Welcome to

Caring Science: The Caritas Coach Education Program
April 12-15, 2012
Boulder, Colorado~Atlantic City, New Jersey

Cohort 8
Program Syllabus

Pfiedler Enterprises

Watson Caring Science Institute

Course ID #: 3610
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Introduction and Overview of Caritas Coach Education Program

I. Definition and Description of Caritas Coach and Caritas Coaching

Working Definition of Caritas Coach:
A Caritas Coach is a knowledgeable, experienced, reflective health care professional/caregiver, who is prepared and committed to personally and professionally practice and model intelligent heart-centered approaches and coach others by translating and sustaining the ethic, philosophy, theory and practice of the Science of Human Caring into our systems and society.

Purpose of Caritas Coach:
The purpose of a Caritas Coach is to transform self and systems with an intentional Caritas Consciousness/Ways of Being that integrate and restore Caring-Healing and Love into our life and work/world, providing deeper meaning, purpose, dignity and wholeness to health care providers, caregivers, patients, institutions and society.

Personal Focus for Caritas Coach:
The Caritas Coach is committed to personal and professional transformation through Being/Becoming/Radiating the Caritas field into the universe. A Caritas Coach is one who strives toward an evolving consciousness of heart-centered living by holding an intentionality to restore and sustain human caring as a way to deepen our shared humanity and help to preserve humanity in our systems and society.

Professional Outcome of Caritas Coaching:
The ultimate outcomes of Caritas Coaching are to deepen and sustain our shared humanity; preserve human caring, human dignity and wholeness as the highest gift to self, systems, society and humankind worldwide; and to be part of the evolution of human caring as the highest ethical commitment to humankind and society.

Caritas Coaching Situation:
A Caritas Coaching situation is one in which the ‘Coach’ uses Caring Science knowledge, Caritas Processes, and authentic Caritas Ways of Being to creatively problem solve, inform, and transform self, others and systems. The Caritas Coach has knowledge, skills, values and practices that help to re/pattern and elevate human consciousness toward human-to-human, heart-to-heart caring connections and relationships that heal and restore humanity’s dignity and wholeness.

The Shared Journey of Caritas Coaching:
WCSI Faculty Guide(s)/Mentor(s) will journey with the Caritas Coach student during the Caritas Coach Education Program and beyond, mentoring, sharing, co-creating, and co-experiencing the transformative authentic personal/professional (intellectual-aesthetic-spiritual) growth toward depth and expansion of Caritas Consciousness and Heart-centered Ways of Being/Doing/Knowing and sharing.
II. Course Description of the Caritas Coach Education Program (CCEP)

The Caritas Coach Program is a unique six-month educational program offered by the Watson Caring Science Institute (WCSI). It is structured as an experiential, aesthetic and intellectual journey and designed to prepare clinicians, educators, caregivers, and leaders with knowledge, experience, and informed practices of Caring Science and the Theory of Human Caring. Through this program participants learn how to synthesize, integrate, and translate the philosophy, values, ethic and theory of Caring Science into authentic Caritas-Ways-of-Being with self and others. A combination of innovative teaching-learning methodologies, self-reflection, authentic dialogue, and ‘teachings’ and wisdom traditions are explored to assist the participants in living out Heart-Centered-Caritas Relation-Modeling Practices for self, other and systems. Individual personal/professional life goals are honored through the collective journey of the Caritas Coach learning experience. Participants are mentored throughout the Program by an expert team of WCSI Faculty Associates.

Purpose of the Caritas Coach Education Program

The purpose of the Caritas Coach Educational Program is to prepare participants to implement compassionate Caritas Coach practices in a variety of settings and roles, (e.g., educator, clinician, caregiver, administrator, leader). The intentional outcomes are assisting others in their personal evolution toward Caring practice and transforming institutional-organizational cultures to heart-centered-healing environments through living-out and modeling Caritas for self, practitioners, staff and larger systems.

Course Structure

The course structure of this 6-month Program includes two required CCEP evening reception and 2-day onsite educational seminar retreats, one at the start of the Program (Introductory Seminar) and one at the end of the Program (Completion Seminar). In addition each CCEP student is expected to attend the 2-day International Caritas Consortium (ICC) that immediately precedes each of the two CCEP seminars. These ICC meetings and CCEP seminars are held at various sites throughout the United States. The six months of learning experience between the two onsite seminars includes a WCSI Faculty guided/mentored journey. During this period, individual participants and virtual learning groups explore lived Caring/Caritas experiences through reflective narratives and authentic dialogue, as well as develop and implement individual Caritas projects guided by WCSI Faculty Guide-Mentors. Scheduled conference calls, Webinars and other social networking venues serve to connect the participants in continued circle to promote deeper study and understanding of Caring Science. This guided educational experience enables the participant to synthesize, integrate, and translate Caring Science into personal and professional practice, and to help others to do the same.

Throughout the seminars and six-month learning experience, participants will explore Caring Science heart-centered theoretical foundations and emerging patterns, Caritas/Caring research, the evolution of Caritas Consciousness, the Caritas Coach/Leadership Journey, Caritas Ways of Being-Becoming, and Transformative Caring in Action. Being in circle with others, aesthetic ways of knowing/being/becoming, ritual, ceremony, and celebration frame the educational experience to affirm, consolidate and initiate participants into and through the
collective transformative Caritas journey. The Caring circle of learning creates safe space, whereby participants can explore self and the collective journey through intentional guided experiences which model the Caritas Process: cultivation of loving-kindness, equanimity, compassion, forgiveness and gratitude.

III. **End-of-Program Objectives/Subjectives:**

As evidence of expanded worldview and literacy in Caritas Science and Caritas Coaching skills, at the end of the Caritas Coach Education Program participants will be able to:

1. Apply increased self care through daily practices that promote physical, emotional and spiritual well-being;
2. Demonstrate the use of reflective journaling/narratives, study of Caring/Caritas literature, and available resources as a way of Becoming/Being a Caritas Coach;
3. Express the Caritas lived experience through aesthetic-experiential-intellectual forms that enhance the understanding of caring and loving-kindness underpinning Caritas Coaching practices;
4. Describe the concepts of the Theory of Human Caring and Caring Science as a modality for improving conscious, intentional and heart-centered Caritas practices;
5. Assimilate the ten Caritas Processes in personal and professional Caritas Coaching role;
6. Manifest the evolution of Caritas Consciousness and Universal Love and their effect on caring for self and others;
7. Integrate the Caring Science philosophy, values, and ethic with the Theory of Human Caring framework as a model for transformative Caring health care practice through implementation of a Caritas Project;
8. Practice Caritas Coaching aimed toward accountability and compassionate service in personal life, clinical/caregiving practice, teaching settings, and/or leadership roles;
9. Engage in authentic dialogue and action with colleagues and the larger world as a process of Caritas Coaching aimed at transforming health care systems into caring-healing systems;
10. Coach others in their evolution toward Caring intentional conscious practice;
11. Develop a working Caritas Coaching philosophy/framework based on the Theory of Human Caring and Caring Science;
12. Outline personal goals to continued Caritas Coaching for self and for a specific clinical/system setting if applicable;
13. Promote the evolutionary Caritas Coaching journey that embraces transformative Becoming/Being Caritas Coaches in action through continued study, networking and use of resources.
IV. Course Requirements

A. Attendance at both the CCEP Introductory and Completion Seminars. All CCEP students are also required to attend the International Caritas Consortium (ICC) gatherings that precede each of the two CCEP seminars.

B. Payment of Fees and Tuition: Upon acceptance to CCEP, all fees and tuition are expected to be paid in full or payment plan needs to be confirmed by the WCSI Treasurer before attending the Introductory CCEP seminar. Application fee is nonrefundable and tuition is non-refundable after the start of the Introductory Seminar.

C. Commitment over the six-month Faculty mentor-guided part of the Program to fully engage in conference calls, Webinars, and social networking and to work consistently with Faculty mentor/guides(s) in exploring concepts, ideas, personal growth and coaching experiences.

D. Completion of all required reading, written assignments and project, as well as demonstration of personal growth through reflective practice/journaling/dialogue and increased care of self. The faculty will work with each student toward successful completion of the Program. If a student is unable to complete the Program within the 6-month time frame of their assigned Cohort for an acceptable reason, the student will be granted a one-time 6-month extension and complete with the next Cohort. If the student does not successfully complete the Program within one year of acceptance, the student will be required to reapply to the Program for continuation.

E. Evaluation Process and CE Credits: Successful completion of the CCEP entitles the coach candidate to 58 contact education hours (CE) credit from Pfiedler Enterprises. To receive these CE Credits, part of the Program requirements include three Program evaluations:

1. A Introductory CCEP Seminar Narrative Feedback Evaluation form, to be emailed to each Caritas Coach immediately after the Introductory Seminar and submitted to the CCEP Director within two weeks after the Seminar;
2. An End-of-Program Narrative Feedback Evaluation form, to be emailed to each Caritas Coach immediately after the Completion Seminar and submitted to the CCEP Director within two weeks after the Completion Seminar;
3. An online Pfiedler Enterprises End-of-Program Evaluation and CE Registration Form: After the End-of-Program Narrative Feedback Evaluation is submitted, the CCEP Director will send a code and URL to the Caritas Coach to complete the Pfiedler Enterprises End-of-Program evaluation process online. This entails completing an online End-of-Program evaluation and a Registration Form. Once these two forms are submitted online, the Caritas Coach will immediately be able to download their CE certificate for 58 Contact Hours Credit.

Please note: All Program requirements, including the three Program evaluations and the CE online Registration Form described above need to be completed and submitted before Pfiedler Enterprises will release the CE certificate for 58 contact hours credit.
F. Required Reading: Each participant is expected to obtain and utilize the following:

7. Selected “Articles of Interest” found on the WCSI website in the Restricted Portal of the Caritas Learning Center under the Caritas Coach Resource Section.

G. Required Assignments (Assignment details will be provided as needed.)

1. Complete the online New Student Orientation, including the written assignments before attending the onsite Introductory Seminar.
2. Submit a Bio-Sketch and photo to the CCEP Director at beginning of the Program as directed.
4. Complete all assigned readings and the monthly Activity Learning Guide assignments that integrate/synthesize understanding of Caring Theory/Caring Science and practice during the Program.
5. Engage in personal reflective journaling and dialogue with Faculty Mentor-Guide consistently throughout Program on experiences that increase understanding and application of the Caring Theory/Caring Science and evaluation of personal growth.
6. Develop and demonstrate evolving Caritas self and spiritual care practices.
7. Develop and implement an approved Caritas Coach Project within a practice setting or an approved self-care project if applicable.
8. Create an abstract and a poster presentation on the Caritas Coach Project to be presented at the International Caritas Consortium (ICC) meeting just prior to the Completion CCEP Seminar.
9. Submit a Caritas Portfolio at the Completion Seminar that is a compilation of work completed during the Program (Portfolio is submitted as a notebook that is visually shared and on a flash drive that is given to the CCEP Director).
10. Attend both onsite CCEP Introductory and the Completion Seminars.
11. Attend two onsite International Caritas Consortium (ICC) gatherings that precede the two CCEP Seminars.
12. Complete and submit all CCEP and Continuing Education Program Evaluations as indicated above in section IV-E (Program Requirements).
V. Continuing Education Information

Teaching Methodology
This course has been designed using the principles of adult learning. PowerPoint images will be used to augment the speaker’s presentation and a supportive syllabus includes information for referencing after the course. Attendees will have an active role in discussion as well as opportunity to ask questions and share experiences.

Intended Audience
This continuing education activity is intended for nurses and healing professionals who have met application requirements and been accepted for the Watson Caring Science Institute (WCSI) Caritas Coach Education Program (CCEP).

CALIFORNIA STATE BOARD APPROVAL
Pfiedler Enterprises is a provider approved by the California Board of Registered Nursing, Provider Number CEP14944, for 58 contact hours.

Obtaining full credit for this offering depends upon attendance, regardless of circumstances, from beginning to end. Licensees must provide their license numbers for record keeping purposes.

The certificate of course completion issued at the conclusion of this course must be retained in the participant’s records for at least four (4) years as proof of attendance.

IACET STATEMENT:
Pfiedler Enterprises has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102.

IACET CEU STATEMENT:
As an IACET Authorized Provider, Pfiedler Enterprises offers CEUs for its programs that qualify under IACET guidelines. Pfiedler Enterprises is authorized by IACET to offer 5.8 CEU (58 contact hours) for this program. Please Contact Pfiedler Enterprises at 720-748-6144 for credit questions.
Planning Committee, Faculty and Disclosure:
All planning committee members, expert reviewers and faculty participating in continuing education activities jointly-sponsored by Pfiedler Enterprises and The Watson Caring Science Institute are expected to disclose to the audience any real or apparent financial affiliations related to the content of their activities. Detailed disclosure appears below and will also be made verbally.

Planning committee members and faculty information:
1. Have you (or your spouse/partner) had any personal financial relationship in the last 12 months with the manufacturer of the products or services that will be presented in this Continuing Education activity (planner/reviewer) or in your presentation (faculty)?
2. Type of affiliation/financial interest with WCSI.
3. Will your presentation include discussion of any off-label or investigational drug or medical device?

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<th>Name</th>
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<tbody>
<tr>
<td>1. Jan Anderson, RN, MSN, AHN-BC</td>
<td>Yes</td>
<td>Faculty Associate &amp; Cord. of CCEP</td>
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<td>2. Barbara Brewer, PhD, RN, MALS, MBA</td>
<td>No</td>
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<td>3. Gayle L. Casterline, PhD, RN, CNE</td>
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<td>5. Jim D’Alfonso, RN, MSN, CNOR</td>
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<td>6. Anne M. Foss-Durant, RN, MSN, NP, MBA</td>
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<td>7. Marilyn Fogerty, RN, BSN, BA, CMT, NCTMB</td>
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<td>8. Marlienne Goldin, RN, BSN, MPA</td>
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<td>9. Marcia Hills, RN, PhD</td>
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<td>11. Esther Kearn-Frolilch, RN, BSN, MPA/H.S.A</td>
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<td>12. Gwen Kinney, MSN, RN-C</td>
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<td>13. Mary Rockwood Lane, PhD, RN, FAAN</td>
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<td>14. Marialena Murphy, RN, MSHSA, CNOR</td>
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<td>15. Linda Ryan, PhD, RN</td>
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<td>16. Marian Turkel, PhD, RN</td>
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<td>20. Terri Woodward, RN, MSN</td>
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*Planning Committee Members*