



## **NUR280 Nursing and the Liberal Arts**

**Fall 2022**

# NUR-280: Nursing and the Liberal Arts Seminar: Thinking Globally (2units)

*Fall, 2022*

**Charles Farhadian, PhD**

Office: Porter Center 10  
E-mail: farhadian@westmont.edu

Office hours: M/W, 8:30-10:00 a.m.  
or by appointment

## **2 units of theory**

**Pre-requisites:** Acceptance into ABSN program

**Placement in curriculum:** Liberal Arts

**Day:** Monday – Friday for first two weeks, 2 other meetings (Oct 4 and Nov 8)

**Time:** 2:00-4:30

**Room:** Classroom on third floor

## **ABSN Program Mission**

Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

## **Program Learning Outcomes (PLO)**

1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

## **SEMINAR DESCRIPTION**

Nursing is a multidisciplinary field which has been long recognized to rely on the natural sciences, behavioral science, and social sciences. More recently, the field of the medical humanities has shown how the classic humanities (English, history, philosophy, religious studies, art, music, and foreign language) can support and inform health care practice. Therefore, nursing can be enriched by disciplines across the entire breadth of the liberal arts. This seminar is designed to illustrate the connections between nursing and one or more area of the liberal arts. Different seminars will be offered each semester.

The topic of this particular course is healing and the healer around the world. We will keep an eye out for how the healing arts engages the disease process, the entire human self, and how the healer

makes sense of his or her own practices of healing. During the first part of our course, we will consider ways the limits of healing in Western forms of medicine. In the second part of the our course, we will consider non-Western approaches to healing, which will include the role of Christianity, the church, and spiritual realities. The course will include readings, films, discussions, and possible class guests. Among the topics we will consider are the following: Medicine in the West and non-Western world; grief in the healers and those being healed; mortality; spiritual formation; and more. Our perspective will be global as much as possible in order to tease out universal and particular themes of healing in various contexts and invite a view that goes beyond a mechanistic view of medicine.

### **GENERAL EDUCATION: THINKING GLOBALLY**

This course fulfills the GE requirement, Thinking Globally. Our task is not just to understand healing and the healer from one particular non-Western perspective, but rather to describe and analyze the dynamics of healthcare from various world regions and perspectives. As such, the course will highlight ways in which non-Western insights on healing and healthcare contribute to the practice of nursing today. Throughout the course, biblical Christianity will be the animating central guide for how persons and healing are to be conceived. This course will demonstrate substantial engagement of trans-regional connections, include many perspectives arising from these connections, evaluate the impact of global processes on health, and explore the ethical demands for Christians in the area of healing and healthcare.

## COURSE ALIGNMENT TO PROGRAM & INSTUTIONAL LEARNING OUTCOMES

| Course Learning Outcomes   | Assignments that will be used to assess outcomes  | Alignment to:  |  |
|--|---|--|--|
|  |   | Nursing Program Learning Outcomes  | Westmont Institutional Learning Outcomes           |
| 1) Students will articulate how their nursing will be enriched or informed by the topic of this seminar, healing in a global context.  | Nursing and the Liberal Arts Reflection Essay   | 6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally. |  |
| 2) Students will understand the Christian notion of human being, the profound nature of sin and its attending brokenness in all areas of human life, as well as healing of self and other by the Triune God. | Students will incorporate Christian thinking in their written work                                      | 1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.  | Christian Understanding, Practices, and Affections |
| 3) Students will analyze Western and Non-Western approaches to medicine and healing.   | Students will lead in-class presentations on Western and Non-Western approaches to medicine and healing | 2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.  | Global Awareness                                   |
| 4) Students will write effectively and communicate orally in various contexts  | Students will write daily journals and a cumulative essay; they will present orally about their work    | 4. Communicate effectively with the interprofessional team to ensure a holistic approach to patient-centered care  | Communication (Written and Oral)                   |

### REQUIRED READINGS

1. Dallas Willard, *Renovation of the Heart* (NavPress, 2021)
2. Rachel Jones, *Grief on the Front Lines: Reckoning with Trauma, Grief, and Humanity in Modern Medicine* (North Atlantic Books, 2022)
3. Handouts on Canvas

## SUGGESTED READINGS

1. Atul Gawande, *Being Mortal: Medicine and What Matter in the End* (Henry Holt & Company, 2014)
2. Paul Unschuld, *What is Medicine? Western and Eastern Approaches to Healing* (UC Press, 2009)

## CLASS SCHEDULE

| Day      | Topics  | Reading   |
|----------|---|---|
| 1 (8/29) | Course introduction: Christian Thinking & Our Enlightened Condition | -Willard, <i>Renovation of the Heart</i> , chapters 1-4   |
| 2 (8/30) | The Broken Healer   | -Willard, <i>Renovation of the Heart</i> , chapter 5, 6<br><br>-Heibert, "The Law of the Excluded Middle" (Canvas)<br><br>-Buechner, "Journey Toward Wholeness" in <i>Longing For Home</i> (Canvas) |
| 3 (8/31) | The Evolution of Medicine   | -Listen to podcast in class<br><br>-Paul Unschuld, <i>What is Medicine?: Western and Eastern Approaches to Healing</i> (selections, Canvas)   |
| 4 (9/1)  | Death, Trauma, and Grieving in Medicine                             | -Watch documentary in class<br><br>-Rachel Jones, <i>Grief on the Front Lines</i> , chapters 1-4  |
| 5 (9/2)  | Guest: a doctor's visit   | -Rachel Jones, <i>Grief on the Front Lines</i> , chapters 5-8   |
| 1 (9/5)  | End of Life & The Religions   | Chapters are from <i>End-of-Life Decision Making</i> (Canvas): Christianity, Catholicism, Judaism, Islam, Buddhism  |

|   |   |  |
|---|---|--|
| <p><b>2 (9/6)</b></p>                         | <p>Healing in Africa</p>  | <p>-Watch film selections in class (Ault &amp; Ayer)</p> <p>-Boyo et al., “African Christianity and the Intersection of Faith, Traditional, and Biomedical Healing” (Canvas)</p> <p>-Mohr, “School of Deliverance: Healing, Exorcism, and Male Spirit Possession in the Ghanaian Presbyterian Diaspora” (Canvas)</p> <p>-Ngoya, “The Historical Role of African Churches in the Healing Systems in Mbeya Region [Tanzania] from the 1980s to the Present” (Canvas)</p> |
| <p><b>3 (9/7)</b></p>                         | <p>Rituals of Care</p>  | <p>-Watch <i>Departures</i> (dir. Yojiro Takita, Japan, 2009) and discuss</p>  |
| <p><b>4 (9/8)</b></p>                         | <p>Healing in Asia</p>  | <p>--Bergunder, “Miracle Healing and Exorcism: The South Indian Pentecostal Movement in the Context of Popular Hinduism” (Canvas)</p> <p>-Beggiora, “The Whisper of the Spirits: Shamanic kinship and the cult of the ancestors among the Lanjia Saora of Orissa [India]” (Canvas)</p>   |
| <p><b>5 (9/9)</b></p>                         | <p>Healing in The Pacific<br/>-Guest: Markus Kilungga, Walak tribe, Papua</p> | <p>-Lewis and MacPherson, “Health transitions and the double disease burden in Asia and Pacific countries” (Canvas)</p> <p>-“Performing Indigenous Healing [Papua]”</p>  |
| <p><b>TBD<br/>Check-in<br/>(10/4), Tu</b></p> |   |  |

|  |  |  |
|--|--|--|
| <b>TBD<br/>Check-in<br/>(11/8), Tu</b> |  |  |
|--|--|--|

**ASSIGNMENT DESCRIPTION**

**1) Attendance and Participation (25%)**

Your attendance and participation are required. Since this is a concentrated course with few students, it is essential that all students participate actively in class discussions and presentations. Participation will also include the informal student-led discussions on daily readings. The quality of our course will in large part be determined by student reading and participation in class discussions.

Handouts should be formatted as follows: a) write name of article and author on top of page, along with name of presenter; b) provide a 1 to 2 page summary of the article; you may use narrative, bullet points, or a combination. Be sure to highlight quotations that are important; c) provide 2-3 questions at the bottom of the page for possible class discussion; d) make enough copies for our entire class (i.e., 9) for your day’s discussion.

**2) Nursing and the Liberal Arts Reflection Essay (25%)**

You will write a 5-page, single-paged typed essay reflecting on how the contents of this course expanded or challenged your view of nursing, health care, or wellness. The exact prompt will be provided near the end of the course. The paper will be due in one of our check-in times in October or November, where you will have the opportunity to share their reflections in our cohort.

Please note: your paper ought to incorporate reflection from either Dallas Willard’s *Renovation of the Heart*, chapters 7-13 or from Atul Gawande’s *Being Mortal*. Given that this is such a short paper, you cannot provide extensive incorporation of this material into your paper.

**3) Reflective Journal Entries (25%)**

This exercise encourages you to integrate your course learning into your life and work. Contributions to your Journal should be made *daily* through Canvas for the first 2 weeks (M-F), and reflect on material in our class, your other Nursing courses, and your personal observations geared toward making you a better nurse. What’s important is that you make connections between the course material, other courses, and your personal insights. Some questions to consider:

First, in just a few sentences, summarize the reading. Then, provide your reflections: e.g., What did I learn that was particularly compelling? Why? What was challenging about this reading? How do I want to change as a practicing nurse because of what I just read? How does this material intersect with material from other Nursing courses – e.g., similar, dissimilar,

totally new insight? How did this material grab me, and make me think? What questions did this reading raise for me?

#### **4) Final Exam Project (25%)**

##### **GRADING INFORMATION**

Grading criteria include correctness, completeness, precision, depth, grammar, presentation, and coherence of your answer. The importance of the argument is also important in evaluating papers. The following is a brief explanation of how I distinguish among grades.

100-90%: Superior work that involves something more than mere competence. This work entails depth of analysis, imaginative insight, careful synthesis of the material, and an attention to detail that hints at a nuanced and subtle analysis. This level work requires superb grammar, presentation, and content. This level of work is distinguished from lower levels by its qualitative difference.

89-80%: Good work that is solid, on target, and competent. It does not mislead. This level work states the important points and explains them adequately and competently. Work at this level attends carefully to the assignment, fulfilling each component of it. In examinations this requires answering the question in full. In papers it means exploring a carefully delineated topic or text as carefully and as fully as space allows.

79-70%: Acceptable but flawed work. This work may be flawed in different respects: missing the target, not quite seeing the point, misunderstanding what the question asks for, struggling for clarity. The work still demonstrates a grappling with the material and ideas in a plausible manner. In examinations, such work may make ambiguous points or use imprecise terms and concepts. Such work typically does not construct arguments well or misses some crucial points implied in the question. This level of work still evidences a general sense of the issues and a capacity to think about them. This level essay frequently is quite short in length.

69-60%: Unacceptable but passing work. This work usually demonstrates only a rudimentary awareness of the issues or problems, but even this is often confused by acute writing difficulties or an inattentiveness to the question. This level essay is typically quite short.

59-50%: Unacceptable and unpassable work.

##### **INSTRUCTION FOR PAPER FORMATTING**

1. In the upper right-hand corner type your name, the date, the course number, and the number of words in the paper. Never use a cover sheet.
2. Two lines down, centered, type the title of your paper.
3. Use the Times New Roman 12-point font.
4. Do not use contractions (unless in original quotation). (Don't.)
5. Set your line spacing to double.
6. Use one-inch margins on all sides.
7. Place page numbers in the lower center of all pages, except the first.
8. Italicize all non-English words, except personal names and place names.
9. Staple the assignment (if more than one page) in the upper left-hand corner.
10. Write the paper as though the reader knows nothing of the material. You will need to define terms.

##### **OTHER**



1. Westmont College will make reasonable accommodations for persons with documented disabilities. Student who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course. Please contact Sheri Noble, Director of Disability Services (310A Voskuyl Library, 565-6286), [snoble@westmont.edu](mailto:snoble@westmont.edu)) or visit the website for more information: <http://www.westmont.edu/offices/disability>.

2. The **writing center** is a creative, collaborative space where you can improve in writing skill and confidence. Our peer tutors serve as friendly “test readers” for your projects, helping you develop and revise your writing before submitting it to professors, employers, and others. During the Fall 2020 semester, [Writers’ Corner](#) tutors will be meeting with you online using video conferencing and other tools. We encourage you to meet with a tutor at least 48 hours before your writing deadline. Be ready to share your assignment prompt and your latest draft, no matter how rough. All tutorials are free of charge. **Make an appointment** at <https://westmont.mywconline.com/>

3. *Written documentation* from a medical doctor or the campus health clinic must be obtained and promptly forwarded to the professor if poor health prohibits you from appearing for an examination. Role will be taken at the beginning of each class period. Failure to appear for an examination will result in an “F” for that examination.

4. *Academic Dishonesty*: Per college policy, academic dishonesty can take three forms:

*Plagiarism*: presenting the work (either oral or written work) of others as though they were your own. A direct quote or even a couple of words from a sentence must be given proper credit. If they are not your words or ideas, don't use them as your own. To be specific, any time you use someone's idea, you *must* provide a reference for it, and any time you use someone's words, you *must* use quotation marks, and provide the full reference for this quote.

*Cheating*: using or providing unauthorized sources for any piece of work. In addition to the obvious, copying someone else's work onto your own paper, it includes such things as prohibited use of sources, communication about contents or difficulty of an exam with someone who has an extension, or securing answers on an exam beforehand.

*Falsification*: giving false information in regard to any academic undertaking (e.g., altered research results, false or altered quotes, having another person hand in work attributed to you, use of phony excuses or forged signatures, etc.)

Obviously, any of these actions would directly conflict with one's training as a student and citizen and would be a violation of the community. Accordingly, if you have any knowledge regarding an instance of academic dishonesty (involving yourself or another student), you should come to speak with me immediately. For more information on plagiarism and the college policy for consequences of academic dishonesty, please see “Policies and Procedures” found on the Westmont website.

5. *Late work*: All work is expected to be handed-in on time during class. Handing in an assignment after class, even if it's on the same day as the class meeting, is considered late. The minimal penalty for late work is an automatic decrement of 10% grade for every day it is

late and the professor will not provide comments on the paper. An unexcused absence for an exam will give you a zero for that assignment. I do grant extensions in cases of extreme illness or family/personal emergency.

6. Lectures may not be recorded, unless with the permission of the professor.

7. Please do not use computers (except for Zoom) or cell phones in class (cell phones should not be on desks). If you need to use your cell phone, please wait until break.

8. Office hours: by appointment. Email: [farhadian@westmont.edu](mailto:farhadian@westmont.edu) to set up a Zoom appointment.

9. Please, be happy in class.