

ANNE BOYKIN INSTITUTE FOR THE ADVANCEMENT OF CARING IN NURSING

FORMAT FOR THE 2018 SUMMER ACADEMY

OVERVIEW

Inspired by the book, *Emergent Teaching: A Path of Creativity, Significance, and Transformation*, by Sam Crowell and David Reid-Marr, we have adopted the concept of “structured improvisation” which seems to perfectly fit the idea of openness and active participation within a framework. The framework for the Summer Academy is guided by several broad questions inspired to stimulate thought and discussion about the selected topic in relation to the advancement of caring science. It is important to keep in mind that the focus of the Summer Academy is not “humanoid nurse robots” per se but rather, “caring science as the foundation for design and use of humanoid nurse robot”. The broad guiding questions will be used to organize the structure of the Academy. The structure will be communicated as a Structured Improvisation Plan, with broad questions, timeframes for discussion sessions, named evocateurs (see description below) for each session, and resources to prepare for active participation.

It is envisioned that there will be very little if any lecture-style “presentations”, but instead, that a topic would be raised by an evocateur, in relation to caring science, and dialogue would occur involving the Summer Academy participants. Since the methodology for the Summer Academy may be a little different from what we might see in other workshops, we have developed a brief description of “methodology” for what is truly hoped to be a structured improvisation.

METHODOLOGY

The ABI Summer Academy is designed as a reflection/dialogue process that adapts the “flipped classroom” approach. What is envisioned is a process in which participants are invited to familiarize themselves with provided materials before Academy sessions. Academy sessions will employ participant-focused point of service “hands on” approaches (rather than lecture and other teacher-focused methods) to help insure meaningful, practical experiences with specifiable take-aways.

EVOCATEUR. The role of evocateur is pivotal in assuring a reflection/dialogue process grounded in the values of the Dance of Caring Persons model (Boykin & Schoenhofer, 1993; 2001). The Dance of Caring Persons is a relational model that supports a way of being with others that respects and explicitly values each person. Each person, accepted as caring person, has valuable contributions to make to the whole - whether through sharing expert knowledge or asking naïve questions - all contributions advance the project of caring science. From this perspective then, no one person is "the expert" or "the leader" but all have expertise, even if the expertise is being able to ask naïve questions that open new lines of thought, each is accepted as teacher AND learner. As described so aptly in the paper by Pross, Hilton, Boykin and Thomas (2011), "The Dance of Caring Persons evokes an image of a circle; each individual in the dance is making a special and unique contribution to the organization. No one person's role is more important than another's. Each person and his or her role is valued and recognized as essential to supporting the mission and goals of the institution. The circle engenders a way of being with each other that is respectful, honoring, and celebrating."

The evocateur leads the effort to maintain the reflection/dialogue process by remaining attuned to the needs of the participants, to draw out information, ideas, questions and insights from the group in relation to the theme of

the session in a way that maximizes participation and contributes to development of knowledge and skill in relation to the possibility of humanoid nurse robots grounded in caring science. The evocateur is the resource person for process. Unlike the classroom lecturer, the evocateur does not make a presentation, but participates in the dialogue sharing expert knowledge as topics and subtopics surface in the group, in the spirit of the Dance of Caring Persons model. The role of the evocateur is to help participants work through information and ideas in a way that generates questions and insights.

ARTIST-IN-RESIDENCE. A feature of the Academy is the Artist-in-Residence, in recognition of the central importance of aesthetic knowing to caring science. The artist-in-residence role is to aesthetically reflect the meaning of the dialogue and to artfully inspire ongoing commitment through the creation and sharing of an artistic expression of the Summer Academy experience. Our Artist-in-Residence this year is Vasti Jackson, Mississippi Blues musician.

GUIDING QUESTIONS. Dialogue will be organized around four guiding questions:

VALUING: How could caring serve as the moral framework for the creation of Humanoid Nurse Robots?

THINKING: What knowledge of caring is essential to creating caring Humanoid Nurse Robots?

DOING: If robots have the ability to express emotions and live caring, what will be the difference between human and humanoid?

IMAGINING: How could the design and development of caring humanoid robots influence the advancement of caring science?

ANTICIPATED TAKE-AWAYS. Anticipated “deliverables” or take-aways from the 2018 Summer Academy include:

1. awareness of current and projected healthcare robotic technology
2. knowledge of several explicit frameworks for the design and use of healthcare humanoids with the ability to effectively communicate caring in situation
3. understanding of the range of issues involved in the design, development and deployment of caring humanoid nurse robots
4. commitment to an explicit action plan for the collaborating in the continued design, development and deployment of humanoid nurse robots