Humor in Nursing: A Matter of Life or Death or “Just for the Health of it”
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"A cheerful heart is a good medicine."

Proverbs 17:22
PURPOSE

To identify methods to facilitate a positive and effective learning environment for Nurses in a Theory course.
Course Design

- Course designed to introduce various nursing and interdisciplinary theories and frameworks for practice and to look at concepts, principles and foundations to develop critical thinking and analytical skills.
Vision

• To provide educational opportunities to enable students to meet future challenges

Mission

• To provide educational and clinical curricular offerings that enhances lifelong learning, creative enquiry, and research activities to unite faculty and students in applying knowledge in a community setting.
GOALS

• To work with faculty to create a seamless educational offering that intrinsically values, informs and rewards students and to develop a program of research that contributes to the scientific and professional literature and stimulates student learning.
Core Outcomes

- Receive and retain content
- Hold attention
- Relieve anxiety
- Establish rapport
- Fun - lifelong learning
Teaching Learning Model (Kolb)
Theory Research Practice Learning Cycle

Formulation of Ideas

Concrete Experience

Observation and Reflection

Testing
Formulating

Testing

Applying

Refining
Process

- Assess - critical thinking, problem solving, group process, internal, external environments, reflection
- Plan - licensure, clinical expertise, advanced degree
- Implement - self-direction
- Evaluate - evidence based practice, educate, promote, disseminate
WHY?

- Internal - development, shortage, hook
  - cope with external environment
- External - nurses eat their own
- Global image
Literature Review

• Humor reduces stress, promotes creative thinking, enhances group interactions (Crapanzano, 1999)

• Sets positive energetic tone, links concepts together, allies students with professor (Allen, 2004)

• Involves complex emotions and behaviors and releases fear (Cardoso, 2002)

• Strong connections demonstrated between humor and learning (Ulloth, 2006)
• Evaluation - Qualitative, Quantitative

• Validation
  - Subjective - students, faculty's
  - Objective - course, institutional evaluations
Anatomy 101

- There are only 3 bones in the body that are absolutely essential
  - The backbone
  - The wishbone
  - And the funny bone
CLAP AND SMILE!