

---

---

# *Caring Science, Mindful Practice*

*Implementing Watson's Human Caring Theory*

*Kathleen Sitzman, PhD, RN, CNE*

*Jean Watson, PhD, RN, AHN-BC, FAAN*

---

---

## *Online Course*

*Kathleen Sitzman, PhD, RN, CNE*

---

---

## ONLINE COURSE OUTLINE

# Contents

---

<b>Chapter 1: Watson Caring Science Institute</b>	<b>1</b>
<b>Chapter 2: Watson Caring Science Institute Caring Science, Mindful Practice Course Orientation</b>	<b>4</b>
<b>Chapter 3: Student Calendar and Reading/Assignment Checklist</b>	<b>6</b>
<b>Chapter 4: Course Summary</b>	<b>12</b>
Total points available in the course	13
Grading Criteria	13
Assignments Clarification	13
<b>Chapter 5: Top Five Rules of Netiquette in an Online Course</b>	<b>16</b>
The Golden Rule of Netiquette	18

*Artwork is an excerpt from a painting by Lou W. Everett.*

# *Chapter 1*

---

## *Watson Caring Science Institute*

## 2 *Caring Science, Mindful Practice*

1. Course Title: Caring Science, Mindful Practice
2. Credit Hours: Continuing Education Credits (20 Contact Hours)
3. Course Type: Online
4. Pre-requisites: None. This is an introductory course.
5. Course Description: Learners will be introduced to Watson's Caring Science. Exploration and learning related to key concepts will be supported through the introduction of mindfulness practice, reflective narrative, and contemplative art.
6. Course Faculty: Kathleen Sitzman, PhD, RN, CNE, or other appropriate Faculty who have a knowledge base in Caring Science and have studied the required textbook for the course.
7. Course Objectives:
  - a. Upon completion of this course, the student will be able to:
    - i. Explain Watson's 10 Caritas Processes
    - ii. Describe how mindfulness practice might be useful in supporting deepened understanding and practice of Caring Science
    - iii. Provide practice examples that illustrate Watson's 10 Caritas
    - iv. Provide practice examples that illustrate Transpersonal Caring Moments
    - v. Discuss how Watson's Caritas Consciousness Touchstones for Cultivating Love might be useful in everyday professional practice.
8. Teaching Strategies:
  - a. Providing course specific reading materials in either print and/or online formats
  - b. Asynchronous online postings and discussion boards
  - c. Online reflective journaling
  - d. Multimedia presentations as appropriate in the online setting
9. Topical areas:
  - a. Mindfulness and cultivating understanding of Watson's Theory of Caring
  - b. Overview of Watson's Theory
  - c. Thich Nhat Hanh's 5 mindfulness trainings
  - d. Transpersonal Caring Moments
  - e. The 10 Caritas
  - f. Caritas Consciousness Touchstones for Cultivating Love
10. Accommodations for Qualified Individuals with Disabilities: [Place name of organization teaching the course here] seeks to support students requesting accommodations based on a covered disability under the Americans with Disabilities Act (ADA). Please make the organization aware of any special needs requiring educational support.

11. Students are expected to demonstrate academic integrity:
  - a. Students will do their own work and assist others with course work only when the instructor specifies that groupwork/collaboration is expected or acceptable.
  - b. Students will not copy the language, structure, and ideas of others and then indicate that they created the work themselves. Students will provide citations when using/discussing the work of others.
  - c. Students will be truthful regarding any circumstances related to academic work.
  - d. Students will treat themselves and others with love, respect, courtesy, and an appreciation for diversity.
  - e. Students will maintain anonymity/privacy related to the situations described in online postings.
12. Evaluation Methods: This class will be pass/fail. Students earning 80% of the total points available in the course will receive a passing grade and earn the corresponding Continuing Education Credit.
13. Posting of Grades: All grades will be posted in the course grade book. In compliance with the Family Educational Rights and Privacy Act, grades are not public and will be visible to individual students and the instructor.
14. Policy on Late Work/Extensions: Extensions of up to 48 hours will generally be allowed for extenuating circumstances on a case-by-case basis. In all other cases, late papers will not be accepted.
15. Topical Outline
  - a. Introduction to Watson's Theory, Mindfulness, and Art for Learning/Exploration  
Purpose of the honors project
  - b. Mindfully Entering the Stream: Transpersonal Caring Moments
  - c. First and Second Caritas- Lovingkindness, Faith, Hope, & Honor Locating and utilizing sources: Library and Internet
  - d. Third and Fourth Caritas- Sensitivity, Individual Practices, & Trust Proposal development
  - e. The Fifth and Sixth Caritas- Listening, Accepting, and Scientific Problem-Solving
  - f. The Seventh and Eighth Caritas- Teaching/Learning, Dignity, & Healing Environments
  - g. The Ninth and Tenth Caritas- Basic Needs, Mysteries, and Miracles
  - h. Onward with Touchstones: Setting Intentionality and Consciousness for Caring and Healing
16. Required textbook:
  - a. Sitzman, K., Watson, J. (2013). *Caring Science, Mindful Practice*. New York, New York: Springer Publishing.

## *Chapter 2*

---

# *Watson Caring Science Institute Caring Science, Mindful Practice Course Orientation*

Welcome to Caring Science, Mindful Practice. I look forward to working with you over the next 4 weeks. Here are some suggestions that will help you successfully participate in this course from the beginning through to the end of the semester:

1. Explore all of the icons on the course homepage because they all have important information that will clarify what you need to do to be successful throughout the duration of the course. Here is a rundown of what each icon offers:
  - a. *Syllabus* This icon takes you to general information about the course.
  - b. *Course Calendar* This icon takes you to the class schedule. Be sure to print it out and use the provided checklists to make sure you keep up with course assignments.
  - c. *Assignment Descriptions* This icon takes you to general assignment descriptions.
  - d. *Unit Modules* This icon takes you to weekly organizer buttons. Clicking on one of the weekly organizer buttons will take you to information and helpful links in relation to required units of study for the corresponding week. Within each unit of study, there will be an easy link to corresponding discussion posting and journaling areas.
  - e. *Resources* This icon takes you to links for Watson Caring Science Institute electronic resources that may be helpful to you.
  - f. *Instructor's Office* This icon takes you to a brief introduction of your instructor that includes important contact information.
  - g. *Course Orientation* You are here right now! I hope it is helping to clarify things!
  - h. *Instructor Blog or Announcements* Click on this icon once or twice each week, on Mondays and Thursdays, to check for new developments.
2. Print out the course calendar and fill in the dates that correspond to the weeks listed on the calendar. The date you should fill in for *Week 1* corresponds to the week in which the class begins, and so on.
3. Print out the Instructor information so that you have a hard copy. This way, if the online course page goes down and you have temporarily lost the ability to contact the teacher via the course, you will still have the information you need to contact the teacher in a different way if needed.
4. Familiarize yourself with the units, journaling forums, and posting forums the first day the course opens so that you are able to keep up from the very beginning. Many studies related to online learning have shown that procrastination is one of the most common reasons why students fail online courses.
5. The most successful online students complete a small amount of work on the course each day at a specified time—for instance during lunch breaks.
6. Do not hesitate to ask for help from me via e-mail or online postings. I want you to be successful and I am here to help you.

# Chapter 3

---

## *Student Calendar and Reading/Assignment Checklist*



	Days 1-2-3 (M-T-W)	Days 4-5-6 (Th-F-Sat)								
<p><b>Week 1</b></p> <p>Place dates here:</p> <hr/>	<p><b>UNIT 1A</b> Title: Introduction to Watson’s Theory, Mindfulness, and Art for Learning/Exploration</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss the overall purpose of the text and course</li> <li>• Summarize the meaning of Transpersonal Caring</li> </ul> <p><b>Complete this reading checklist:</b></p> <p><input type="checkbox"/> Preface <input type="checkbox"/> Forward <input type="checkbox"/> Ch. 1 <input type="checkbox"/> Ch. 2</p> <p><b>Complete this assignment checklist:</b></p> <p><input type="checkbox"/> Create a response to the following and place it in the <i>Postings</i> for this unit: “What is nursing practice? What does it encompass?” The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words):</p> <p><input type="checkbox"/> Thoughtfully respond to at least two class mates’ online postings</p> <p><input type="checkbox"/> Assessment: The assignments that you will post on the Unit 1A discussion board are worth 50 points and will be assessed based on the following rubric:</p> <table border="1"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.</td> <td><b>25</b></td> </tr> </tbody> </table>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>	<p><b>UNIT 1B</b> Title: Mindfully Entering the Stream</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Outline the basic tenets of mindfulness practice in the Thich Nhat Hanh tradition</li> <li>• Describe how mindfulness practice has the potential to support the practice of caring science</li> <li>• Explain Core and Trim as it relates to Watson’s theory</li> <li>• Summarize the different layers of caring and mindful influence</li> </ul> <p><b>Complete this reading checklist:</b></p> <p><input type="checkbox"/> Ch. 3 <input type="checkbox"/> Ch. 4</p> <p><b>Complete this assignment:</b></p> <p><input type="checkbox"/> Create a response to the following and place it in the <i>Reflective Journal</i> for this unit: “Consider how Nhat Hanh’s mindfulness practice and Watson’s Transpersonal Caring Moment resonate with one another. Describe one instance in a professional setting when you felt mindful caring influence at work. How did it impact the situation?” Please maintain anonymity/privacy related to the situations described in your postings. The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words).</p> <p>Assessment: The <i>Reflective Journal</i> Assignment that you will post for Unit 1B is worth 35 points and will be assessed based on the following rubric:</p> <table border="1"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b></td> <td><b>25</b></td> </tr> </tbody> </table>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b>	<b>25</b>
Required Element	Points Possible									
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>									
Required Element	Points Possible									
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b>	<b>25</b>									

(Continued)

	Days 1-2-3 (M-T-W)	Days 4-5-6 (Th-F-Sat)														
	<table border="1"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Thoughtful online response to a minimum of 2 classmates</td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>Grammar and spelling</td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>Netiquette observed</td> <td style="text-align: center;"><b>5</b></td> </tr> </tbody> </table>	Required Element	Points Possible	Thoughtful online response to a minimum of 2 classmates	<b>10</b>	Grammar and spelling	<b>10</b>	Netiquette observed	<b>5</b>	<table border="1"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.</td> <td></td> </tr> <tr> <td>Grammar and spelling</td> <td style="text-align: center;"><b>10</b></td> </tr> </tbody> </table>	Required Element	Points Possible	Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.		Grammar and spelling	<b>10</b>
Required Element	Points Possible															
Thoughtful online response to a minimum of 2 classmates	<b>10</b>															
Grammar and spelling	<b>10</b>															
Netiquette observed	<b>5</b>															
Required Element	Points Possible															
Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.																
Grammar and spelling	<b>10</b>															
<p><b>Week 2</b></p> <p>Place dates here:</p> <hr/>	<p><b>UNIT 2A (M-T-W)</b>                      Title: First and Second Caritas- Lovingkindness, Faith, Hope, &amp; Honor</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss layers of meaning related to the First Caritas</li> <li>• Discuss mindfulness practice related to the first Caritas</li> <li>• Convey examples of how the First Caritas might be embodied in daily practice</li> <li>• Discuss layers of meaning related to the Second Caritas</li> <li>• Discuss mindfulness practice related to the Second Caritas</li> <li>• Convey examples of how the Second Caritas might be embodied in daily practice</li> </ul> <p><b>Complete this reading checklist:</b></p> <p><input type="checkbox"/> Ch. 5  <input type="checkbox"/> Ch. 6</p> <p><b>Complete this assignment checklist:</b></p> <p><input type="checkbox"/> Create a response to the following and place it in the <i>Postings</i> for this unit: "Provide an example of you, or someone you encountered in a professional setting, embodying the first or second Caritas. Describe or show how this impacted the situation." Please maintain anonymity/ privacy related to the situations described in your postings. The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words).</p> <p><input type="checkbox"/> Thoughtfully respond to at least two classmates' online postings</p> <p>Assessment: The assignments that you will post on the Unit 2A discussion board are worth 50 points and will be assessed based on the following rubric:</p>	<p><b>UNIT 2B (Th-F-S)</b>                      Title: Third and Fourth Caritas- Sensitivity, Individual Practices, &amp; Trust</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss layers of meaning related to the Third Caritas</li> <li>• Discuss mindfulness practice related to the Third Caritas</li> <li>• Convey examples of how the Third Caritas might be embodied in daily practice</li> <li>• Discuss layers of meaning related to the Fourth Caritas</li> <li>• Discuss mindfulness practice related to the Fourth Caritas</li> <li>• Convey examples of how the Fourth Caritas might be embodied in daily practice</li> </ul> <p><b>Complete this reading checklist:</b></p> <p><input type="checkbox"/> Ch. 7  <input type="checkbox"/> Ch. 8</p> <p><b>Complete this assignment:</b></p> <p><input type="checkbox"/> Create a response to the following and place it in the <i>Reflective Journal</i> for this unit: "Describe or show one challenging instance at work when mindful attention to the 3rd or 4th Caritas might have been helpful in effectively conveying professional caring." Please maintain anonymity/ privacy related to the situations described in your postings. The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words).</p> <p>Assessment: The <i>Reflective Journal</i> Assignment that you will post for Unit 2B is worth 35 points and will be assessed based on the following rubric:</p>														

	Days 1-2-3 (M-T-W)	Days 4-5-6 (Th-F-Sat)																
	<table border="1"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.</td> <td><b>25</b></td> </tr> <tr> <td>Thoughtful online response to a minimum of 2 classmates</td> <td><b>10</b></td> </tr> <tr> <td>Grammar and spelling</td> <td><b>10</b></td> </tr> <tr> <td>Netiquette observed</td> <td><b>5</b></td> </tr> </tbody> </table>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>	Thoughtful online response to a minimum of 2 classmates	<b>10</b>	Grammar and spelling	<b>10</b>	Netiquette observed	<b>5</b>	<table border="1"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.</td> <td><b>25</b></td> </tr> <tr> <td>Grammar and spelling</td> <td><b>10</b></td> </tr> </tbody> </table>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>	Grammar and spelling	<b>10</b>
Required Element	Points Possible																	
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>																	
Thoughtful online response to a minimum of 2 classmates	<b>10</b>																	
Grammar and spelling	<b>10</b>																	
Netiquette observed	<b>5</b>																	
Required Element	Points Possible																	
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>																	
Grammar and spelling	<b>10</b>																	
<p><b>Week 3</b></p> <p>Place dates here:</p> <hr/>	<p><b>UNIT 3A (M-T-W)</b> Title: The Fifth and Sixth Caritas- Listening, Accepting, and Scientific Problem-Solving</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss layers of meaning related to the Fifth Caritas</li> <li>• Discuss mindfulness practice related to the Fifth Caritas</li> <li>• Convey examples of how the Fifth Caritas might be embodied in daily practice</li> <li>• Discuss layers of meaning related to the Sixth Caritas</li> <li>• Discuss mindfulness practice related to the Sixth Caritas</li> <li>• Convey examples of how the Sixth Caritas might be embodied in daily practice</li> </ul> <p><b>Complete this reading checklist:</b></p> <p><input type="checkbox"/> Ch. 9 <input type="checkbox"/> Ch. 10</p> <p><b>Complete this assignment checklist:</b></p> <p><input type="checkbox"/> Create a response to the following and place it in the <i>Postings</i> for this unit: “Describe or show one challenging instance at work when mindful attention to the 5th or 6th Caritas might have been helpful in effectively conveying professional caring.” Please maintain anonymity/privacy related to the situations described in your postings.</p>	<p><b>UNIT 3B (Th-F-S)</b> Title: The Seventh and Eighth Caritas- Teaching/ Learning, Dignity, &amp; Healing Environments</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss layers of meaning related to the Seventh Caritas</li> <li>• Discuss mindfulness practice related to the Seventh Caritas</li> <li>• Convey examples of how the Seventh Caritas might be embodied in daily practice</li> <li>• Discuss layers of meaning related to the Eighth Caritas</li> <li>• Discuss mindfulness practice related to the Eighth Caritas</li> <li>• Convey examples of how the Eighth Caritas might be embodied in daily practice</li> </ul> <p><b>Complete this reading checklist:</b></p> <p><input type="checkbox"/> Ch. 11 <input type="checkbox"/> Ch. 12</p> <p><b>Complete this assignment:</b></p> <p><input type="checkbox"/> Create a response to the following and place it in the <i>Reflective Journal</i> for this unit: “Provide an example of you, or someone you encountered in a professional setting, embodying the 7th or 8th Caritas. Describe or show how this impacted the situation.”</p>																

(Continued)

	<b>Days 1-2-3 (M-T-W)</b>	<b>Days 4-5-6 (Th-F-Sat)</b>																
	<p>The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words).</p> <p><input type="checkbox"/> Thoughtfully respond to at least two class mates’ online postings</p> <p>Assessment: The assignments that you will post on the Unit 3A discussion board are worth 50 points and will be assessed based on the following rubric:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Required Element</th> <th style="text-align: center;">Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.</td> <td style="text-align: center;"><b>25</b></td> </tr> <tr> <td>Thoughtful online response to a minimum of 2 classmates</td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>Grammar and spelling</td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>Netiquette observed</td> <td style="text-align: center;"><b>5</b></td> </tr> </tbody> </table>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>	Thoughtful online response to a minimum of 2 classmates	<b>10</b>	Grammar and spelling	<b>10</b>	Netiquette observed	<b>5</b>	<p>Please maintain anonymity/privacy related to the situations described in your postings. The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words).</p> <p>Assessment: The <i>Reflective Journal</i> Assignment that you will post for Unit 3B is worth 35 points and will be assessed based on the following rubric:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Required Element</th> <th style="text-align: center;">Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.</td> <td style="text-align: center;"><b>25</b></td> </tr> <tr> <td>Grammar and spelling</td> <td style="text-align: center;"><b>10</b></td> </tr> </tbody> </table>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>	Grammar and spelling	<b>10</b>
Required Element	Points Possible																	
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>																	
Thoughtful online response to a minimum of 2 classmates	<b>10</b>																	
Grammar and spelling	<b>10</b>																	
Netiquette observed	<b>5</b>																	
Required Element	Points Possible																	
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>																	
Grammar and spelling	<b>10</b>																	
<p><b>Week 4</b></p> <p>Place dates here:</p> <hr style="width: 100px; margin-left: 0;"/>	<p><b>UNIT 4A (M-T-W)</b> Title: The Ninth and Tenth Caritas- Basic Needs, Mysteries, and Miracles</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss layers of meaning related to the Ninth Caritas</li> <li>• Discuss mindfulness practice related to the Ninth Caritas</li> <li>• Convey examples of how the Ninth Caritas might be embodied in daily practice</li> <li>• Discuss layers of meaning related to the Tenth Caritas</li> <li>• Discuss mindfulness practice related to the Tenth Caritas</li> <li>• Convey examples of how the Tenth Caritas might be embodied in daily practice</li> </ul>	<p><b>UNIT 4B (Th-F-S)</b> Title: Onward with Touchstones</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe how Watson’s Touchstones integrate the 10 Caritas Processes into a daily Mindfulness practice</li> <li>• Describe other ways to embody and practice Watson’s 10 Caritas Processes.</li> </ul> <p><b>Complete this reading:</b> <input type="checkbox"/> Ch. 15</p> <p><b>Complete this assignment:</b> <input type="checkbox"/> Create a response to the following and place it in the <i>Reflective Journal</i> for this unit “Reflect on ways you might be able to integrate caring science and mindful practice into you professional life and work.” Please maintain anonymity/privacy related to the situations described in your postings.</p>																

	Days 1-2-3 (M-T-W)	Days 4-5-6 (Th-F-Sat)																
	<p><b>Complete this reading checklist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ch. 13</li> <li><input type="checkbox"/> Ch. 14</li> </ul> <p><b>Complete this assignment list:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a response to the following and place it in the <i>Postings</i> for this unit: "Provide an example of you, or someone you encountered in a professional setting, embodying the 9th or 10th Caritas. Describe or show how this impacted the situation." Please maintain anonymity/privacy related to the situations described in your postings. The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words).</li> <li><input type="checkbox"/> Thoughtfully respond to at least two class mates' online postings</li> </ul> <p>Assessment: The assignments that you will post on the Unit 4A discussion board are worth 50 points and will be assessed based on the following rubric:</p> <table border="1" data-bbox="363 1066 870 1604"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.</td> <td><b>25</b></td> </tr> <tr> <td>Thoughtful online response to a minimum of 2 classmates</td> <td><b>10</b></td> </tr> <tr> <td>Grammar and spelling</td> <td><b>10</b></td> </tr> <tr> <td>Netiquette observed</td> <td><b>5</b></td> </tr> </tbody> </table>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>	Thoughtful online response to a minimum of 2 classmates	<b>10</b>	Grammar and spelling	<b>10</b>	Netiquette observed	<b>5</b>	<p>The response can be in first person narrative (250 or more words), <b>OR</b> it can be a pointillism, mandala, or photographic image with brief explanation (50–100 words).</p> <p>Assessment: The <i>Reflective Journal</i> assignment that you will post for Unit 4B is worth 35 points and will be assessed based on the following rubric:</p> <table border="1" data-bbox="911 642 1417 1100"> <thead> <tr> <th>Required Element</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td>First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.</td> <td><b>25</b></td> </tr> <tr> <td>Grammar and spelling</td> <td><b>10</b></td> </tr> </tbody> </table> <p><input type="checkbox"/> Complete course and instructor evaluation, available by clicking the <b>Course Evaluation Link</b> on the course homepage.</p>	Required Element	Points Possible	First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>	Grammar and spelling	<b>10</b>
Required Element	Points Possible																	
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>																	
Thoughtful online response to a minimum of 2 classmates	<b>10</b>																	
Grammar and spelling	<b>10</b>																	
Netiquette observed	<b>5</b>																	
Required Element	Points Possible																	
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify the intent of the author in creating the image.	<b>25</b>																	
Grammar and spelling	<b>10</b>																	

# Chapter 4

---

## Course Summary

**TOTAL POINTS AVAILABLE IN THE COURSE:**

Required Discussion Board Postings	200
Required Reflective Journal Postings	140
Total	<b>340</b>

This class will be pass/fail. Students earning 80% of the total points available in the course will receive a passing grade and earn the corresponding Continuing Education Credit.

**GRADING CRITERIA:**

Passing Grade = 272 points and above

Failing Grade = 271.9 points and below

**ASSIGNMENTS CLARIFICATION:**

**Discussion Board Postings (200 Points):** Regular and committed participation is integral to successful completion of this interactive course. A significant amount of knowledge development will occur through group discussion, sharing, and collaboration. It is essential for you to read the assigned chapters and consider how it applies to your professional practice.

Discussion board postings will involve each student providing online responses to unit content, and thoughtfully responding to the postings of others in the class. Substantive, thoughtful, and well-constructed postings are expected. Reading the unit chapters, reading the postings of classmates, forming opinions, and then mindfully communicating your thoughts are all required for success in this endeavor. Empowered student communication forms the basis for all discussions. The underlying philosophy of this approach is to embrace diversity, hear every voice and respect each group member. In this process, there are no right or wrong answers or comments. Rather there is a valuing of all that is said. Courtesy, respect, and restraint are hallmarks of this approach. Please read the PDF article provided on the homepage entitled “**Top Five Rules of Netiquette in an Online Course**” as you will be responsible for demonstrating these rules throughout the duration of this course, and deviation from them will result in point deductions.

Please maintain anonymity/privacy related to the situations described in your postings.

Here is an example of the point breakdown: There are 50 points possible for **each** of the 4 Monday-Tuesday-Wednesday learning units—one per week for 4 weeks (200 points total).

The 50 points possible per unit are broken down in this way: There are 25 points possible for your scholarly response to each unit question and 10 points possible for your scholarly responses to a minimum of 2 classmate postings within each unit. Grammar and spelling are worth 10 points and proper use of Netiquette is worth an additional 5 points (total = 50). Further explanation: Let’s say you are in Week 1 of this course and have just completed the readings

associated with Unit 1A of Week 1. If you go to the discussion board area for Week 1 Unit 1A, create and post a substantive response to the Unit 1A content, and then thoughtfully respond to 2 classmates' postings, using appropriate grammar, spelling, and netiquette, then you will earn 50 points (perfect score) for the required Unit 1A discussion board posting assignment. Let's continue by saying that your twin sister is also in the course and she forgets to spell check, thereby misspelling 5 words somewhere in her postings (-5 points), and she also only responds to 1 classmate instead of 2 (-5 points), so she ends up earning 40 points for the same unit.

Here is a grading rubric for the discussion postings:

Required Element	Points Possible
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>
Thoughtful online response to a minimum of 2 classmates	<b>10</b>
Grammar and spelling	<b>10</b>
Netiquette observed	<b>5</b>

**Reflective Journal (140 Points):** Personal reflection is integral to successful completion of this course. A significant level of understanding can only occur if you ponder and explore your own perceptions and understandings. It is essential for you to read the assigned chapters, dialogue with the teacher and your classmates, and consider how it applies to you.

Reflective Journal postings will require you to provide private online responses to unit content which will only be visible to you and your instructor. This will provide an opportunity for you to have ongoing one-on-one dialogue with your teacher in this course. Substantive, thoughtful, and well-constructed postings are expected. Reading the unit chapters, reading the postings of classmates, forming opinions, and then mindfully communicating your thoughts are all required for success in this endeavor.

Here is an example of the point breakdown: There are 35 points possible for **each** of the 4 Thursday-Friday-Saturday learning units (140 points total). The 35 points possible per unit are broken down in this way: There are 25 points possible for your scholarly response to each unit's content and 10 points possible for grammar and spelling (total = 50). Further explanation: Let's say you are in Week 1 of this course and have just completed the readings associated with Unit 1B of Week 1. If you go to the reflective journal area for Week 1 Unit 1B, create and post a substantive response to the content as outlined in the course calendar, then you will earn 35 points (perfect score) for the required Unit 1B Reflective Journal posting assignment. Let's continue by saying that your twin sister is also in the course and she forgets to spell check, thereby misspelling 5 words somewhere in her posting (-5 points), she writes a minimal 20 word response overall, and includes one hastily drawn stick figure to illustrate her response (-20 points), so she ends up earning 10 points for the same unit.



Here is a grading rubric for the reflective journals:

Required Element	Points Possible
First person narrative response genuinely and thoughtfully explains connections to unit content, objectives, and readings <b>OR</b> Pointillism, mandala, or photographic image shows effort, creativity, and a genuine, heartfelt connection to required content. The brief explanation should clarify your intent in creating the image.	<b>25</b>
Grammar and spelling	<b>10</b>

\*Please note that nothing is due on Sundays.

## *Chapter 5*

---

# *Top Five Rules of Netiquette in an Online Course*

Laurie Patsalides • edited by: Laurie Patsalides • updated: 12/14/2011

Accessed On March 14, 2013 at: <http://www.brighthub.com/education/online-learning/articles/26946.aspx>

Used with permission from Laurie Patsalides, March 2013.

Be prepared to communicate effectively when taking an online course. Following these simple netiquette rules in your online class or education environment will ensure your success! with the onset of the online education environment and the expansion of courses offered in the online setting, a new buzzword has evolved called netiquette. Simply defined, it means etiquette on the Internet (or net).

In an online course you will have your communication skills tested! You will be speaking through writing both to fellow students and instructors, so it is imperative to communicate well and professionally.

Let's look at five important netiquette rules in an online course:

#### **1. Be Friendly, Positive and Self- Reflective**

When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak is important here. Think before you write. One word of advice is, do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect about the situation. Last, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary; say it in a positive tone. Reread what you have written to be sure it is positive.

#### **2. Use Proper Language and Titles**

Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name, unless it is acceptable with him or her to do so. Also, do not use caps lock when typing. It will insinuate yelling. That would hurt someone's feelings and possibly give him (or her) the wrong impression of you.

#### **3. Use Effective Communication**

Say what you mean to say. This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, another may have as well. Likewise, be mindful of chosen words and joking. Let's say for example, I write, "get out!" This slang term can be interpreted in several ways, either positively or negatively.

#### **4. Professionalism**

Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are your professor will not. Save it for personal conversations or

definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you.

**5. Ask for Clarification**

If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt though; wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand...", which will always keep the onus for the misunderstanding on yourself.

**THE GOLDEN RULE OF NETIQUETTE**

With these top five netiquette rules, you are on your way to a great grade in your online course. Most importantly, when speaking in an online course or in any online environment for that matter, the same rules apply for etiquette as in real-time. The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say offline.