

Nursing

[Health & Medicine](#), [Nursing](#)



Philosophy of Nursing Foundations of Nursing Education NU 530 August 28, Philosophy of Nursing Person Masters (2009) describes philosophy as ‘beliefs of a person or groups of persons’ (Doheny et al. 1997, in Masters 2009, p. 80). With this meaning, philosophy has a decisive role in human behavior. According to the above view, person is quite important for philosophy. The term person, as related to philosophy, is based on a key characteristic: ‘that one lives oneself and decides about oneself’ (Tischner, Zycinski, & McLean 1994, p. 7). The above definition can incorporate a series of additional characteristics, related to the term person, as, for example, the following ones: freedom of taking initiatives, ability to take care of himself and of other people, ability to intervene in cases that a problem arises. All the above characteristics need to exist in nurses, a fact that verifies the relationship between nursing and philosophy.

Environment

The environment is necessarily related to nursing. The term environment, as a concept related to the philosophy but also to nursing, can have a series of meanings, depending on the subject to which environment is related (Cody & Cody 2011). For example, for patients, environment can refer to their social environment, including family and friends, but also to their physical environment, as, for example, the health care setting where they have been admitted for a specific treatment (Cody & Cody 2011, p. 149). However, environment can have another aspect: it can be used for describing the world in general. For example, in the context of utilitarianism, environment can have such meaning, indicating the obligation of a person to help people around him (Cody & Cody 2011, p. 149). In nursing, the use of the term

environment can be quite critical, especially if the specific term is given an explanation aligning with the principles of utilitarianism, as described above.

Health

Different approaches have been used for explaining health. Most commonly, the term health is used for describing the physical or mental status of a person (Cody & Cody 2011). However, the above term can be also used in order to reflect the differentiation of a person from his environment (Cody & Cody 2011). For example, when a person responds to a particular event in a different way than most people would respond, then it can be assumed that the particular person has a health problem, a mental problem that prevents him from reacting as expected. The term health has another aspect: it can be used for describing the potential of a person to face a health problem. More specifically, for certain people health is of critical importance while for others health is just an aspect of life, not worthy more than the other aspects of life (Masters 2009). In this context, certain people tend to face health problems with patient, while other face difficulties in accepting that they have a health problem (Masters 2009). Health, as a concept, also denotes the style of life that a person needs to adopt. For example, eating food that is of certain ingredients can be considered as healthy while food of another type may be characterized as unhealthy (Kelly 2009).

Nursing

The involvement of philosophy in nursing cannot be denied. Kelly (2009) refers to 'the philosophy of nursing that it can be highly affected by the personal philosophy of nursing students' (Kelly 2009, p. 345). The term philosophy in the above case is mostly used for explaining the views of

nursing students on ‘ knowledge and human conduct’ (Kelly 2009, p. 345). For nurses also, philosophy could have a similar value. The value of philosophy for nursing is also verified through the following fact: there is a series of ethical rules, based on philosophy, which are extensively used for evaluating the behavior of nurses at work. Reference is made, as an example, to deontology, a theory that relates actions to existing ethical rules, and to teleology, a theory that regards actions as focusing on the achievement of a particular target (Kelly 2009, p. 345).

Nurse Educator

At a first level, nursing educators and nursing students are human beings (Weisstub & Diaz 2007, p. 94). From this point of view, their behavior is normally based on certain values, ‘ a key characteristic of person as this term is used in philosophy’ (Weisstub & Diaz 2007, p. 94). In any case, nursing educators promote philosophy not for promoting their own interests but for highlighting the values and the rules of nursing (Mashaba & Brink 1994, p. 7). Cody & Cody (2011) notes that philosophy is used in nursing education for helping nursing students to understand key rules and values of nursing; for example, when teaching, nursing educators can use symbols, ideas and words that describe clear these rules and values (Cody & Cody 2011, p. 88). It should be noted that the level at which a nurse educator promote the philosophy of nursing reflects his willingness to emphasize on his ‘ professional development’ (Gaberson & Oermann 2010, p. 5).

References

Cody, M. & Cody, W. (2011). *Philosophical and Theoretical Perspectives for Advanced Nursing Practice*. Burlington: Jones & Bartlett Publishers.

Gaberson, K. & Oermann, M. (2010) Clinical Teaching Strategies in Nursing. New York: Springer

Kelly, P. (2009). Essentials of Nursing Leadership & Management. Belmont: Cengage Learning.

Mashaba, T. & Brink, H. (1994). Nursing Education: An International Perspective. Cape Town: Juta and Company Ltd.

Masters, K. (2009). Role Development in Professional Nursing Practice. Burlington: Jones & Bartlett Publishers

Tischner, J., Zycinski, J. & McLean, G. (1994). The Philosophy of Person: Solidarity and Cultural Creativity. Washington: CRVP.

Weisstub, D., & Diaz, P. (2007). Autonomy and Human Rights in Health Care: An International Perspective. New York: Springer

Rubric

Philosophy of Nursing and Nursing Education Rubric

Unacceptable

0 pts

Below Standards

2 pts

Satisfactory

3 pts

Outstanding

4 pts

Total Points

Earned

Mechanics 40%

Format

Ignores most course guidelines for format and most conventions for formatting academic papers. Omits all citations and references or uses a style that makes checking references inordinately difficult or impossible.

Ignores many minor guidelines or at least two major ones (such as margins, title page, or page numbers); major errors in citations and references; does not use author-date system.

Ignores a few minor guidelines, such as putting the course and date on the title page; citations may have some minor errors.

Follows all course guidelines and common conventions; correctly implements citation style prescribed in course style guidelines

0

Writing and Clarity

General quality of writing and clarity or presentation

Incomprehensible; poor application of literary skill; disregards basic conventions of educated English usage; inappropriate use of language; disjointed; careless.

OK, but not well presented in a scholarly manner; violates basic grammatical or stylistic conventions; excessive nominalization inhibits clarity.

Readable and clear transmission of message. Easy to understand, with precise communication of meaning. May have some minor grammatical or stylistic errors.

Well written; unambiguous meanings; vivid imagery; polished. Adept and sophisticated use of language without being strained and seeming more

designed to impress than to communicate.

3

Organization

Clarity of organization and presentation

Minimally put together; weak job of integration; incoherent or without logical flow.

Covers main points; adequate organization; not altogether clear.

Logical and well argued; a good synthesis that is easy to follow.

Organization very good; original presentation; excellent synthesis

3

Sources

There is no source cited for the article or for references to other sources.

Sources are cited, but validity is questionable. Information provided is inadequate to verify source.

Sources are cited with adequate information. However, the format does not conform to course guidelines and/or there are minor errors.

Sources are cited with complete information and in the format specified in Course Style Guidelines.

3

Mechanics 40%

Total Points Earned 9 /16 = .563 X 40% =

22.52

Content 60 %

Knowledge

Knowledge of relevant material

Inadequate; insufficient information provided; substantially off-topic.

Very little indication of knowledge of the philosophy concepts as it relates to the nurse educator role.

Identifies or uses terms without evidence of understanding them or the interrelation of different philosophical concepts as it relates to the nurse educator role.

Displays knowledge of the subject; good evidence of understanding; & relates the concepts to the nurse educator role.

High quality; logically sound; implications well covered; sensitive to nuance; & relates the subject to the nurse educator role.

3

Accuracy and Understanding

Does not summarize concepts in any meaningful way.

Summarizes concepts of philosophy but leaves major gaps in readers understanding. Summary may have major inaccuracies or misunderstandings of concepts.

Summarizes fully, although the summary may be too detailed and pedantic, or understanding the summary may require excessive effort on the readers part. Summary may have minor inaccuracies or misunderstandings of concept matter. Summary may betray lack of knowledge or misunderstanding of concepts related to the students philosophy.

Summary is comprehensive and insightful, yet concise.

Summary has no inaccuracies, misunderstandings, or glaring omissions.

4

Coverage

Summary does not identify main concepts, lacks clarity to communicate them in any meaningful way to the reader, grossly misinterprets several of them, or does not meaningfully discern between important and unimportant.

Summary misses important points of a philosophy, lacks enough clarity to communicate to the reader accurately, misinterprets one or more main points, or ascribes undue importance to minor or inconsequential points..

Good discussion with most main points identified and summarized, or with all main points identified and summarized, albeit with some lack of clarity.

Limited discussion

Excellent discussion with all main points clearly identified and summarized.

4

Critical Thought

Does not use knowledge of philosophy, scholarly knowledge. Evaluation reveals major misunderstandings or elementary errors of logic and knowledge.

Critically evaluates but does not apply appropriate understanding of the NE role in critical evaluation. Does not apply general scholarly knowledge appropriate for a philosophy at this level. Does apply knowledge of the subject and/or general scholarly knowledge, but inappropriately or with important misunderstandings.

Uses knowledge of the subject, including an understanding of the NE role.

May use scholarly knowledge from this and other courses for critical evaluation.

Makes exceptionally good use of knowledge of the subject, including an understanding of the NE. May use scholarly knowledge from this and other courses with unusual incisiveness for critical evaluation.

4

Content 60 %

Total Points Earned 15/16 = . 9375 X 60% =

56. 25

Grade

78. 77