

**HH NURS 5560.3 Understanding and Experiencing Suffering:
Praxis as Attunement and Engagement**

Fall 2014-2015

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Course Description

Explores suffering as part of the human condition and the meaning for nurses and other health professionals of experiencing and witnessing suffering. Drawing upon philosophical constructs, theories, autobiographical accounts, and professional narratives, this course explores meaning-making and healing relational practices.

Expanded Course Description

This course is based on the understanding that experiencing suffering in our own life and bearing witness to another's suffering is an essential element of the human condition that has central implications for nurses and other health professionals. This course employs both theoretical and experiential perspectives to explore suffering and bearing witness to suffering through the following foci:

1. Exploring perspectives on the nature of suffering in the human experience;
2. Examining critically the nursing discourse on suffering including perspectives from a range of nursing theorists;
3. Considering what is known about the experience of nursing in the face of loss/suffering and exploring one's own experiences;

4. Reviewing a range of healing relational practices that ameliorate suffering;
5. Assessing the implications of research on such topics as resilience, psychological hardiness, hope, perseverance, stress, grief and bereavement, coping, vicarious trauma, empathy and sympathy, loss, and social support;
6. Developing a pedagogy related to suffering which enables students and teachers to respond to the call to care for others;
7. Fostering the creation of sacred space where students, teachers, and practicing nurses can build caring communities in which it is safe to honour suffering.
8. Gaining experience working with the interpretive phenomenological method

Prerequisites: NURS 5100 6.0 Theoretical and Philosophical Foundations of Nursing Science or by permission of Professor Johnston

Before beginning this course all students are expected to familiarize themselves with the following information, available on York University Secretariat, Policies, Procedures and Regulations webpages. See policies relating to:

- Academic Honesty

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

- Code of Student Rights and Responsibilities

<http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>

- Copyright and Fair Trade Regulations especially pertaining to the use of electronic or print resources in the classroom

<http://copyright.info.yorku.ca/copying-for-the-classroom/>

- Religious Observance Accommodation

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities

<http://www.yorku.ca/secretariat/policies/document.php?document=68>

- Student Code of Conduct

<http://www.yorku.ca/oscr/pdfs/StudentCodeOfConduct.pdf>

Teaching-Learning Process

A phenomenological/experiential/narrative approach will be used to consider the human experience of suffering and how nurses engage with it. This means that we will come as close to the phenomenon of suffering as we can by reflecting upon, and writing about, our experiences. We will write brief narratives about our own encounters with suffering and will then move to a more abstract level of analysis by identifying themes that are common across our several experiences. We will also bring the literature on the subject into a converging conversation with what we have already learned from our own experiences and from approaching the subject through the lens of hermeneutical phenomenology.

This course will be taught entirely on-line. All core readings for the course will be provided electronically. The course text. Johnston, N. E. & Scholler-Jaquish, A. (Eds.) (2007). *Meaning in Suffering: Caring Practices in the Health Professions*. University of Wisconsin Press: Madison WI.

is available electronically in the York library. It may be accessed by clicking on the York library catalogue, e-resources. The link is as follows:

<http://site.ebrary.com.ezproxy.library.yorku.ca/lib/oculyork/docDetail.action?docID=10280012>

Learning Evidences and Related Evaluation Criteria

Evaluation:

1. Critical Reviews of Course Articles : Chapter – 20% selected from course text (not to exceed 10 pages) **or**

Journal article – 10% x 2 = 20 % (not to exceed 5 pages) not including title page and references. If selecting 2 journal articles please select one from Weeks 3-6 and one after Week 6 if possible. Please note that if two journal articles after Week Six are selected one must be submitted for marking by the end of Week Six.

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| | | 20% |
| 2. | Reflective Writing and Data Analysis/Thematization
(Narrative 15%, Coding and Thematization of Narrative 15%) | 30% |
| 3. | Leading Discussion (10%) and Participating in Discussion (10%) | 20% |
| 4. | Option 1 Final Paper (not to exceed 12 pages
exclusive of title page and references) or | 30% |
| | Option 2 Reading Across Narratives - Coding & Thematizing 3 narratives
and relating to course literature) – (not to exceed 12 pages
exclusive of title page and references) | |

1.0 Critical Reviews of Course Articles (Chapter x1= 20%, Journal Article x2= 10% + 10%)

Student: Title of Article:	Criteria	Comments
<ul style="list-style-type: none"> ▪ Identifies the main purpose(s) or thesis of the article. Considers the audience to whom the paper is “speaking.” ▪ Describes the structure the author 		

uses to develop the argument, support the thesis or situate the research.

- Pinpoints key ideas that are developed or findings that are presented within the overall structure of the article.
- Evaluates the extent to which the author is successful in achieving the purpose, supporting the thesis or presenting the research.
- Provides an overall assessment of the article/research commenting on strengths and weaknesses (whether/how it advances praxis; and flaws/missed opportunities for conceptual/theoretical development or ethical/relational practice. Provides examples to support analysis.
- Suggests ways in which the article could be improved and or the research strengthened.
- Describes the impact the article had

<p>on own thinking noting where own thinking has been challenged, affirmed for extended.</p> <ul style="list-style-type: none"> ▪ Explores whether/how this article could have an impact on own practice giving examples where new possibilities have arisen. ▪ Identifies 2 questions (journal article) 4 questions (course text chapter) that arise out of consideration of this article that have the potential to engage debate, deepen/extend praxis and/or provide substantiating/disconfirming examples from own experience to underline/question perspectives of authors. 		<p>10% single article x 2 20% chapter article x 1</p>
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2.0 Reflective Writing - Data Analysis and Thematization (30%)

The purpose of this learning evidence (7-8 pages excluding title page and references) is to provide you with an opportunity to learn about generating and interpreting (deriving meaning from) richly layered text. In meeting the criteria for this learning evidence, you have the option of writing about:

- your encounter with the suffering of another person or
- your own suffering

When writing it will be important to generate a story (personal or otherwise) that is richly layered. An example of an encounter with another person's suffering and a narrative of personal suffering will be provided to give you an idea of what is involved in generating a thick, multi-layered text.

Guidelines for Writing About an Encounter with Another Person's Suffering

Since we are aiming for "thick description" or a multi-layered text (Cohen, Kahn & Steeves, 2000, p. 72), it is desirable to bring the image of the person strongly to mind – the face of the person, their expression, body language/ posture, the setting, colours, smells, lighting, temperature and any other features that will make your memories of the person and their situation as vivid as possible. When you have this image clearly in mind and feel as if you are actually reliving the situation in which you encountered the suffering of another person, **write, using as many direct quotes as possible.** Remember that in writing in this way you are coming as close as possible to the experience **not** offering an objective analysis of it. Thus direct quotes (or as close as you can remember them) are important in generating the text at this point. You may also include the comments and appearance of other people if that is pertinent to your description. You may find when you do this assignment that you are coming in touch with your own suffering as well and so it is okay to write about this as well. Remember again though, that we are not aiming for "objective" analysis of suffering at this stage; interpretation of meaning will come later.

Because this exercise asks you to engage with thoughts and feelings that may be difficult, unsettling or poignant, it is strongly suggested that you conclude the exercise by connecting with a source of joy in life as a way of re-establishing balance. This could be calling to mind a wonderful vacation, the happiest day in your life, a time when you experienced pure joy or profound gratitude or great satisfaction with just being alive etc. Spend enough time "re-living" this experience so that you do experience a shift in energy.

When you are finished writing about your experience encountering the suffering of another, and having reconnected with sources of joy, write a **concluding paragraph or two**. This concluding paragraph is to be write at a more "objective" level and will include what you have learned from this reflective exercise. Explore briefly the extent to which your insights resonate with the literature that you have read in this course to date and/or whether/how you have been introduced new dimensions of understanding. Ensure that your

narrative itself **does not include any objective analyses or references to course literature. Only the concluding paragraphs should include objective analyses and references.**

Guidelines for Writing a Personal Narrative

Write a narrative on an experience that you have had in which your “life turned upside down.” This could be a time when disaster struck or when a significant unsought change or loss was anticipated or experienced. To benefit from the experience of writing this narrative, it is desirable to “re-experience the situation” as much as possible, describing the context and the challenges. As much as possible describe the feelings, thoughts, bodily sensations that you experienced at the time. Address the elements outlined in the marking rubric.

Because this exercise asks you to engage with thoughts and feelings that may be difficult, unsettling or poignant, it is strongly suggested that you conclude the exercise by connecting with a source of joy in life as a way of re-establishing balance. This could be calling to mind a wonderful vacation, the happiest day in your life, a time when you experienced pure joy or profound gratitude or great satisfaction with just being alive etc. Spend enough time “re-living” this experience so that you do experience a shift in energy.

When you are finished writing about your experience of suffering and having reconnected with sources of joy, conclude your narrative by writing a paragraph or two, at a more “objective” level about what you have learned from writing about your own experience of suffering. Explore briefly the extent to which your insights resonate with the literature that you have read in this course to date and/or whether/how you have been introduced new dimensions of understanding.

A - Narrative – 15%

Criteria	Comments	Mark
Generates a thick, multi-layered text		

<p>Text describes/uses:</p> <p>Manifestations of suffering</p> <p>Nature, causes sources of suffering</p> <p>How suffering was dealt with (behaviour, feelings, thoughts)</p> <p>Meaning of the experience</p> <p>Uses many direct quotes if narrating the story of another</p> <p>Ways suffering was ameliorated or perpetuated</p> <p>Ongoing challenges/open wounds</p> <p>Insights reached or not.</p> <p>Conclusion includes:</p> <p>Resonances with course lit (up to Week Five)</p> <p>New dimensions of understanding</p> <p>Text is written in a scholarly manner with attention APA guidelines, grammar, syntax and expression.</p>		
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Submission is of appropriate length		
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B: Data Analysis: Coding and Thematization 15%

Criteria	Comments
<p>Questions used to interrogate the text are identified at the outset.</p> <p>Excerpts on which coding is based are highlighted in some easily distinguishable way, e.g. bolded, italicized, underlined or highlighted with differentiating colour.</p> <p>Coding is done using then “tracking changes” function.</p> <p>Coding is expressed in relation to a specific question which can be easily identified.</p> <p>Coding is expressed in a brief 5-10 word descriptive statement.</p>	

<p>Coding represents deep engagement with the text such that significant passages are identified and described accurately.</p> <p>Excerpts selected for coding represent direct experience, thoughts, feelings, observed behaviors and quotes rather than speculations, conjectures or quotes and paraphrases from the extant literature.</p> <p>Codes with affinity for each other are gathered together under umbrella “themes” which accurately and adequately provide a good fit with other passages that are organized under this same theme.</p> <p>Four to Five major themes are identified.</p>	
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3.0 Leading and Participating 20% (10% + 10%)

Student	Comments	Marks
Leading		

<p>Submits critical review on schedule</p> <p>Leads with an engaged, presence on line</p> <p>Stimulates deep thinking, incisive critique and illuminating debate,</p> <p>Provides illustrative narratives that advance theoretical dimensions.</p> <p>Explorations suggest research possibilities and practice implications,</p> <p>Points out and provides electronic links (where possible) of additional resources to participants thereby advancing knowledge.</p> <p>Articulates specifically how additional resource extends knowledge and/or offers a contrasting or critical point of view.</p> <p>Draws others out to explore/debate ideas in further depth</p> <p>Participating</p> <p>Maintains a high-profile engaged, respectful, encouraging presence on-line.</p>		<p>10%</p>
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<p>Responses show evidence of thoughtful, careful reading of articles.</p> <p>Provides quotes and references in correct APA format.</p> <p>Recommends/provides additional reading/resources as may be appropriate</p> <p>Demonstrates original and critical thinking in questioning and responding.</p> <p>Acts to maintain a congenial spirit of inquiry while encouraging diverse thoughts and ideas</p>		
		Total 20%

4.0 Option 1 - Major Paper (30%)

In consultation with Course Director, students select/propose a topic that is relevant to the topic of suffering. Topic must provide an opportunity for synthesizing and critiquing course literature, require further individual research to locate additional relevant articles, demonstrate the capacity to integrate knowledge into practice and articulate areas for future development. Essay is 10 - 12 pages (not including title and references)

Potential Essay Questions:

1. Who am I as caring healer in the face of suffering? An exploration of key insights and implications for my nursing practice.
2. Tracing my journey toward an expanded understanding of suffering: Affirmations, challenges and new Insights.
3. Toward a Praxis of Suffering: (Here gender-based and or social justice issues might be tackled)
4. 'Nurse as Wounded Healer': A concept central (or problematic) to my understanding of healing.
5. It has been said that we must pay attention to our stories both personal and professional, for they enhance the care we give others (Picard, 1991). Develop the theme of story-telling as healing practice.
6. Debate the Question: 'Is Suffering a Gift?'

Criteria for Major Paper

Major Paper Marking Criteria	C to C+ Fairly Competent to Competent	B to B+ Good to Very Good	A – A+ Excellent to Exceptional
<p>Communication Technical aspects of writing including grammar, sentence structure, introduction, conclusion and logical flow are integrated to produce sophisticated, clear polished expression. Adherence to APA Guidelines is evident.</p>	<p>Quite a few technical errors are evident.</p> <p>Sentence structure, spelling, and grammar are frequently problematic</p> <p>Use of language frequently lacks sophistication.</p> <p>Ideas are presented in a manner that is often unclear.</p> <p>Essay requires much further effort to achieve a smooth logical flow of ideas. At times there is repetition of ideas</p> <p>Introduction may be incomplete in providing a clear idea of what the reader can expect.</p>	<p>Some technical errors are evident but these are infrequent. Sentence structure, spelling and grammar expression are occasionally incorrect. Use of language is for the most part, sophisticated. There may be passages where colloquialisms are used or where expression is awkward or unclear. The flow of the essay is generally logical and coherent but there may be some replication of thought. Attention to careful proofreading, use of bridging sentences to link ideas, and appropriate use of headings may be desirable. Introduction may require further polishing to provide an adequate guide to the reader. The conclusion may require further polishing to integrate key ideas and leave</p>	<p>Almost to completely technically flawless.</p> <p>Voice and unique experience of author comes through strongly.</p> <p>Introduction elicits reader’s interest and guides reader’s expectations</p> <p>Use of language is consistently sophisticated.</p> <p>Sentence structure reveals careful attention to flow and logical progression. Ideas are presented clearly. Argumentation is focused, thought provoking and compelling.</p> <p>Conclusion is skillfully crafted, integrating key ideas, connecting with introduction and issuing a challenge to the reader. .</p>

	Conclusion may fail to integrate key ideas and may be less than compelling/convincing	the reader with a clear idea of what has been accomplished with this analysis/interpretation .	
<p>Thinking and Inquiry</p> <p>Able to grasp and respond to elements of the essay question.</p> <p>Organizes, synthesizes ideas, and concepts. Develops questions to extract meaning and significance of literature and personal experience.</p>	<p>The purpose, thesis or goal of the essay may not be clearly outlined.</p> <p>The essay may lack an adequate response to the purpose or goals implied assignment..</p> <p>It may lack an adequate response to the goals and objectives outlined in the introduction.</p> <p>Questions may be introduced but the author may fail to provide a response to the questions. The integration of course literature in the exploration of the problem/issue/theme may be weak. Synthesis (i.e.</p>	<p>All elements of the essay question are responded to so that the purpose, thesis or goal of the paper is developed adequately.</p> <p>There is evidence of integration of course literature in addressing the purpose/developing the thesis. Synthesis of authors' views on a particular theme may be absent or requiring further development.</p> <p>There may be some evidence of raising important questions but the response indicates the need for further exploration. Critical thinking in relation to the helpfulness of the literature, research, or the challenges that the argument/findings of the paper issues to the writer and or profession may be somewhat</p>	<p>Integrates, synthesizes and critiques wide range of literature.</p> <p>Goes well beyond course literature to integrate other authors to substantiate, challenge or extend the views of course authors.</p> <p>Offers original observations and raises significant questions to extract meaning.</p> <p>Meanings are then used to move toward an analysis of the significance of the literature/research. Provides convincing examples to illustrate important points. Ideas are organized and presented in a compelling manner.</p>

	<p>comparison and contrast of various authors' views/conclusions is weak. Critical thinking not developed</p>	<p>visible however greater depth of thought may be desirable.</p>	
<p>Understanding and Application Utilizes concepts, models, theories processes information and knowledge arrived at through questioning to form compelling conclusions, solve problems, generate alternatives and provide critique</p>	<p>Concepts, models theories and processes are described and there is some attempt to apply them to "real" situations.. Writing may demonstrate a theoretical understanding of some key concepts however there is insufficient evidence of working with key ideas, concepts and challenges to generative alternatives and provide critique .</p>	<p>Concepts, models theories and processes are described and there is evidence of good application to real situations.</p> <p>Author may appear to stand "outside" of the phenomenon integrating what authors have said but own views on the subject are not fully developed and supported.</p> <p>More work may be necessary to illustrate or support views with compelling examples.</p> <p>The implications for the self or the profession are discussed to some extent.</p>	<p>Utilizes a firm grasp of course literature and concepts to create an original framework in which to situate own understanding and application.</p> <p>Writing evidences ability to engage deeply with concepts and ideas The process of discovering resonances, becoming challenged, arriving at new insights or becoming affirmed in your practice is taken up with vigor.</p> <p>Writing evidences the capacity to allow "texts" to "speak" to you such that you are able to generate alternatives to "what is".</p> <p>There is evidence of personal insights and the generation of new</p>

			possibilities for being and action both at a personal and professional level. With some relatively minor revisions the paper could be prepared for publication.
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Comments: /30

Option 2 - Reading Across Narratives – (30%)

This 10-12 page assignment gives you further understanding of the process of doing qualitative research using an interpretive phenomenological approach. The assignment also provides an opportunity to practice working with and interpreting text and then situating it within a body of literature. Students select 3 narratives to work with (their own and two other narratives which have either been generated in the course and posted, or made available by the course director). Using these texts, they learn to interrogate or question texts, code, and read across texts, discovering themes and patterns that all three texts have in common. Following the discovery of 4-5 themes common to all three narratives, excerpts from the three narratives are organized and referenced under each theme. Then course literature and other literature from own readings are engaged in an elaboration/exploration of each theme. This elaboration/exploration of themes includes the identification of resonances between the themes that have been discovered and themes/dimensions/understandings disclosed in the extant literature. In addition new understandings not yet developed in the literature may be introduced. Finally the assignment is concluded with a brief analysis of

the challenges and benefits encountered in learning to read across text within the context of the course. Ways the knowledge obtained and practice experienced might be used to pursue future research possibilities are explored.

Criteria for Marking – Reading Across Narratives	C to C+ Fairly Competent to Competent	B to B+ Good to Very Good	A – A+ Excellent to Exceptional
<p>Communication Technical aspects of writing including grammar, sentence structure, introduction, conclusion and logical flow are integrated to produce sophisticated, clear polished expression. Adherence to APA Guidelines is evident.</p>	<p>Quite a few technical errors are evident.</p> <p>Use of language frequently lacks sophistication.</p> <p>Ideas are presented in a manner that is often unclear.</p> <p>Further effort required to achieve smooth flow and to avoid frequent repetition of ideas.</p> <p>Introduction may be incomplete in providing a clear idea of what the reader can expect.</p> <p>Conclusion fails to integrate key insights</p>	<p>Some technical errors are evident but these are infrequent.</p> <p>Sentence structure, spelling and grammar expression are occasionally incorrect. Use of language is for the most part, sophisticated. There may be passages where colloquialisms are used or where expression is awkward or unclear. The flow of the essay is generally logical and coherent but there may be some replication of thought.</p> <p>Introduction may require further polishing to provide an adequate guide to the reader.</p> <p>The conclusion may require further polishing to integrate key insights and leave the reader with clear idea of what</p>	<p>Almost to completely technically flawless.</p> <p>Voice and unique experience of author comes through strongly.</p> <p>Introduction elicits reader’s interest and guides reader’s expectations</p> <p>Use of language is consistently sophisticated.</p> <p>Sentence structure reveals careful attention to flow and logical progression. Ideas are presented clearly.</p> <p>Conclusion is skillfully crafted, integrating key ideas and insights in a manner that connects with introduction and summarizes what has been achieved.</p>

		has been achieved.	
<p>Thinking and Inquiry</p> <p>Able to grasp and respond to elements of the essay question.</p> <p>Organizes, synthesizes ideas, and concepts.</p> <p>Extracts meaning and significance of narratives, literature and personal experience.</p>	<p>The purpose or goal of the assignment may not be clearly outlined.</p> <p>Development of themes infrequently evidences ability to discover commonalities in dimensions of experience of suffering across narratives</p> <p>Articulation of themes is infrequently suitable/appropriate/accurate and provides a easily verifiable heading for organizing excerpts with affinity for each other</p> <p>Excerpts organized under</p>	<p>All elements of the assignment question are responded to so that the purpose, or goal of the paper is developed adequately.</p> <p>Development of themes frequently evidences ability to discover commonalities in dimensions of experience of suffering across narratives</p> <p>Articulation of themes is frequently suitable/appropriate/accurate and provides a easily verifiable heading for organizing excerpts with affinity for each other</p> <p>Excerpts organized under each theme are frequently drawn</p>	<p>All elements of the assignment question are responded to so that the purpose, or goal of the paper is developed in a compelling and convincing manner</p> <p>Development of themes clearly and consistently evidences ability to discover commonalities in dimensions of experience of suffering across narratives</p> <p>Articulation of themes is consistently suitable/appropriate/accurate and provides a easily verifiable heading for organizing excerpts with affinity for each other.</p> <p>Excerpts organized under each theme are consistently drawn from</p>

	<p>each theme are only infrequently drawn from three stories. References lack specificity with regard to clear references which include the narrative title and page number they were drawn from</p> <p>Themes discovered by reading across narratives are sometimes/infrequently explored (compared and contrasted) with reference to comparable theme.</p> <p>Some knowledge of course literature is apparent but it is weak.</p> <p>Evidence of reading beyond course literature is not evident.</p>	<p>from three stories and clearly referenced with regard to the narrative title and page number they were drawn from</p> <p>Themes discovered by reading across narratives are frequently explored (compared and contrasted) with reference to comparable themes addressed in course readings. A good knowledge of course literature is evident</p> <p>Evidence of reading beyond course literature is evident</p> <p>Critical thinking in relation to processes of interpretive analysis, helpfulness of the literature and the challenges experienced by the self may be somewhat visible however</p>	<p>three stories and clearly referenced with regard to the narrative title and page number they were drawn from.</p> <p>Themes discovered by reading across narratives are consistently explored (compared and contrasted) with reference to comparable themes addressed in course readings. A firm grasp of course literature is evident</p> <p>Evidence of reading beyond course literature is strongly evident</p> <p>Critical thinking in relation to processes of interpretive analysis, helpfulness of literature, and challenges experienced by the self is clearly visible; Thinking demonstrates depth of thought.</p>
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	Evidence of critical thinking is absent or weak and the essay may lack an adequate response to the purpose or goals implied in the assignment.	greater depth of thought is desirable.	Offers original observations and raises significant questions to extract meaning. Meanings are then used to move toward an analysis of the significance of the literature/research. Provides convincing examples to illustrate important points. Ideas are organized and presented in a compelling manner.
Understanding and Application Utilizes concepts, models, theories processes information and knowledge arrived at through questioning to form compelling conclusions, solve problems, generate alternatives and provide critique	Concepts, models theories and processes are described and there is some attempt to apply them to the process of interpreting text and imagining future research possibilities . Writing may demonstrate a theoretical understanding of some key concepts however there is insufficient evidence of working with key ideas, concepts and challenges to	Concepts, models theories and processes are described and there is evidence of good application to the process of interpretation of text. Some Imagination for future possibilities is demonstrated The implications for the self or the profession are discussed to some extent but evidence of critique is limited.	Writing evidences ability to engage deeply with texts, concepts and ideas The process of discovering resonances, becoming challenged, arriving at new insights or becoming affirmed in your practice or research is taken up with vigor. Writing evidences the capacity to allow “texts” to “speak” to you such that you are able to generate alternatives to “what is”. There is evidence of personal

	generate alternatives and provide critique .		insights and the generation of new possibilities for being and action both at a personal and professional level. With some minor reworking of the paper the paper could be prepared for publication.
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Comments: /30

Course Overview and Readings

The reading list for each week is included below. You can obtain a copy of the scholarly journal articles in the following way:

- Go to <http://www.library.yorku.ca/ccm/jsp/homepage.jsp>
- Under 'Search Library Resources' type in the name of the journal (e.g., International Nursing Review), click on Title Keyword and enter.
- You will then need to sign in when accessing from home (Passport York or library number).
- Click on the year you want, e.g., 2008, and then the required volume and issue, e.g., Volume 40, Issue 2.
- Scroll down to find the article you seek (using author's name (e.g. Greg Allgood) and click on PDF version; you can then print the article (you also can save the article to your own computer or USB key which I recommend you do).

Week	Topic	Readings
1 Sept 10	Suffering: Knowledge and Understanding.	<p>Rodgers, B.L. & Cowles, K.V. (1997). A conceptual foundation for human suffering in nursing care and research. <i>Journal of Advanced Nursing</i> 25, 1048-1053.</p> <ul style="list-style-type: none"> • Not available to students to review. Will be reviewed by Course Professor <p>Kavanagh, K. (2007). Meaning in Suffering: A Patchwork Remembering. In N.E. Johnston & A. Scholler-Jaquish (2007) <i>Meaning in Suffering: Caring Practices in the Health Professions</i>. (pp. 7-59). Madison: University of Wisconsin Press.</p> <ul style="list-style-type: none"> • Not available to students to review. Will be reviewed by Course Professor <p>Link to electronic copy.</p> <p>http://site.ebrary.com.ezproxy.library.yorku.ca/lib/oculyork/docDetail.action?docID=10280012</p>
2 Sept 17		<p>This week is set aside for writing a narrative of suffering. Accordingly there are no assigned readings or online discussion. See samples of narratives on website.</p>
3 Sept 24	Suffering: From Isolation and Alienation to Voice and Community	<p>Stanley, Patricia (2004) The patient's voice: A cry in solitude or a call for community. <i>Literature and Medicine</i> 23(2), 346-354.</p> <ul style="list-style-type: none"> • Available for students to review <p>http://muse.jhu.edu.ezproxy.library.yorku.ca/journals/literature_and_medicine/v023/23.2stanley.pdf</p> <p>Younger, Janet B. (1995) The alienation of the sufferer. <i>Advances in</i></p>

		<p><i>Nursing Science</i> 17(4), 53-72.</p> <ul style="list-style-type: none"> • Available for students to review
3 Oct 1	Suffering: Confronting Challenges and Perplexing Paradoxes	<p>Cassell, Eric J.(1992) The nature of suffering: Physical, psychological, social, and spiritual aspects. In P. L. Starck & J.P. McGovern, eds. <i>The Hidden Dimension of Illness: Human Suffering</i> (pp.1-10). <i>National League for Nursing</i>. This material has been copied with permission from National League for Nursing and appears on the website</p> <ul style="list-style-type: none"> • Available for students to review <p>Harris, Ingrid (2007) The gift of suffering. In N.E. Johnston & A. Scholler-Jaquish (2007) <i>Meaning in Suffering: Caring Practices in the Health Professions</i>. (pp. 60-97). Madison: University of Wisconsin Press.</p> <ul style="list-style-type: none"> • Available for students to review • Note that this book chapter (being lengthy) counts for two journal articles, i.e., the student choosing this book chapter will not be required to do another critical review <p>Link to electronic copy.</p> <p>http://site.ebrary.com.ezproxy.library.yorku.ca/lib/oculyork/docDetail.action?docID=10280012</p>

5 Oct 8	Suffering: Sacrifice ethical dimension or source of oppression?	<p>Cohen, M. Z., Kahn, D. L. & Steeves, R. H. (2000) How to analyze the data (Chapter Seven) In <i>Hermeneutic Phenomenological research: A Practical Guide for Nurse Researchers</i>.(pp. 71-78) This material has been copied under license from Copyright Clearance Center. (posted on website).</p> <p>All students responsible for reading the above article. No critical reviews will be offered.</p> <ul style="list-style-type: none"> • Not available for student review <p>Helin, Kaija, and Lindstrom, U.A. (2003), Sacrifice: an ethical dimension of caring that makes suffering meaningful. <i>Nursing Ethics</i> 10(4), 415-430.</p> <ul style="list-style-type: none"> • Available for student review <p>Pask, E. (2005). Self sacrifice, self- transcendence and nurses' professional self. <i>Nursing Philosophy</i> 247-254.</p> <ul style="list-style-type: none"> • Available for student review <p>Narrative of Suffering due end of Week Five except for Students who have reviewed articles for Week Three. See explanation given in PowerPoint Orientation (Slide 10).</p>
6 Oct 15	Suffering: An Embodied Experience	Raingruber, B. & Kent, M. (2003) Attending To Embodied Responses: A Way To Identify Practice-Based And Human Meanings Associated With Secondary Trauma. <i>Qualitative Health Research</i>

		<p>13(4), 449-468.</p> <ul style="list-style-type: none"> • Available for students to review <p>Eifried, S.(2003) Bearing witness to suffering: The Lived Experience of Nursing Students. <i>Journal of Nursing Education</i> 42(2), 59-68.</p> <ul style="list-style-type: none"> • Available for students to review <p>Narrative of Suffering due end of Week Six for Students have reviewed articles for Week Three.</p>
7 Oct 22	Suffering: Narratives that Haunt , Teach and Heal.	<p>Rashotte, J. (2005). Dwelling with stories that haunt us: building a meaningful nursing practice <i>Nursing Inquiry</i> 12 (1) 34-42.</p> <p>http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/13207881/v12i0001/34_dwsthubamnp.xml</p> <ul style="list-style-type: none"> • Available for students to review <p>Haase, T. & Johnston, N. (2012) Making Meaning out of Loss: A Story and Study of Young Widowhood. <i>Journal of Creativity in Mental Health</i> 7, 204 -221</p>
Co – curricular Week Oct 29 -Nov 5	.	<p>Students work on Coding and Thematization – there will be no student-led class discussions this week.</p>
8 Nov 6	Suffering: Striving for	<p>Chodron, Pema (1991) Joy & Renunciation This material has been copied under license from Copyright</p>

	perspective and balance	<p>Clearance Center. (posted on website). All students read this article and will answer two questions posted on line by Professor Johnston</p> <p>Students are invited to engage with music, images, poetry or other forms of 'spiritual enrichment' and to share these in small groups on line. An example:</p> <p>Stanhope, P. Songs of Innocence a Joy: II A Little Duck. Gondwana Voices. ABC Classics</p> <p>http://york.naxosmusiclibrary.com.ezproxy.library.yorku.ca/mediaplayer/player.asp?br=64&tl=933604&domain=york.naxosmusiclibrary.com&pl_token=88D6588A-5249-4C2C-BAB5-A1BF1D9432B8</p> <p>Feldman, C. & Willem Kuyken (2011). Compassion in the Landscape of Suffering. <i>Contemporary Buddhism</i>, 12(1), 143-155</p> <ul style="list-style-type: none"> • Available for students to review
9 Nov 12	Suffering: Meaning and Transcendence	<p>Vis, J. A. , Boyton, H. M. (2008). Spirituality and transcendent meaning: Possibilities for enhancing post-traumatic growth. <i>Journal of Religion and Spirituality in Social Work</i> 27(1), 69-86.</p> <p>http://www.tandfonline.com.ezproxy.library.yorku.ca/doi/pdf/10.1080/15426430802113814</p> <ul style="list-style-type: none"> • Available for students to review <p>Emblen, J. Pesut, B (2001). Strengthening transcendent meaning: A</p>

		<p>model for the spiritual nursing care of patients experiencing suffering. <i>Journal of Holistic Nursing</i> 19(1), 42-56.</p> <ul style="list-style-type: none"> • Available for students to review <p>Coding and Thematization due end of Week Nine.</p>
10 Nov 19	Suffering: Conceptual and Therapeutic Advances.	<p>Johnston, N. E. (2014). Healing Suffering: The Evolution of Caring Practices. In R. Anderson (Ed.). <i>World Suffering and Quality of Life</i>. (Under contract with Springer Publishing for a book within the Social Indicators Research Series - Manuscript Delivery Date: July 1, 2014 for publication by the end of 2014) Posted on the website</p> <ul style="list-style-type: none"> • Available for students to review <p>Staub, E. & Volhardt J. (2008). Altruism Born of Suffering: The Roots of Caring and Helping After Victimization and Other Trauma. <i>American Journal of Orthopsychiatry</i> 78(3) 267–280</p> <ul style="list-style-type: none"> • Available for students to review
11 Nov 26	Suffering & Nursing Praxis	<p>Morse, J. (2001) Toward a praxis theory of suffering. <i>Advances in Nursing Science</i> 24(1), 47-59.</p> <ul style="list-style-type: none"> • Available for students to review <p>Georges, J. M. (2002). Suffering: Toward a Contextual Praxis.</p>

		<p><i>Advances in Nursing Science</i> 25(1) 79-86.</p> <ul style="list-style-type: none">• Available for students to review	
12 Dec 3	Suffering Meaning and Closing the Hermeneutic Circle	<p>N. E. Johnston (2012). Strengthening a praxis of suffering: Teaching and Learning Practices. <i>Nursing Science Quarterly</i> 26(3) 230</p> <p>http://journals2.scholarsportal.info.ezproxy.library.yorku.ca/pdf/08943184/v26i0003/230_sapostp.xml</p> <ul style="list-style-type: none">• Available for students to review <p>Course Evaluation and drawing the course to a close.</p> <p>Final Term Papers due Friday Dec 12.</p>	