Week 2: Knowledge Development

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Development of Nursing Knowledge Philosophical Approach



Philosophical inquiry promotes knowledge development; and the application of knowledge to practice is supported by critical analysis of knowledge including evaluation of theories (Shearer, 2015). There are underlying principles of knowledge development which lead to generation and interpretation of theory. Underlying theoretical assumptions can be viewed through different philosophical perspectives. Different than a scientific approach in which systematic inquiry based on empirical observations are used to define and explain causality in the natural world; a philosophical approach is based on intuition, introspection, and reasoning to promote understanding of knowledge and truth (McEwen & Willis, 2014). There are several different categories for examining philosophical schools of thought in nursing (Polifroni, 2015). There are two dominant philosophical worldviews foundational to nursing theory: received view and perceived view (McEwen & Willis, 2014). Some key differentiators of these two worldviews is the received view centers on objective context, deductive reasoning, prediction and control, and the existence of one reality (Meleis, 2012). The perceived view centers on subjective context, inductive reasoning, description and understanding, and the existence of multiple realities based on perceptions influenced by setting (Meleis, 2012).

In addition to philosophical perspectives that shape our understanding and interpretation of theory; there are also different classifications of knowledge. Philosophical inquiry and knowledge development both increase your ability to use critical inquiry to promote growth in knowledge and to appreciate and respect different ways of thinking. Nurses should use different patterns or ways of knowing to broaden a diverse perspective that supports nursing practice.

Ways of Knowing

Knowledge in nursing can be classified in several different ways. Carpers (1978) Patterns of Knowing are one classification system of nursing knowledge. The purpose of Carper's theory was to identify the specific patterns of knowing which contribute to the professional identity of nursing as a profession. Her theory integrated sources of knowledge based on the art of nursing with the science of nursing. Carper's analysis provided a perspective that viewed nursing knowledge as more than knowledge gained from science alone. The four ways of knowing include empirical, ethical, personal and aesthetic knowledge.

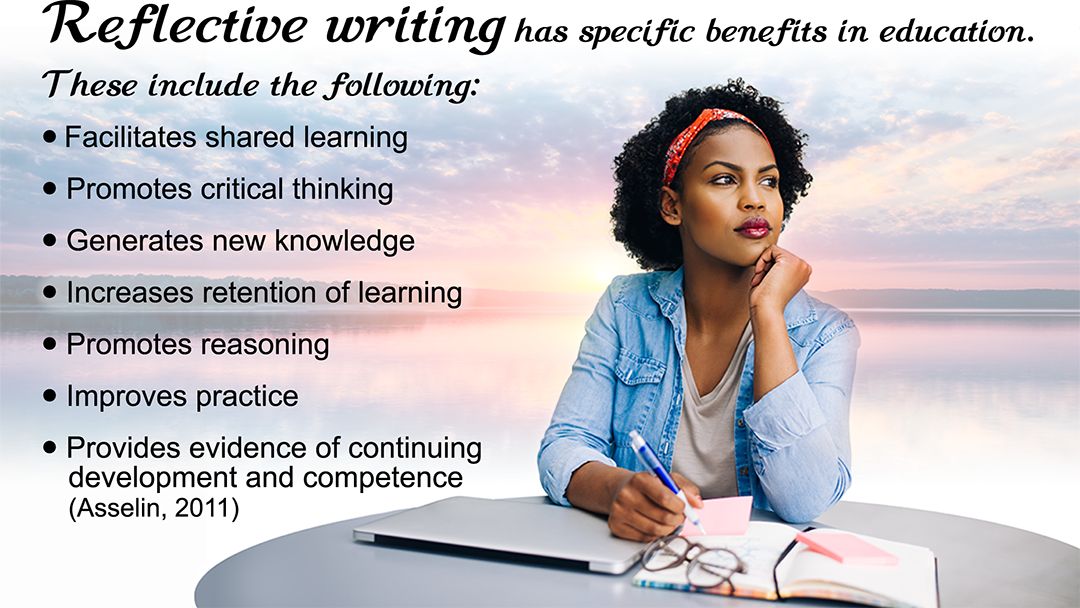
Characteristics of Carper’s Patterns of Knowing in Nursing

Click on each term below to learn more.

[Empirics](https://chamberlain.instructure.com/courses/65025/pages/week-2-knowledge-development?module_item_id=8752378) [Esthetics](https://chamberlain.instructure.com/courses/65025/pages/week-2-knowledge-development?module_item_id=8752378) [Personal Knowledge](https://chamberlain.instructure.com/courses/65025/pages/week-2-knowledge-development?module_item_id=8752378) [Ethics](https://chamberlain.instructure.com/courses/65025/pages/week-2-knowledge-development?module_item_id=8752378)

Reflection

What is reflection? Reflection takes place when a person "... examines his or her thoughts, actions, feelings, and attitudes about a situation within the context of his or her knowledge, experience, beliefs, and assumptions" (Asselin, 2011, p. 2). The process of reflection is believed to facilitate learning (Asselin, 2011; Boden, Cook, Lasker-Scott, Moore, & Shelton, 2006). Reflective writing is considered the most effective form of reflection for fostering analytical thinking skills (Kennison, 2012). Coleman and Willis (2015) also identified the importance of reflective writing to develop professional confidence and promote independent learning. Writing about one's reflections allows learners to connect practice observations and situations with new insights, which in turn, can be applied to future practice situations. Reflective writing has specific benefits in education.



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Another form of reflection gaining popularity in nursing education is poetry. Poetry centers on aesthetics ways of knowing and can foster personal and professional development (Coleman & Willis, 2015). Additionally, poetry facilitates an emphasis on human aspects of nursing and connects ethical knowing and moral practices.

In applied healthcare disciplines, such as nursing, practice is based on theories that have been identified and validated through research. Thus, practice, theory, and research affect each other in a circular, cyclic, and interactive way (Melnyk & Fineout-Overholt, 2011; McEwen & Wills, 2010).

* Research is the key element in developing the nursing discipline.
* Theories can be identified and tested in practice settings through research.
* Theories guide nursing practice, as well as provide insights into situations for the assessment, diagnosis, and patient-care interventions.
* Theories render practice more effective and efficient to benefit patient care.
* Theories stimulate nurse scientists to explore significant problems

# Week 2: Metaparadigm

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## Introduction

There are global areas of knowledge in professional nursing that provide an organizing structure to theory and knowledge development. Nursing is organized by a metaparadigm, which consists of four concepts that define the discipline. The concepts within a metaparadigm help to form a central focus of the nursing discipline. Another way of thinking about this is that a dominant metaparadigm helps form the world view of a discipline (Parker & Smith, 2015). Research, theory, and practice are oriented around this dominant way of thinking about the discipline's world.

**Reflection**

Look at the theories in your text and think about the many concepts in those theories. Reflect on the values, beliefs, and principles that were part of your nursing education and nursing practice. All of these make up the dominant metaparadigm of nursing (Parker & Smith, 2015).

Within any profession, there must be a consensus about the concepts of the metaparadigm. For a nursing theory to comprehensively reflect the profession of nursing, each of the key concepts must be addressed, explained, and applied to practice. In doing so, research ideas may be generated, resulting in knowledge development. Once the metaparadigm concepts are agreed upon, theory and knowledge development have organization or a central theme.

Several nursing theorists developed different variations of terms and concepts for the metaparadigm. For professional nursing, consensus in the literature identifies person, environment, health, and nursing as being the concepts within our metaparadigm (Parker & Smith, 2015). This is the most commonly accepted metaparadigm and was initially developed by Fawcett in 1978 and revised in later years.

* [Nursing](https://chamberlain.instructure.com/courses/65025/pages/week-2-metaparadigm?module_item_id=8752386#NR501NP_1551384874424_tab1_container)
* [Person](https://chamberlain.instructure.com/courses/65025/pages/week-2-metaparadigm?module_item_id=8752386#NR501NP_1551384874424_tab2_container)
* [Health](https://chamberlain.instructure.com/courses/65025/pages/week-2-metaparadigm?module_item_id=8752386#NR501NP_1551384874424_tab3_container)
* [Environment](https://chamberlain.instructure.com/courses/65025/pages/week-2-metaparadigm?module_item_id=8752386#NR501NP_1551384874424_tab4_container)



Nurses use critical thinking to provide evidence-based care to their patients, assisting them to achieve optimal levels of wellness in diverse healthcare settings. Nurses function autonomously and empower patients through caring partnerships and healing transactions. The nursing process—observation, intuition, assessment, communication, reassessment, and evaluation—is the methodology for nursing practice. Furthermore, nursing practice incorporates intellectual and interpersonal skills in the care of patients and their families and emphasizes an interdisciplinary and collaborative relationship with other healthcare providers. Excellence in nursing requires commitment, caring, and critical thinking in terms of mastery of clinical skills, status, and control over practice (Parker & Smith, 2015).

## Background and Interview with Dr. Fawcett

Jaqueline Fawcett, RN, PhD, ScD (hon), FAAN, ANEF was the original theorist who identified the nursing metaparadigm. What follows is an interview with Dr. Fawcett conducted on July 2011 by a professor of nursing as part of a learning activity for an online nursing course.

MUSIC] Hello, everyone, my name is Rebecca Lee. And with me today we have Jacqueline Fawcett, who is the original theorist who identified the nursing metaparadigm. Would you please share with the students your own educational pathway to nursing? I earned a baccalaureate degree in nursing in 1964, a master's degree in parent-child nursing with a minor in nursing education in 1970, and a PhD in nursing in 1976.  
  
What originally inspired you to develop the metaparadigm concepts? I was asked to present a paper, The What of Theory Development, at a conference sponsored by the National League for Nursing in 1977. Viewed through the lens of Kuhn's work on the structure of scientific revolutions, Dubin's idea of the central concepts of a discipline became nursing central concepts, which evolved into the concepts of the metaparadigm of nursing.  
  
How did these concepts influence the discipline of nursing, both at the time of creating and in the years since? The metaparadigm concepts, indeed the very idea of a meta-paradigm of nursing, influences nurses' understanding of what nursing is. And especially their understanding that nursing is an intellectual discipline, and not only skills used in the care of people who are sick.