



# A Faith-Based Concept Analysis for Nursing Education

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## CONCEPTUAL FRAMEWORK

This project was based on multiple learning theories including adult learning theories, Walker and Avant's concept analysis, and transformative learning theory as a core value.

### WALKER & AVANT METHOD

- Step 1 - Identify concept
- Step 2 – Determine aims or purposes of analysis
- Step 3 - Identify uses of the concept
- Step 4 – Determine defining attributes
- Step 5 - Construct analysis using model case
- Step 6 – Identify borderline, related, and contrary cases
- Step 7 – Identify antecedents and consequences
- Step 8 – Define empirical referents

## BACKGROUND/PURPOSE

Doctoral students who are also teaching at secular and faith-based institutions conducted a teaching/research project to integrate faith-based concepts related to specific nursing topics into their teaching plans.

The purpose of this presentation is to share how faith-based concepts can provide a specific focus or an overarching unity to specific nursing content areas and to assist nursing educators wishing to apply spiritual concepts from a scholarly perspective into their teaching without resorting to the practice of bookending.

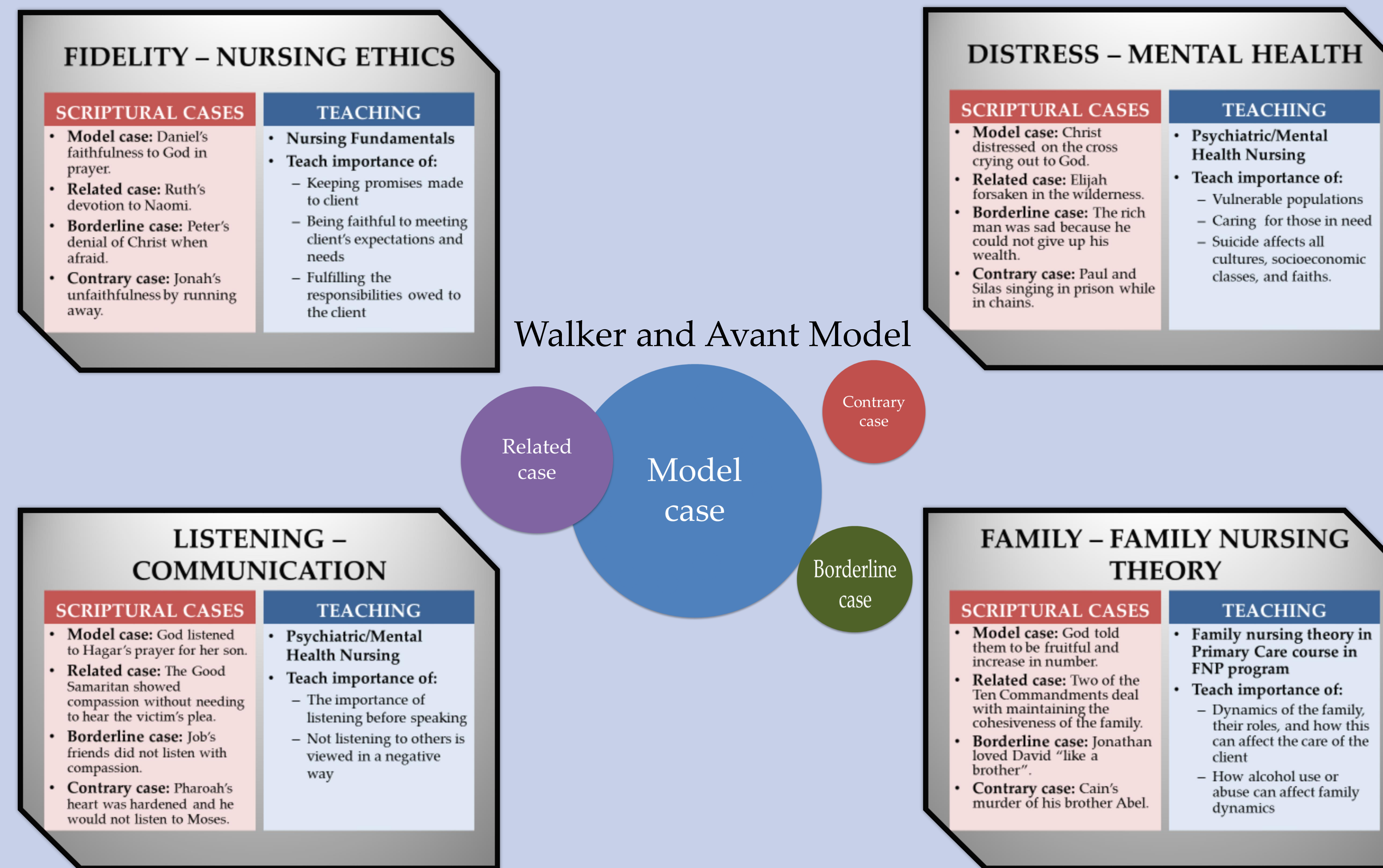
## METHODS/RESULTS

Doctoral students used a concept analysis approach where they first chose concepts related to specific teaching topics, and then conducted a concept analysis using dictionaries, scriptural resources such as the Bible, scriptural concordances, Bible commentaries, and scholarly Internet sources.

The process involved the eight steps of concept analysis as discussed by Walker and Avant. A model case and the related, borderline, and contrary cases were identified. Ultimately, the doctoral students integrated their findings into specific lesson plans to enhance the depth of their teaching.

Students planned how the integration of concepts would be used in secular schools versus faith-based institutions, e.g. incorporating content while teaching about spirituality in relation to the Neuman's systems model.

## CONCEPTS



## IMPLICATIONS

Integrating concepts from our faith-based and spiritual perspective into specific areas of the curriculum enriches both our faith and our nursing conceptualizations.

Educators are able to integrate the faith-based perspective into the curriculum, rather than finding ways to "sprinkle" faith-based education or spirituality on an already planned curriculum.

## RECOMMENDATIONS

The process presents faith concepts using a scholarly perspective and seamlessly integrates a faith-based and spiritual approach into the nursing classroom.

By incorporating spiritual care from a faith-based perspective nursing students are able to assign meaning to health and illness and assist patients in their efforts to find meaning in health and illness as well.

Educators can assist nursing students to address how faith and spirituality informs their practice and helps students to use this perspective in their interaction with clients while providing holistic care.

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