



Metaparadigm of Nursing - Nurse Educator



1

Patient

The relationship between the patient and a nurse educator would be equipping the patient with physical, intellectual, biochemical, and psychosocial education. "existentialistic/humanistic ontological point of view shifts to a mystical one as she points out that a person can expand his or her inner healing power and reach an intuited mystic and even miracle-like experience through caring moments" (Nikfarid, et al., 2018). While educating the patient, an educator must be aware about the three dimensions of a person, which is mind, body, and soul.



2

Health

Health is defined as a state and process of being and becoming an integrated and whole person. It is the state of well-being that is culturally defined, valued, and practiced and reflects individuals' ability to perform their daily role activities. Health in relation to a nurse educator shows stability, independence, and well-being through education.



3

Nursing

Nursing is defined to be focused on human care phenomena and activities to assist, support, facilitate, or enable individuals to maintain or regain their well-being. Nursing is caring in the human health experience. Nurse educator exercises their learned experiences and skills and expresses them through education. "The nursing component is representative of one's nursing skills and the knowledge it takes to carry out the duties and responsibilities associated with providing patient care. (2020, September 16).



4

Environment

The environment in the metaparadigm of nursing is all internal and external factors and influences that surround the nurse educator. "With better understanding of attributes comprising the clinical learning environment, nursing education programmes and healthcare agencies can collaborate to create meaningful clinical experiences and enhance student preparation for the professional nurse role" (Flott & Linden, 2015). Nurse educators must assess student engagement to evaluate the status of the learning environment.



References

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