5-A THIRD

Unraveling the Mystery of the Magical Mechanisms to Portray Human Caring via the Miraculous Internet

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Unraveling the Mystery of the Magical Mechanisms to Portray Human Caring via the Miraculous Internet

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Topical Outline

• Role model caring
• Perceptions of caring
• Teaching caring
• Using caring to teach
• Caring for ourselves

Caring
Learning

“More than receiving information, facts, and data”

Can we experience caring and solicitude for someone out there in cyberspace? (Rose & Adams 2012)

Online interactions are different, and the question of whether these interactions engender an environment of caring is unanswered (Stelman & Linens, 2006)
Role Models for Caring

- Faculty is dominant role model for professional development of caring (Kelly, 1992).
- Caring is communicated
  - Teaching
  - Priorities
  - Methods
  - Faculty-student interactions (Tanner, 1990).
- Caring interactions between faculty and student reflect professional-client relationship (Watson, 1988a).

Caring

- Immediacy
- Visual Connection

Immediacy

- Verbal and nonverbal signals
- Face to face communications
- Help establish a close and trusting relationship
- Know and are known
- Seek support
- Feedback is personal and meaningful
- Sense of well being
- Motivation is positively impacted (Griffiths & Graham, 2010).
Online Classrooms

- Prompt feedback
- Engaging activities
- Instructional flexibility
- Knowledgeable scholar
- Adapt to individual needs (Larreamendy-Jones & Leinhart, 2006)

E-Mail and Caring

- Think about being the reader
- Spontaneous vs. planned
- Use parentheses to convey body language
E-Mail Stressors

- Overload
- Ambiguity
- Boundary disintegration
- Social Intensity
- Privacy
- “Black holes”
- Spam

Caring in Teaching and Learning

- Actively listen
- Give full attention
- Work from learner’s frame of reference
- Participate in collaborative co-creation
- Accept others
- Help (learner) understand how they are thinking
- Ask learner what they know
- Help give voice (to learner) (Watson, 2006)
Teachers Who Care

• Instill confidence through caring
• Supportive learning climate
• Appreciation of life’s meanings
• Control versus flexibility
• Respectful sharing (Wade & Kasper, 2002)

Teachers Who Care on the Internet

• Mental Attentiveness
  – Immediacy of feedback
• Affective engagement
  – Specific comments
  – Caring
  – Praise
  – Concern
• Reciprocity (Marx, 2012)
Immediacy

- Decrease distance
- Personal examples
- Humor (??)
- Feedback
- Names

Affective Engagement

- Empathy
- Specific comments
- Praise
- Caring language
- Concern for personal situation
Reciprocity

- Instructor involved in discussion board
- Video-conferencing desired by students
- Do you get back what you give?

Caring for Ourselves

- Reciprocity
- “Lived experiences of the one’s caring”
- Boundaries
- Limits
- Set own “Rules of Engagement”
- Take a break
- Spend time with people

Internet Burnout

- You check your emails when you awaken, before bed and when you get up to go to the bathroom in the middle of the night
- You clarify whether or not something happened “in real life” versus “online”
- All of your “Facebook friends” are looking for you
- Everything you buy, even groceries, arrives by UPS and is stamped “Amazon.com”
- When you go out with friends or family you spend more time on your Smartphone than talking to them
- You use your Smartphone for daily tasks
Internet Rehab

- Acknowledge that you have a problem
- Seek help from a living, breathing person
- Stop multi-tasking
- Leave technological devices at home
- Do not apologize when someone cannot reach you
- Set a timer
- Organize
- Move
- Laugh
- Spend time with people

References