Personal philosophy

Name

Institution

Personal philosophy

I have had many influences in my life. However, I have been most influenced by Florence Nightingale who literally defined the nursing profession as a unique profession at a time when there was no formal nursing education or professional regulatory authority. Despite the many challenges, she learned how to be a nurse and embodied the concept of caring in nursing that most nurses aspire to emulate in the present age. Identified as the founder of modern medicine and transcending gender biases, she rose to be a nurse trainer and manager recognized by the conflicting sides of the Crimean War. Her story has inspired my personal learning philosophy. I believe that intentions and effort determine learning outcomes. My personal philosophy is that nursing education should include social, emotional, mental and physical growth. It is my desire to undertake learning in an atmosphere that allows me to meet my full potential (Iwasiw, Andrusyszyn & Goldenberg, 2019).

In addition to the Nightingale, my personal philosophy is directed at addressing the cognitive, affective and psychomotor learning domains. The cognitive domain acknowledges that education is characterized by increasing complexity so that learners move progressively from the lower levels to the higher levels while gaining mastery and more skills applicable to nursing practice. The effective domain is characterized by specialization so that learners become more self-reliant, committed and involved as they advance in education, even as the motivations for education become internalized. The psychomotor domain is characterized neuromuscular priming in the demand and nature of physical dexterity required for the level of performance and nursing role. The three domains have influenced my personal philosophy of learning through describing the growth process from a novice to mastery that allows learners to take on more complex tasks and greater responsibilities (Billings & Halstead, 2012).

For my personal philosophy to be realized, there are five elements that must be incorporated into the environment. The first element is incorporating technology into the education process. Technology is a fundamental aspect of the nursing practice environment, and it is only right for technology to be incorporated into the learning process so that students are familiarized with these technologies and can develop the skills and competencies to operate them in the practice environment. In addition, technology can facilitate the learning process by improving access to education materials and interactions between educators and learners. The second element is providing a safe environment in which students have the opportunity to practice their skills. This is important for nurses who must practice so as to gain the skills to safely handle patients. The third element is to support students in exploring their curiosities and choices. The fourth element is ensuring that learners have access to hands-on activities. The final element is allowing the teacher to act as a guide. Including these five elements ensure that the philosophy becomes an important part of my life even as it offers a solid foundation and guideline as to how I will practice as a nurse Gaberson, Hermann & Shellenbarger, 2015).

My personal philosophy of learning represents my values and ideas about learning, revealing my personal learning beliefs and their relation to the model who inspired me to pursue a nursing career. In addition, it shows my responsibilities and role in the learning process. I place great emphasis on interactions and practice, as well as being reflective so that the nurse is only allowed to practice after attaining the necessary competencies.

References

Billings, D. & Halstead, J. (2012). *Teaching in nursing: a guide for faculty* (4th ed.). Philadelphia, PA: Elsevier/Saunders.

Gaberson, K., Oermann, M. & Shellenbarger, T. (2015). *Clinical teaching strategies in nursing* (4th ed.). New York, NY: Springer Publishing Company, LLC.

Iwasiw, C., Andrusyszyn, M. & Goldenberg, D. (2019). *Curriculum development in nursing education* (4th ed.). Burlington, MA: Jones & Bartlett.