



Universidad  
de Navarra

### *Philosophical Fundamentals in Nursing*

*Guía docente 2025-26*

## INTRODUCTION

**Course Description:** Through this course, the student is expected to know and become familiar with the notion of Nursing as a "Discipline" and "Profession". Specifically, it is intended to help the student understand the focus of Nursing, that is, its specific contribution to society, and the knowledge unique to Nursing. Throughout the course, the student will become familiar with different approaches to understanding and practicing Nursing. Finally, the student is expected to know the theoretical basis of the University of Navarra Nursing Model.

- **Degree:** Nursing
- **Module in the degree program:** II Module: Nursing Science
- **Number of credits:** 3
- **Year, semester:** first year, first semester
- **Type of course:** compulsory
- **Instructors:** Dra. Amparo Zaragoza
- **Language:** English
- **Classroom, Schedule:** Monday every two weeks, from 12 to 13. Classroom 4C02.  
Tuesday from 11 to 13. Classroom 4C. Hexágono

## LEARNING OUTCOMES (Competencies)

The present course will help students to start developing the COMPETENCES OF NURSING DEGREE (Basic, general, Specific) indicated below:

**CB2** Students must *know how to apply* their knowledge to their work or vocation in a professional way and must have the competencies that are usually demonstrated by means of preparing and defending arguments and solving problems within their area of study.

**CB3** Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific, and ethical topics.

**CB4** Students must be able to transmit information, ideas, problems, and solutions to specialized and general audiences.

**CB5** Students must develop the learning skills required to undertake subsequent studies with a high level of independence.

**CG01** In the context of nursing, students must be able to provide technical and professional healthcare that fits the health needs of the people they care for, in accordance with their stage in the process of acquisition of academic knowledge and the quality and safety levels established in applicable legal and ethical standards.

**CG03** Students must be familiar with and apply the theoretical and methodological fundamentals and principles of nursing.

**CG07** Students must approach people without prejudice and without considering their physical, psychological, or social appearance. They must treat them as independent



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individuals, respect their opinions, beliefs, and values, and guarantee their right to privacy, confidentiality, and professional secrecy.

CG17 Students must provide nursing care based on comprehensive healthcare, which involves multi-professional cooperation, process integration, and the continuity of care.

**CE13 Students must understand the evolution of the main concepts that make up the discipline of nursing from an ontological and epistemological perspective, as well as the most important theoretical models while applying the scientific method in the care process and developing the corresponding care plans.**

CE15 Students must be familiar with and apply the principles behind comprehensive nursing care.

CE27 Students must have a cooperative attitude toward different team members.

## PROGRAM

The course Philosophical Fundamentals of Nursing addresses nursing conceptual bases. To accomplish that, and as a way of introduction, Nursing as a profession is presented, including a brief historical evolution and Nursing's specific contribution to society.

Following it, the notion of discipline is introduced and applied to Nursing, reflecting on its focus and phenomena of interest. Afterward, the different philosophical approaches that have influenced the way of understanding the world are presented focusing on their influence on the way of understanding the main concepts of the nursing discipline.

In this way, the notion of the Conceptual model is introduced and some of the schools of thought that have influenced the nursing profession are reviewed. Finally, an important part of the program is dedicated to explaining the Conceptual model of the University of Navarra, deepening into its values and principles as well as its implications for nursing practice.

Introduction

Topic 1. Nursing a profession

Topic 2. The discipline of Nursing

Topic 3. Conceptual Models of Nursing

Topic 4. The conceptual Model of the University of Navarra

## EDUCATIONAL ACTIVITIES

**Classes:** 29 hours ( 1, 16 ECTS). The most relevant conceptual and theoretical aspects of the course will be explained in class. The teacher will indicate to the students the reading and study material for each topic (journal articles; book chapters, pieces of news..). Participation and contribution during the class will be positively valued.

**Seminars:** 2 hours (0,08 ECTS). Seminar: "The focus of the discipline of nursing ". The seminar will take place on the 6 of November. Information regarding the content, preparation, and organization of the seminar will be indicated through ADI.



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**Individual tutorials:** 1 (0,04 ECTS) hour. It is recommended to have at least one meeting with the course leader.

**Evaluation:** 2 hours (0,08 ECTS)

**Autonomous work:** 41 (1,64 ECTS) hours. The autonomous work hours include the study hours and the time required to prepare for the seminar.

#### ASSESSMENT

#### OFFICE HOURS

**Dra. Amparo Zaragoza** ([azaragoza@unav.es](mailto:azaragoza@unav.es))

- Office S073. Edificio. Castaños. Basement
- Office hours: appointments will be agreed upon by e-mail

## BIBLIOGRAPHY AND RESOURCES

### Basic

Alligood, Martha Raile (2022) *Nursing theorist and their work*. Madrid: Elsevier [Find this book in the library](#)

Donaldson, Sue K. & Crowley, Dorothy M. (1978). "The Discipline of Nursing". *Nursing Outlook*, 26 (2), 113-120.

Ives Erickson, Jeanette; Jones, Dorothy (2012). *Fostering Nurse Led-Care: Professional Practice for the Bedside Leader from Massachusetts General Hospital*. Indianapolis: Sigma Theta Tau International. [Find this book in the library](#)

Nursology web page: <http://nursology.net>

### Complementary

Benner, Patricia (1984). *From Novice to Expert. Excellence and Power in Clinical Nursing Practice*. San Francisco: Addison -Wesley Publishing Company. [Find this book in the library](#)

Carper, Barbara A. (1978). Fundamental Patterns of Knowing in Nursing. *Advances in Nursing Science*, 1(1), 13-23. [Find this book in the library](#)

Chinn, Peggy L. & Kramer, Maeona K. (2008). *Integrated Theory and Knowledge Development in Nursing*. Missouri: Elsevier. [Find this book in the library](#)

Fawcett, Jacqueline (2005). *Contemporary Nursing Knowledge. Analysis and Evaluation of Nursing Models and Theories*. Philadelphia: F.A.Davis C.O. [Find this book in the library](#)

Fawcett, J. (2017) Applying Conceptual Models of Nursing: quality improvement, Research, and Practice. [Find this book in the library](#)



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McEwen, Melanie (2018). *Theoretical Basis for Nursing*. Philadelphia: Lippincott Williams. [Find this book in the library](#)

Meleis, Afaf Ibrahim (2012). *Theoretical Nursing: Development and Progress*. Philadelphia: Lippincott. (2012) [Find this book in the library](#)

Nightingale Florence (2010). Notes on Nursing: what it is and what it is not. Electronic Resource. [Localízalo en la Biblioteca](#)