinfect. Students will only use their own thermometer on themselves, not on each other.
2. Antiseptic soap for handwashing.*
3. Inexpensive gloves for basic universal precautions.
4. Watch with a second hand.
5. Diagnostix #700 Adult Professional Aneroid Sphygmomanometer
6. 3M Littmann Classic II SE Stethoscope
7. First aid supplies for basic wound care.
8. A kit for learning the basic principles of maintaining a clean field and a sterile field (kitchen towel, scissors, paper, crayons, glue, glitter or other decorating materials)

9. Basin, soap and lotion for foot care and massage.*
10. Towels – large and small bath towel, 2 kitchen size towels or scarfs, bandana or scarf
11. Foot file or pumice stone.
12. Nail clippers for toe nails.
13. Sheet or light blanket for lying on the floor, or for draping.
14. Pillow

Philosophy of the Course Design:

“ . . . the knowledge of nursing . . . of how to put the constitution in such a state as that it will have no disease, or that it can recover from disease, takes a higher place. It is recognized as the knowledge which every one ought to have – distinct from medical knowledge . . . ”

Nightingale (1967, p. 3)

“ . . . the art of nursing ought to include such arrangements as alone make what I understand by nursing, possible.”

Nightingale (1967, p. 9)

This course is based on Nightingale’s fundamental beliefs about nursing, and on the instructor’s research related to the art of nursing. Through my research, the art of nursing came to be recognized as the ability, through arrangements of movement and words, to transform experience from what is, to what is possible. Nurses in the study who had acquired this ability through their practice, were convinced that the art of nursing can be taught, and reflected that their experiences in nursing would have been enriched if they had learned very early some of the basic premises and skills of the art of nursing. An important dimension of learning any art form is the ability to practice in a protected time and space – a rehearsal studio. Therefore, this class is designed to integrate the instructor’s ideas about specific skills, insights, and knowledge that are required to develop the art of nursing, as well as to provide the protected time and space for rehearsal.

Consistent with Nightingale’s views, nursing is conceived as a healing art. Healing is viewed as a process of movement toward wholeness, and is equally important for those who are well as for those who are sick. The primary “tool” used by the nurse is the Self – the artistic, therapeutic use of Self to bring health and wholeness to a situation. The knowledge that the nurse brings to healing art practice includes knowledge of the Self -- knowledge that comes through experiences of Self care, Self healing, and Self love. Therefore, a major focus of this course will be the use of selected healing modalities in developing everyday practices of Self healing.

Nightingale believed that the art of nursing places the person (body/mind/soul) in the best possible situation for the person’s own healing powers (the reparative process) to bring about health and healing. The nurse as healer uses knowledge of the environment, and its effects on health and healing, to create a context for healing. Therefore this course addresses various approaches to bringing about a healing environment, and approaches to placing the person in the best situation for Self healing.

While this early experience can enhance students’ conceptions of nursing, their abilities to enter into a caring/healing relationships, and their development of the artistic components of nursing, every aspect of this course can be applied immediately in personal daily living. Consistent with Nightingale’s philosophy, the allopathic skills and the holistic skills that will be included are those that can be taught to and used by any individual in society. Participants are encouraged to apply what they learn here in their own self-caring/healing practice, and in their daily interactions with family, friends and acquaintances.

Group Process: We will use the principles of group process described in Peace and Power: Building Communities for the Future. The underlying intention of this process is to create an

environment for group integrity, safety, nurturing, and love and growth for every individual. In particular, every week the class will include Check-in at the beginning of the class session, and Closing at the end of the class session.

- **Check-in:** This is when everyone's presence is recognized and respected by the group. During check-in, each participant speaks briefly. First, call your name as a symbol of placing yourself within the group. Next, share any circumstances that might be influencing your participation, and any requests for the agenda that you want to place before the group. Finally, share your intention for the time we have together.
- **Closing:** Each gathering ends with again calling your name, and sharing your appreciation, critical reflection, and affirmation. During this time each person reflects on the process of the gathering, the extent to which the group process facilitated individual and group development, and explores suggestions for moving into the future. An example of closing is:
I am Peggy. I appreciate the ideas that everyone contributed about their experiences last week – it helped me to sort out some of my doubts about what we were doing. I wish we had spent more time practicing our skills, and would like to include some more practice on this next week. My affirmation is: I trust my inner voice.

Internet and e-mail: There is a home page for this course on the world wide web, which will have a listing of everyone's name, e-mail link, phone number, and any other information you want to share with the class (for example, your own home page location, if you have one). Everyone can use this page to communicate with any other individuals in the group. On the home page, you can find links to rich resources concerning nursing, healing modalities, and groups of nurses who are interested in alternatives in health care.

During the first week of class, everyone will send Peggy an e-mail message that includes your phone number (if you are willing to have this shared with participants in the class), and any information about yourself that you want to share with the class. This will provide the information for the home page.

Learning Activities: A detailed outline of the learning activities for the course is provided in the "topical outline" for the course. The course requirements include:

1. Focused readings on each of the modalities covered in class.
2. Practice with friends and family in using each of the modalities.
3. Active participation in class, including participation in discussion, exchanges in giving and receiving healing modalities, and providing constructive feedback for classmates concerning their competence.
4. Demonstrate a selected healing art at the time scheduled for the final exam, and provide constructive review for every other participant's demonstration.

Class experiences will be very active; wear loose, comfortable pants, and be prepared to remove your shoes (wear warm socks). We will often sit or lie on the floor; bring blankets and pillows for comfort if you desire to do so.

While we will engage in learning a number of healing modalities and nursing skills, in this course the goal is not to achieve expert mastery of the modalities. This can only come with repeated practice, and in some cases, with advanced education beyond what can be offered in one class period. You will receive constructive feedback on technique and skill level, and you will learn how to give others this same constructive feedback, which is part of the ability to practice the art of nursing. However, feedback that you receive and that you give to others is for

your own reflection, growth, and support, and is not used in evaluation of achievement in the course. Your sincere participation and sustained commitment to refining your skill, both technical and artistic, is the true mark of achievement as you begin your path toward becoming a nurse healer. Most important, if you learn the benefits for yourself in practicing even one of the modalities for your own self care and self healing, this alone will be a mark achievement that cannot be measured.

You will acquire varying levels of expertise and ability in using the skills covered in this class, and you can begin to use these skills in your own every day experience for your own health, and to facilitate others in their healing processes. Practitioners of most holistic healing modalities share in common with nursing the Nightingale view that healing knowledge should be shared, which is the premise of freely sharing in this class skills and knowledge from many different types of practices. At the same time, each of these modalities, when applied to the highest, most expert level of skill, requires considerable education and often years of experience. Be clear when you communicate with others that you are engaged in the learning process to become a registered nurse. You are not a massage therapist, or a therapeutic touch practitioner, for example, by having completed this course, nor will you be qualified in these fields when you complete your nursing education. However, you can incorporate in your nursing practice the basic techniques that are used in these and other healing practices, and perhaps consider someday completing the necessary education to also become credentialed in other healing modalities.

Grades: Pass/fail grading option is available for anyone who wishes to select this option.

Grades for this class will be determined by the investment that you make as an active participant and learner. There are three essential elements upon which grades are based:

- All students are expected to actively participate in the class sessions. If you have to be absent due to circumstances beyond your control, you can demonstrate your mastery of the material covered in the class by arranging a demonstration session with the instructor, and one other classmate who will serve as your client/advocate. To pass the class, active participation or demonstrations are required for at least 10 of the 14 class sessions. Demonstrations can be used for a maximum of 3 class periods.
- All students will be encouraged to apply selected modalities with friends or family outside of class. Everyone is required to demonstrate accountability for at least one of these experiences in order to pass the class. A form for these accounts is included with the syllabus. The account includes a description of the setting, the client, what happened in the interaction, and reflection on the quality of the experience for self and client. It also includes a statement that the client provides concerning the nature of the experience.
- All students will work with a partner and each select a healing art that they wish to demonstrate for the group at the time scheduled for the final exam.

The requirements for letter grades are:

“A” grade:

1. Actively participate in all of the class sessions.
2. Provide a brief account of your use of at least 6 of the modalities covered in class.
3. Demonstrate a selected healing art, and provide constructive feedback for other demonstrations.

“B” grade:

1. Actively participate in at least 12 of the 14 class sessions.
2. Provide a brief account of your use of at least 4 of the modalities covered in class.
3. Demonstrate a selected healing art, and provide constructive feedback for other demonstrations.
- 4.

“C” grade:

1. Actively participate in at least 11 of the 14 class sessions.
2. Provide a brief account of your use of at least 2 of the modalities covered in class
3. Demonstrate a selected healing art and provide constructive feedback for other demonstrations.
- 4.

“D” grade:

1. Actively participate in at least 10 of the 14 class sessions.
2. Provide a brief account of your use of at least 1 of the modalities covered in class.
3. Demonstrate a selected healing art, and provide constructive feedback for other demonstrations.

Topical Outline

Week 1 - January 23: Introduction.

Getting acquainted with all participants
Review of the syllabus
Review of the equipment requirements for the course
Overview of the philosophic foundations of nursing as a caring/healing art
Constructive rest
Grounding
Check-in
Learning Activities
Closing

Week 2 - January 30: Foundations of movement as a medium of the art of nursing.

Readings:

Peace and Power: Chapters 1, 2, 5 and 8
Fundamentals text: Body mechanics, bottom of p. 1003 - top of p. 1006

Grounding

Check-in

Nightingale quote

Page 48, 49

Learning activities:

Free form movement to music
Breath as movement
Overview of the essential elements of movement as medium for the art of nursing
Synchronous movement
Deliberative body language
Body Mechanics
Sensitizing the hands to touch

Closing

Week 3 - February 6: Foundations of narrative as a medium of the art of nursing

Readings:

Notes on Nursing. Read the introductory pieces by Maragret Dolan and Virginia Dunbar.
Then, leaf through the pages of this book and read the headings of each section.
Then go through and read the “notes” in the margin, stopping to read any sections that catch your interest. A couple of my favorite passages are in the footnotes – one on the types of music that benefit the sick, another on the value of pets! If you have time, read several of the sections in more detail.
“The Power of Play and Laughter” and “Meeting Steve”

Bring to class:

A blank book that is, or can become your journal

Grounding

Check-in

Nightingale quote

Page 49

Learning activities:

Vibrating the body

Free toning
Voice and sound quality (discussion and exercise)
Narrative guidelines for healing interactions
Journalling and public narrative
Creating a storied narrative
Therapeutic employment

Closing

Week 4 - February 13: Assessing body rhythms, Meditation, and Imagery

Readings:

Fundamentals text:
hand washing, p. 564-565
temperature, p. 440-441
pulse, p. 453-455
respiration, p. 457
blood pressure, 463-466

Handouts on Meditation and Imagery

Bring to class:

Thermometer and supplies for cleaning the thermometer (You will use your own thermometer only on yourself, but will need to clean it before and after your temperature is taken)
Watch with a second hand
Stethoscope
Sphygmomanometer

Grounding

Check-in

Nightingale quote

Page 60-61

Learning activities

Handwashing
Temperature, pulse and respiration measurement
Blood pressure measurement
Overview of meditation and imagery as healing modalities
Meditation exercise
Imagery exercise

Closing

Week 5 - February 20: Healing and Music

Readings:

Kay Gardner: "Rhythm as Pulse"

Bring to class:

Equipment for monitoring body rhythms
Watch with second hand
Any small percussion instrument, or a substitute (spoons, pans, sticks, boxes, rattles)

Grounding

Check-in (we will add name chants to check-in today)

Nightingale quote

Page 57 (note)

Learning activities:

Body rhythm monitoring (beginning and end of class)

Principles of healing music
Free toning
Drumming and chanting
Healing name chant circle

Closing

Week 6 - February 27: Healing Conflict: Mediation and the Gentle Art of Verbal Self

Defense

Readings:

Peace & Power, Chapter 8 and 9
Handout on the Gentle Art of Verbal Self Defense

Bring to class:

Equipment for monitoring body rhythms

Grounding

Check-in

Nightingale quote

Page 102, 103

Learning activities:

Overview of health consequences of hostility and conflict
Overview of mediation and constructive criticism
Overview of the gentle art of self defense
Practice forming constructive criticism
Practice mediating conflict

Closing

Week 7 - March 6: Enhancing the body's reparative potential

Readings:

Fundamentals text:
gloving, p. 573-575
universal precautions, Bottom of p. 572, 576-578
bathing and hygiene, p. 918-927
foot care, bottom of p. 958-960

Bring to class:

Sheet or light blanket for draping
2 Towels
Wash basin
Liquid soap
Lotion
Foot file and nail clippers

Grounding

Check-in

Nightingale quote

Page 43

Learning activities:

Principles of Universal precautions
Gloving - demonstration and practice
Comfort and privacy: draping and verbal interactions to assure comfort

Foot care - principles and practice
Foot massage
Hand Massage

Closing

Week 8 - March 13: Enhancing body movement potential.

Readings:

Fundamentals text:
assisted walking, p. 1051-1053, p. 826
transfers, 1046-1048
range of motion, 1037, figure on 1039
positioning for comfort, 1031-1036

Bring to class:

One or more pillows
Sheet or light blanket for draping
A scarf, kerchief or bandana to use as a blindfold

Grounding

Check-in

Nightingale quote

Page 84

Learning activities:

Positioning for comfort (bed and seated)
Assisted walking and transfers
Range of motion of all extremities and head

Closing

Week 9 - March 27: Healing Massage

Readings:

Fundamentals text:
percussion and vibration, p. 1332-1333
Handouts on massage

Bring to class:

Lotion
Pillow
Sheet or light blanket for lying on floor or for bolstering
Make sure your nails are trimmed and that you file away any rough edges and hang nails

Grounding

Check-in

Nightingale quote

Page 62

Learning activities:

Principles of healing massage
Body mechanics in giving a massage (seated, bed, floor)
Demonstration and practice using basic strokes
Practice giving massage of back, head, shoulders, neck, face in supine, prone, and seated positions
Practice chest percussion

Closing

Week 10 - April 3: Enhancing reparative potential after injury.

Readings:

Fundamentals text,
Sterile fields, p. 569-571
Wound care, p. 704-712
AJN article on skin care
Hand out on use of heat and cold,

Bring to class:

2 wash cloths or small bath towels
2 kitchen towels or scarfs
Scissors
Plain paper
Crayons
Glue
Glitter or any material to use for decorating a piece of paper

Grounding

Check-in

Nightingale quote

Page 17-18

Learning activities:

Principles of maintaining a sterile field
Practice making a decorated snow flake in a "sterile" field
Principles of skin care to prevent pressure wounds, and to treat uninfected wounds
Principles and practice in using heat and cold for healing

Closing

Week 11 - April 10: Healing with Touch.

Readings:

Therapeutic touch and healing touch handouts

Bring to class:

Pillow
Light sheet or blanket for bolstering

Grounding

Check-in

Nightingale quote

Page 11

Learning activities:

Overview of principles of therapeutic and of healing touch
Practice with therapeutic touch
Practice with healing touch

Closing

Week 12 - April 17: Guest Alison Kane: Yoga

Readings:

Bring to class:

Grounding

Check-in

Learning activities:

Closing

Week 13 - April 24: Healing environments and using visual and olfactory senses

Readings:

Aromatherapy handout

Bring to class:

A candle (scented or unscented)

Crayons or watercolor pens

A picture or a clipping from a magazine that represents a healing image to you

Sheets, light blankets, scarfs, colorful table coverings (we will use these items to drape and re-design the environment of the room)

Grounding

Check-in

Nightingale quote

Page 58-59, note on p. 79

Learning activities:

Principles of aromatherapy, and discussion of specific essential oils

Space and design: creating environmental moods and attitudes

Art as a means of expression and healing

Closing

Week 14 - May 1: Bringing it together: Practice for final demonstrations.

Readings:

Review any readings related to selected healing modalities

Bring to class:

Equipment for monitoring body rhythms

Equipment you need for your selected modality or modalities

Grounding

Check-in

Learning activities:

Review of healing modalities selected for integration and practice

Practice with your partner

Closing