



PHI200 Nursing For Human Flourishing

2022

PHI200 Nursing for Human Flourishing

3 units/credits

15 weeks

Pre-requisites: Acceptance into ABSN program

Placement in curriculum: Liberal Arts Course

Time: Wednesdays, 1:15pm–5:00pm

Room: Westmont Downtown

Course Faculty: Professor Taylor

Faculty office: Porter Center 8

Faculty email: taylor@westmont.edu

Faculty phone: Ext.6157

Faculty office hours: MTh 3:15pm–5:15pm (Main campus); W 5:00pm–6:00pm (Downtown campus) & By appointment.

I. Important Information

This is a course in a series of Liberal Arts courses that support and influence nursing to prepare the nursing student for the safe, patient-centered and family-supported quality care in a variety of healthcare settings. The best way to be prepared for your lecture is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont catalogue course description

“An introduction to the main ideas and methods of philosophy and central problems, significant figures in the philosophic tradition, and some of the significant schools of thought. Attention is given to the assessment of world and life views and to the development of a Christian world and life view.”

Instructor's further description

This course provides nursing students with philosophical resources to reflect on the contribution of nursing to human flourishing. More specifically, it will give nursing students an opportunity to think about the contribution of nursing to human flourishing in light of philosophical contemplation on the nature and methods of philosophy, the existence and nature of God, the nature and dignity of human beings made in God's image, intellectual and moral virtues, ethical theories and problems, and political issues and theories.

We will discuss the relevance of these philosophical topics to nursing from the standpoint of the Christian story of God's plan of salvation in Christ, including the doctrines of creation, fall, redemption, and consummation. This story will enable us to think about nursing as a response to God's call to care compassionately for human beings (who share the human condition of being vulnerable to illness, injury, and death)

with the respect they are due as creatures with dignity made in the image of God. And it will also enable us to understand human health and flourishing as an essential component of the Kingdom God is bringing about in a fallen and suffering world through his work of healing, salvation, and redemption in Jesus Christ—and through the Christian church, the Body of Christ.

In sum, though this course includes content from Philosophical Perspectives (PHI 006), it will be focusing on how reflection on the philosophical topics we cover can contribute to the student's conception of nursing as a call to care for vulnerable human beings created in God's image but subject to the pain and suffering that is a consequence of our living in a fallen world. And there will be a special emphasis, absent from Philosophical Perspectives, on intellectual and moral virtues as well as on moral reasoning about ethical issues that arise in the context of healthcare. Finally, we will be stressing how the main goal of nursing is to contribute holistically to the human flourishing and shalom God is working to bring about through his Kingdom.

ABSN Program Mission

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

Program Learning Outcomes (PLO)

1. Exhibit Christian character and servant leadership while caring 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.

Course Learning Outcome (CLO)

The student learning outcome for this course is this: "Students will be able to articulate major philosophical ideas and describe their bearing on the Christian liberal arts."

Course Objectives

1. As an introduction to *philosophy* for nurses, the course has three main goals:
 - 1.1 To help you learn *about* philosophy. The course surveys philosophical fields, issues, positions, arguments, and concepts. It (a) provides **models** of both critical

and constructive philosophical thinking and (b) provides philosophical **materials** (positions, arguments, and concepts) you can employ in developing a Christian worldview (*aligned with Philosophy “Knowledge” Program Learning Outcome*).

1.2 To help you learn how to *do* philosophy. In general, the course is designed to help you learn to **think critically and analytically** about fundamental ideas and ideals and (b) to help you learn to **think constructively and systematically** about the nature of reality and the meaning of life. Essays and class discussions will help you acquire these philosophical skills. Helping you learn to **think critically about basic assumptions** involves enabling you to test truth-claims about reality, knowledge, and value. Teaching you to **think analytically** takes the form of training you to construct and evaluate analyses of key concepts. These skills go together. In order to know whether a statement is true, you must first understand what it means. The task of understanding a proposition involves discerning the meaning of its constituent concepts. The “Socratic Method” of teaching employs both of these intellectual tools. This goal of helping you think critically about underlying assumptions and clearly about basic concepts makes philosophy a **foundational** enterprise. You will also have opportunities in this course to reason systematically about philosophical issues from a Christian perspective. Helping you **think constructively and systematically** about the nature of reality and the meaning of life involves equipping you with the resources for developing a comprehensive world and life view. A comprehensive world and life view is a unified perspective that provides an understanding of the nature of the world and the purpose of life. Constructing such a perspective is more than a philosophical task, since it incorporates and integrates theories from the natural and social sciences and theology. However, philosophy is essential to provide a general framework within which to integrate the specific scientific and theological theories. Aristotle’s overall intellectual system is a good example of a world and life view that combines a general philosophical framework with specific scientific theories. Thomas Aquinas’s work illustrates an integration of Christian theology with Aristotle’s system. The contribution of philosophy to the construction of a world and life view makes philosophy a **general** and **interdisciplinary** discipline (*aligned with Philosophy “Skills” Program Learning Outcome*).

1.3 To help you learn to enjoy philosophy. Though philosophy is difficult, it can be interesting and even deeply satisfying. You will be encouraged to cultivate a desire to philosophize throughout your life (*aligned with Philosophy “Virtues” Program Learning Outcome*).

The Westmont College Long Range Plan describes the ideal Westmont graduate as being the kind of person who is “characterized by a range of valuable knowledge, helpful skills and positive attitudes.” The three main objectives of this course just listed are intended to contribute to the formation of these characteristics in Westmont graduates by providing them with (a) a general valuable perspective on reality, knowledge, value and the integration of the academic disciplines; (b) the helpful skills of critical thinking, conceptual analysis, philosophical argumentation,

and imaginative system-building; and (c) appreciation of their own philosophical heritage and respect for those who hold philosophical positions with which they disagree.

2. Relative to Westmont’s Institutional Learning Outcomes—Aligned with the Christian Understanding, Practices, and Affections ILO and the Critical Thinking ILO.
3. Other course goals: The Long Range Plan mentions “interpersonal competence” as a desirable trait. In this course, you are encouraged to join the “great conversation” together - to ask thoughtful questions and to participate in philosophical dialogue and debate. The Long Range Plan also prizes self-criticism and openness to new ideas. As you contribute to the “great conversation” together in this course, you are encouraged to be critical, not only of the views of others, but also, perhaps especially, of your own views and values. Another desideratum is that graduates be able thoughtfully to defend their own convictions “in a world of competing moral and spiritual visions.” Acquaintance with the “great conversation” will enable you to investigate a wide range of alternative perspectives on reality, knowledge, and value. Philosophical analysis, criticism, and argument can help you learn to defend your own views. On the other hand, carefully following the “great conversation” is an excellent way to learn the limits, as well as the value, of formal reasoning. Nothing is more intellectually humbling than realizing that the greatest intellects in history have disagreed about the answers to the most fundamental and important questions facing human beings.

ILO and PLO Alignment Table

Number	Institutional Learning Outcomes	Program Learning Outcomes
1	<p>Christian Understanding, practices, and affections</p> <p>The graduate will demonstrate literacy in biblical and orthodox Christian faith (<i>Christian Understanding</i>).</p> <p>The graduate will demonstrate faithfulness in Christian service (<i>Christian Practices/ Affections</i>)</p>	<p>1. Exhibit Christian character and servant leadership while caring for a diverse population in communities across state, national, and global settings.</p>
2	<p>Global Awareness</p> <p>The graduate will analyze global patterns from at least two different perspectives (social, cultural, economic, political, religious, technological or educational) (Global Awareness)</p>	<p>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.</p>

Number	Institutional Learning Outcomes	Program Learning Outcomes
3	<p style="text-align: center;">Diversity</p> <p>The graduate will effectively analyze topics and human experiences using categories such as race, ethnicity, gender, sexuality, socio-economic status, and disability with respect to a biblical vision of human flourishing (<i>Diversity</i>)</p>	<p>1. Exhibit Christian character and servant leadership while caring for a diverse population in communities across state, national, and global settings.</p> <p>3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.</p> <p>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.</p>
4	<p>Communication (Written and Oral)</p> <p>The graduate will write effectively in various contexts (<i>Competence in Written Communication</i>)</p> <p>The graduate will effectively communicate orally in various contexts (<i>Competence in Oral Communication</i>)</p>	<p>3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.</p> <p>4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.</p>
5	<p style="text-align: center;">Critical thinking/Quantitative Reasoning</p> <p>The graduate accurately evaluate the strength of evidence in support of a claim (<i>Critical Thinking</i>)</p> <p>The graduate applies relevant scientific, mathematical and logical methods to analyze and solve problems effectively (<i>Quantitative Reasoning</i>)</p>	<p>2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.</p>

Number	Institutional Learning Outcomes	Program Learning Outcomes
6	<p style="text-align: center;">Information Literacy</p> <p>The graduate will identify, evaluate, and integrate sources effectively and ethically in various contexts (<i>Information Literacy</i>)</p>	<p>4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.</p> <p>5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.</p>

Required Textbooks

Title	Author	Publisher	ISBN#
The Philosophical Journey: An Interactive Approach, 6 th ed.	William F. Lawhead	McGraw-Hill, 2014	978-1259914263
Called to Care: A Christian Theology of Nursing, 3 rd ed.	Judith Allen Shelly, Arlene B. Miller, and Kimberly H. Fenstermacher	InterVarsity Press, 2021	978-1514000922
Virtuous Minds: Intellectual Character Development	Philip E. Dow	InterVarsity Academic, 2013	978-0830827145

Suggested Resources

1. Articles-supplementary reading posed on our course Canvas site
2. Position Papers
3. Healthcare Policies
4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Grading Policies (See Westmont's Academic Policies and Procedures)

*Student must pass theory course with 75% to progress.

Attendance/Participation: 12.5%
Reflection Paragraphs: 12.5%

Essay #1: 25%
Essay #2: 25%
Essay #3: 25%

Explanation of evaluation instruments

Attendance/Participation. What you get out of this course depends on what you put into it. The more active your participation in various course activities, the more you will be rewarded with deepened understanding of philosophy, sharpened philosophical skills, and an increased enjoyment of philosophy. Active participation begins with carefully and thoroughly reading each reading assignment in advance of each class for which it is assigned and writing a thoughtful reflection paragraph on the reading. It continues with attending class regularly and showing up to class on time. Good in-class participation involves, at the very least, being fully attentive to both lecture and discussion. Full engagement in class lecture and discussion will involve regularly asking questions, making comments about the material under discussion, and talking with your classmates about in-class iClicker Cloud questions. I'll try hard to provide you with a variety of resources for learning philosophy. It will be up to you to make the best use of those resources you possibly can.

In order to facilitate your attendance and participation, you will be required to bring an iClicker device to class every class session after the first class (except for class sessions during which there will be an in-class exam). Acceptable iClicker response devices include the iClicker+, the iClicker 2, and the iClicker Cloud app, which allows you to use your smartphone, tablet, or laptop as an iClicker response device (in conjunction with the downloadable iClicker app). If you choose to use iClicker REEF, you are eligible for a free 14-day trial before you need to purchase a subscription to keep your iClicker account activated.

You will use your iClicker device in class to earn points that will contribute toward your attendance/participation score for the course. You will receive one point for each multiple-choice quiz in which you participate by submitting an answer. At the end of the course, I will drop the lowest 10% of your session scores before calculating your final attendance/participation grade. This lowest 10% will include any zeros you receive for a class session as a result of missing class or neglecting to bring your iClicker device to class. Bringing a classmate's iClicker to class to enable them to get points in their absence is cheating.

Reflection paragraphs. To facilitate your thinking about course content, you will be required to submit a reflection paragraph of at least 200 words on each reading assignment. Your paragraph should make use of material from the assigned chapter as evidence of your careful reading of it. You will receive 3 points for a paragraph that is (1) at least 200 words, (2) submitted by the deadline (the beginning of the class session for which the reading is assigned), and (3) about the reading assignment. You will receive 2 points for paragraphs that are on topic but either late or less than 200 words, and you will receive 1 point for paragraphs that are on topic but both late and less than 200 words. You will receive 0 points for no submission or paragraphs that are not about the reading assignment.

Essays. There will be three take-home essay exams. I will provide the essay prompts for each of these a week in advance of their due dates. The essays must be at least 1000 words (excluding quotations, footnotes, and bibliography). In grading the essays, I will be looking for three main things, weighted roughly equally:

- The quality of your essay *as an essay*, including such features as clarity, organization, grammar, spelling, style, diction, accuracy, and thoroughness.
- The quality of your *philosophical reasoning and thinking* in the form of arguments in support of the positions you need to support and explanations for the ideas you need to explain.
- The degree of *independence, creativity, and originality* of your expression and conception of the material you discuss in the essay.

Essays must be word-processed and submitted electronically on our Canvas site by midnight on the essay's due date (specific instructions will follow). Late essays will be penalized one third of a grade (e.g., from 'B' to 'B-') for the first day late (i.e., any time after midnight on the due date) and an additional third for each additional day (i.e., 24-hour period) late.

Academic Integrity

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with [the entire Westmont College Academic Integrity Policy](#). This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur.

Inclusive Language: Many women and men no longer find "man," "men," "mankind" acceptable as generic terms. Such language, though once normative in our speaking and writing, now tends increasingly to alienate a substantial group of people. In light of this reality, students are expected to use gender inclusive language for all assignments whenever appropriate; for example, when referring to a human being in the generic sense, use "humans, human being, humanity, humankind, or people" instead of "man,

men, or mankind”; other cases (possessive, objective, or predicate) should follow the practice accordingly (e.g., his or her, one’s, their).

Support Services

Office hours. If you would like individual assistance from me in order to understand the course material or to prepare to take an exam or to write an essay, please see me during my office hours at a time I have regularly scheduled for that purpose or at a time the two of us agree on if you cannot see me during a scheduled office hour. Also, please feel free to drop by my office during my office hours (or at a pre-arranged time) for conversation, whether about the course material or any other topic you would like to discuss with me. My office hours this semester are: Mondays, Tuesdays, Wednesdays, and Thursdays 3:15 p.m.–4:30 p.m.

Academic Accommodations. Students who have been diagnosed with a disability (chronic medical, physical, learning, and/or psychological) are strongly encouraged to contact the Disability Services Office 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 Disability Services Office. These accommodations may be necessary to ensure your full participation and the successful completion of this course. For more information, contact Sheri Noble, Director of Disability Services, snoble@westmont.edu, 565-6186, or visit [the website](#).

Writers' Corner, Westmont’s writing center, is a creative space where student writers can find friendly “test readers” as they develop projects for professors, employers, and others. Tutors coach and collaborate with students as they mature into more skillful and confident writers. Come visit them in Voskuyl Library 215. Clients with appointments are given first priority; drop-in clients are also welcome. All tutorials are free of charge. Make an appointment [here](#). For more information, visit [the writing center website](#).

Westmont Counseling Center. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in college. For helpful resources contact the [Westmont Counseling Center](#).

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:

A 4 grade points

A- 3.7 grade points

B+ 3.3 grade points

B 3.0 grade points
 B- 2.7 grade points
 C+ 2.3 grade points
 C 2.0 grade points
 C- 1.7 grade points
 D+ 1.3 grade points
 D 1.0 grade points
 D- 0.7 grade points
 P (At least D-) No grade points assigned. Not computed in the grade point average.
 F 0 grade points
 NC (F) No grade points assigned. Not computed in the grade point average. W No
 grade points assigned. Not computed in grade point average.
 WF No grade points assigned. Not computed in grade point average.
 WP No grade points assigned. Not computed in grade point average.
 WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Dress Code

Comfortable, non-binding clothing

Technology in the Classroom

Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faculty and permission must be granted.

Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

***Subject to change at any time, you will be notified of any changes**

Week	Content	Reading
1	Introduction to the Course	<i>Called to Care</i> , Ch. 1: "Caring and the Christian Story"
2	Philosophy Pre-Test	<i>Called to Care</i> , Ch. 2: "Revolution in the Nursing Paradigm"
3	Introduction to Philosophy	<i>Called to Care</i> , Ch. 3: "A Christian Vision for Nursing" Lawhead: 33 pages 1.0—Overview of the Journey 1.1—Socrates and the Search for Wisdom 1.2—Plato's Allegory of the Cave
4	Logic and argumentation	<i>Called to Care</i> , Ch. 4: "What Does it Mean to Be Human?" Lawhead: 21 pages 1.3—Argument and Evidence: How Do I Decide What to Believe? App. A—Reasoning Effectively: What to Do and What Not to Do
5	Metaphysics: God's Existence & Nature	<i>Called to Care</i> , Ch. 5: "The Person as a Spiritual Being" Lawhead: 31 pages 4.0—Overview of Philosophy of Religion 4.2—The Teleological Argument for God 4.5—The Problem of Evil
6	Metaphysics: Human Nature	<i>Called to Care</i> , Ch. 6: "The Person as a Cultural Being" Lawhead: 28 pages 2.1—Overview: The Mind-Body Problem 2.2—Dualism (Substance) 2.3—Physicalism
7	Metaphysics: Human Dignity	<i>Called to Care</i> , Ch. 7: "The Seen Environment" Lawhead: 40 pages 2.5—Overview: Freedom and Determinism 2.7—Libertarianism 2.8—Compatibilism

<p>8</p>	<p>Epistemology: Intellectual Virtue I</p>	<p><i>Called to Care</i>, Ch. 8: "The Unseen Environment"</p> <p>Dow: 65 pages Foreword & Introduction Part 1: The Seven Intellectual Virtues</p>
<p>9</p>	<p>Epistemology: Intellectual Virtue II</p>	<p><i>Called to Care</i>, Ch. 9: "A Storied Environment"</p> <p>Dow: 69 pages Part 2: "The Fruits of Intellectual Character" Part 3: "Becoming People of Intellectual Character"</p>
<p>10</p>	<p>Ethics: Introduction</p>	<p><i>Called to Care</i>, Ch. 10: "Working Toward Shalom"</p> <p>Lawhead: 38 pages 5.0—Overview of Ethics 5.1—Ethical Relativism vs. Objectivism</p>
<p>11</p>	<p>Ethics: Two Competing Theories</p>	<p><i>Called to Care</i>, Ch. 11: "Hope in Suffering"</p> <p>Lawhead: 37 pages 5.3—Utilitarianism 5.4—Kantian Ethics</p>
<p>12</p>	<p>Ethics: Virtue Ethics & Feminist Ethics</p>	<p><i>Called to Care</i>, Ch. 12: "The Paradox of Death"</p> <p>Lawhead: 37 pages 5.5—Virtue Ethics 5.6—Feminist Ethics</p>
<p>13</p>	<p>Ethics: Ethical Theories and Practical Moral Problems</p>	<p><i>Called to Care</i>, Ch. 13: "Nursing as Christian Caring"</p> <p>Lawhead: 6 pages 5.7—Ethical Theories and Practical Moral Problems Supplementary readings on issues in medical ethics</p>
<p>14</p>	<p>Political Philosophy: Justice</p>	<p><i>Called to Care</i>, Ch. 14: "Spiritual Care"</p> <p>Lawhead: 42 pages 6.0—Overview of Political Philosophy 6.2—The Question of Justice</p>
<p>15</p>	<p>Political Philosophy: Liberty & Welfare</p>	<p><i>Called to Care</i>, Ch. 15: "Looking to the Future"</p> <p>Lawhead: 22 pages 6.3—The Individual and the State</p>