

St. Catherine University

From the Selected Works of Joyce B. Perkins PhD, MS, MA, RN, AHN-BC, CHTP, RMP-T, ACE-GFI

2019

Faculty Corner: A Voice from St Catherine University. AHNCC Endorsed Schools e-Newsletter

Joyce B Perkins, PhD



Available at: <https://works.bepress.com/joyce-perkins/11/>

Faculty Corner: A Voice from St. Catherine University
AHNCC Endorsed Schools e-Newsletter
St. Catherine University
Minneapolis/St Paul, MN.
Joyce B. Perkins PhD, RN, AHN-BC, CHTP, ACE-GFI

St. Catherine University's newly endorsed AHNCC BSN program has three sections: a day section in the College for Women, an online RN to BSN section, and a new hybrid (online and face-to-face) section in the College for Adults (CfA). Each section has its own template for offering holistic nursing. This widespread holistic emphasis grew through faculty interest, scholarship, and a growing commitment to incorporate holistic theory and practice into the respective BSN curricula.

With the support of the faculty throughout the Department of Nursing, an opportunity arose to design a totally new BSN curriculum in the CfA section. Faculty advocates for the holistic perspective from all program sections and multi-cultural partners from the community came forward to help create and endorse a curriculum grounded in the most up-to-date holistic theory, while simultaneously incorporating contemporary best practices in nursing education. Unitary Human Caring Science (UHCS) emerged from this gathering as the CfA BSN's theoretical framework. The focus on best nursing educational practices provided the structure within which to embed UHCS and its application across all the new nursing courses.

More specifically, UHCS and its application at the BSN level was officially announced at the 2019 conference, *Nursing Theory: A 50th Year Perspective Past and Future* (Nursology, 2019) by faculty representatives (Perkins, 2019; Cunniff, Dols Finn, Pearson, & Perkins, 2019) from various nursing programs within St. Catherine University. UHCS emerged from Unitary Caring Science (UCS), the brainchild of Watson and Smith (2002), when they merged Rogers' Science of Unitary Human Beings (SUHB) (Rogers, 1971,1992) with Watson's Caring Science (2008, 2018). Perkins (2019) exponentially expanded possibilities by using Newman's (1994) work on expanding consciousness, to sort levels or kinds of information within the unitary transformative paradigm, thus, increasing the parameters of the possibility of a pan dimensional human-environmental landscape. This unique twist or spiral of consciousness allows for the inclusion of all possible theories, thought systems, and healing potentials. It seems to be a universal approach in which all personal, cultural, and systemic perspectives are embraced and sorted, then brought forth for the potential good or healing that they might offer to the human-environment. In particular, the inclusivity element seems "just right" for our time in history when course corrections of all kinds are upon us.

All possible healing potentials are embraced as this unitary holistic perspective is called forth by conscious attention and intention, and the choice of a heart filled with a sense of the sacred nature of all things. The frequencies of love and compassion create the nest, while many ways of knowing (Carper, 1978) pave the path of conscious choice. The languages of complexity science, plasma cosmology, quantum physics, indigenous and ancient cultural knowing, to name a few, reveal a multicultural yet common, even innate benevolence in the natural world that facilitates a leap in human potential to bring balance to the forefront of life and living systems. The coherent harmonious movement of life energy

flowing pan dimensionally incorporates the varying theoretical perspectives within a unitary understanding.

The experience of expanded human potential is possible for those willing to engage and participate in the learning of certain practices that bring balance and healing to life situations. St. Catherine University's BSN sections are designed to introduce students to these pathways and practices. One such pathway is the use of Watson's Caritas Processes ®. These processes evolved to Caritas Veritas ® (Watson, 2018) in the unitary paradigm, illuminate one's life journey, as light is shone on inner processes of growth and development within each student nurse. Perkins (2017) noted that the expert nurse becomes a virtuoso via praxis at this level of human function, and a sense of the sacred in daily life prevails. The ability to note subtle energetic patterns as well as physical, chemical or mental, emotional presentations inform nursing action.

UHCS aligns with best nursing education practices regarding curriculum design and the associated student experiences. The BSN student learning outcome statements reflect holistic nursing elements and are the same for all three BSN sections. These statements, plus the integration of holistic core concepts, standards and values serve as an organizing framework for the detailed curriculum maps that specify holistic perspectives alongside more traditional nursing content. Curriculum map details are parceled out into nursing courses and are represented in detail in each course syllabus. Associated assessments and related rubrics measure formative and final outcome achievement in both holistic and traditional curriculum areas. In the CfA for example, these include caring attributes, modes of being, and paradigms, along with understanding and application of the Caritas Processes ®. Another CfA example is a learning experience that synthesizes holistic and traditional elements. Beginning in the first year and reaching its apex in the last semester, each student creates an e-portfolio organized around integral nursing theory (Dossey, 2008). In addition, meditation, contemplation and other self-care practices are included throughout the curriculum, to help stabilize the inner personal dynamics of students as they embrace the larger world of complex situational dynamics of patient care and organizational complexity. Also, the three BSN sections utilize a common continuous quality cycle process that evaluates effectiveness in bringing about the desired learning outcomes. This process routinely addresses the holistic components as specified across the curriculum. In all of these nursing education best practices and many others not listed here, the all-encompassing UHCS theory of nursing can provide highly meaningful explanatory and motivational momentum for students and faculty alike.

St. Catherine's BSN program offers the foundational practices and a values-based curriculum that builds relational knowing, perceptual pattern awareness, and caring behaviors. This approach facilitates practice readiness for entry into the profession as well as for lifelong learning. A nurse with such expanded awareness possesses inner qualities and sustainable capacity for caring behaviors that potentiate joy in the making of a better world.

References

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*. Vol. 1, 13-

- Cunniff, E., Dols Finn, C. L., Pearson, V., Perkins, J. B. (2019). Unitary Human Caring Science Embodied in an AHNA Endorsed Holistic Nursing Curriculum [Abstract]. Case Western Reserve University, Cleveland, OH, *Nursing Theory: A 50-Year Perspective Past and Future Abstracts*, F-7, May 21-22
- Dossey, B.M., (2008). Theory of integral nursing. *Advances in Nursing Science*. 31(1) E52-E73
- Newman, M. A. (1994). *Health as expanding consciousness* (2nd ed.). New York, NY: National League of Nursing Press.
- Nursology (2019) Nursing Conference: *Nursing Theory: A 50-Year Perspective Past and Future*, Case Western Reserve University, March 21-22, Retrieved from <https://nursology.net/>
- Perkins, J. B. (Unpublished manuscript, 2017). The Sacred Self as the Essence of Nursing: Watson's Ten Caritas Processes Revisited Through the Lens of Unitary Human Caring Science. *Nursing Science Quarterly*.
- Perkins, J.B. (2019). Unitary Human Caring Science: Articulating the disciplinary perspective and structure of nursing knowledge [Abstract]. Case Western Reserve University, Cleveland, OH, *Nursing Theory: A 50-Year Perspective Past and Future Abstracts*, F-30, May 21-22
- Rogers, M. E. (1970). *Introduction to the theoretical basis of nursing*. Philadelphia, PA: F. A. Davis.
- Rogers, M.E. (1992). Nursing science and the space age. *Nursing Science Quarterly*, 5, 27-34.
- Smith, M. (1999). Caring and the science of unitary human beings. *Advances in Nursing Science*. 21(4) 14-28.
- Watson, J. (2012). *Human caring science: A theory of nursing*. (2nd ed.). Sudbury, MA: Jones & Bartlett Learning. ISBN 978-1-4496-2810-9.
- Watson, J. (2018). *Unitary Caring Science: Philosophy and Praxis of Nursing*. Boulder, CO., University Press of Colorado.
- Watson J., and Smith, M.C., (2002). Caring Science and the science on unitary human beings: A trans-theoretical discourse for nursing knowledge development. *Journal of Advanced Nursing* 37(5) 452-461