

Philosophy of Teaching

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My teaching philosophy is interconnected to my nursing metaparadigm, as it defines my nursing practice, outlook, and passion for teaching and mentoring students and colleagues. I view every student nurse as a potential future leader within our profession. They will pilot healthcare into an ever-growing technological world care community. I believe creativity, flexibility, and mentorship in teaching allow novice nurses to become immersed in our profession's changing environmental and global aspects. The motivational and compassionate instruction of nursing students today creates dynamic nurses of tomorrow.

Planning a curriculum to foster intellectual curiosity, analytical ability, and critical reasoning is essential to stimulating personal growth and self-equity in every student I mentor. Each student comes to the classroom with cultural, ethnic, and religious individuality. Team student nursing projects construct learning forums that generate creativity and cultural acceptance. By implementing student-centered active learning experiences, I aim to stimulate cultural awareness that the students can carry into their holistic practice. I believe wellness promotion through primary preventative community-based clinicals are essential to meet or exceed these goals and seek to establish lasting connections among the students with the college and community organizations.

Lifelong learning is a dynamic process. As an educational leader, I believe influencing students to reach within themselves to find the strength to pursue higher education is paramount. Mentoring students to seek higher degrees after graduation to reduce or eliminate the nursing shortage is my charge as a leader. By sharing my testimony of growth through education, I achieve caring moments with students, which engages them to develop a desire or, at the very least, a curiosity to become change agents of the future. I have had outstanding success in achieving this goal thus far during my tenure as an Associate Professor, and I envision mentoring many more students in the educator position.

My nursing philosophy is derived from the holistic nature of caring for other humans through the essence of my faith. The principles of nursing expertise involve working collaboratively with every specialty to create a healing environment of holistic care. The theoretical foundation for my practice enlists the teachings of Dr. Jean Watson and The Theory of Human Caring. I believe that humans are more than the physical beings for which we implement treatment; humans are spiritually interconnected to each other through existential-phenomenological forces that are of a belief rather than seen, heard, touched, or tasted. Caring is an act of artistic delivery of healing toward another. Nursing combines the evidence of medicine with a person's spiritual self to enable one to reach their highest potential for healing mind, body, and soul.

The metaparadigm of my nursing educational practice involves the art of caring per the four domains of person, environment, health, and nursing as follows:

1. Person: A person is not just a physical being. He or she combines heritage, cultural environment, and societal and social influences. The person is the reason for the nursing profession; he or she is the receiver of my professional knowledge and spiritual care. By connecting with a person through advocating for authentic therapeutic interventions and engaging in the challenges necessary to realize positive outcomes, my students receive knowledge and feel the wholeness of spirit through nurturing wellness and self-care rather than treating them as only learners, bodies in a seat or number.
2. Environment: Respecting diversity within cultures and ethnicities of one's environment is of primary focus within my delivery of academics. Developing effective practice involves nursing plans incorporating a person's culture, spirituality, and community. Actively participating in care side-by-side

with one another to achieve successful outcomes promotes positive health responses that build feelings of self-worth and potentiate the learning process.

3. Health: Health and healing is the formal piece of my professional practice. By seeking lifelong education and current best evidence-based practices, I can ensure that I provide my students with the most reliable evidence-based nursing knowledge. Health is not only treating the individual when ill; it is the constant teaching process of healthy behaviors and health-promoting practices. Health encompasses the entire being of one and the promotion of his or her life until the end of their time.

4. Nursing: Nursing is compassionate, accountable, intelligent, carrying forth evidence-based care toward other human beings or communities. Nursing aims to create loving environments for patients to understand illnesses and achieve victory over them or accept inevitable results peacefully to develop positive coping responses. Nursing is when I silently listen, gently empathize, encourage motivation, and provide nurturance, love, and laughter to my students and colleagues.

Overall, the lessons of nursing science combined with my spiritual beliefs enable me to establish caring moments between myself, my peers, and the people I am blessed to educate in their nursing journeys. My goal is that every individual truly knows how much I care about their professional success and building them up to become more than they ever dreamed possible.