

POSTMODERNISM AND KNOWLEDGE DEVELOPMENT IN NURSING

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ABSTRACT: *Postmodernism, a movement against the intellectual foundation for the eternal and universal values. Because there is no single definition of it. The postmodern historical period represents the transition from the rigid logical positivism and science is entering a new vision, a vision that includes values, conditions, and human factors. Postmodernism protests as scientific arguments began in the early twentieth century. This paper aims to investigate the role of a postmodernism in the development of nursing knowledge, has been done. In this study to find relevant sources, library studies and review the books available Databases include (CINHAL), (Proquest), (science direct), (Ovid), (Magiran), (web of science), (pub med) and available book in the faculty of nursing library were searched by keywords (postmodernism) (knowledge development), (nursing knowledge) separately and in combination in the title, abstract and keywords. Finally, a total of 19 full-length articles and 14 books, which were related to the subject of the study and published from 1990 to 2018, were used as the references for this study to explore the role of this philosophical tradition in the development of the nursing knowledge. At the time of postmodernism, knowledge, science, and even the image of nursing, health, human health, and environment play a lot of truth itself has shown. Indeed, postmodernism for nursing truth without fences and wide, including horizontal of fusion means at: authority, ethos, ethics, communications, health care, environment, sustainability, aesthetics, structural interpretation, and cares. Many of the characteristics of postmodernism are congruent with nursing values and traditional practices. Routes of postmodernism in contemporary nursing knowledge and nursing theory as the theory of Newman, Parse, Rogers, Sartre, and Watson were seen. The transition matrix in the range of nursing science knowledge, concepts as the evolution of consciousness, higher self, open system, harmony, and communication with space - time, patterning and Holism revealed. Such thoughts staunch opposition to themes and templates prior to knowledge in nursing. Postmodernism focuses on epistemology and language, especially narratives as multiple truths, knowledge, uncertain and temporary, as the aim was to develop Nursing. Common themes of postmodernism and separate paragraph, including anti-fundamentalist, is a large discrepancy between theory and rejection of competent discourses. The main motto of postmodernism, which means "the center does not hold" "we are in the center of nursing knowledge that does not be kept. We create, we can regenerate the same time build a new center, a new form of human experience and knowledge that will guide humanity towards greater emancipation and development, especially with respect to the art and science of nursing and the health care and the way of adaptation of knowledge and experience in a vast world of human health. Therefore, nurses have the knowledge to understand the impact of a change.*

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I. INTRODUCTION

The first challenge in understanding postmodernism as a philosophy is to provide a single definite description of this philosophical tradition, which is almost impossible due to the multiplicity nature of postmodernism. The term postmodernism is applied to describe certain attitudes in the context of philosophy, politics, literature, and especially architecture, all of which have a common response to the crises of modernity and critique its macro and holistic theories (1, 2). Nowadays, postmodernism has turned to a keyword in all of the art, politics, economics, science, technology, and culture fields, challenging everything (3, 4).

The history of postmodernism shows a transition from the inflexible phase of logical positivism to a new science view that encompasses values, conditions, and human factors (5). Since the beginning of the 21st century, the nursing profession and knowledge has seen much development. In this century, the nursing profession has become more mature in terms of concepts, theories, philosophical views, and socio-political obligations. Nursing specialists have expanded this profession through conducting scientific research and publishing its results, and discussing other experts in this field or other human-related fields. Just as the world has been experiencing a large number of philosophical thoughts over the years (6, 7), Nursing, like other human sciences and applications, has been benefitted from these philosophies and concepts to develop its knowledge and science (8, 9).

Theorists believe that nursing cannot turn into a profession without philosophical foundation of knowledge about the four basic concepts, including nursing, health, human and environment, and is unable to answer sensitive and important questions of this profession in special cases and universally. Based on the basic principle of postmodernism, human beings have various worldviews and have different perspectives on their experiences. In other words, human beings have to make their own realities, and their mental structure must be specific, valuable, progressive, and expressible (1, 5, 10-14). Many nursing scholars, such as Faust, believe that postmodernism provides an appropriate platform for the development of nursing knowledge (15, 16). In fact, the present article aimed to examine the role and position of postmodernism philosophy in the development of nursing knowledge.

Methods: In this review study, the libraries and databases of (Ovid), (ProQuest), (science direct), (Magiran), (web of science) and (PubMed) were searched to find subject-related sources. The keywords of (postmodern), (postmodernist), (postmodernism), (knowledge development), (science development), (nursing knowledge), and (nursing science) were used separately and in combination in the title, abstract and keywords of E-books and scientific articles. Finally, a total of 19 full-length articles and 14 books, which were related to the subject of the study and published from 1990 to 2018, were used as the references for this study to explore the role of this philosophical tradition in the development of the nursing knowledge.

Findings: Based on data from relevant literature, we first explain the philosophical principles and fundamentals of postmodernism, and then discuss the role of the philosophical tradition in nursing.

The Philosophical principles of postmodernism and its role in nursing:

Wisdom critique: Postmodernism endorses the social, cultural, economic, and other factors involved in the knowledge. It considers multiple interpretations for every event and believes that the focus of the reviews is often

the less obvious meanings and messages that are said to occupy by the margins. This view emphasizes the differences rather than shared experiences and similarities (5). In this tradition, the focus of nursing and patient care is on the uniqueness of human beings. Postmodernists have criticized the idea of positivism with regard to the scientific truth and believed that this idea significantly disregards the interactions between humans and their surrounding environments. Nurses cannot ignore their surrounding environment, because clinical situations are often disordered, chaotic, interactive, and almost uncontrollable. Postmodernism has certain congruence characteristics with traditional nursing values and experiences. The Development of postmodernism in nursing theory and research has provided some titles for theory and research that were not previously possible under the positivist philosophy and worldview (17).

Denial of absolute truth: According to postmodernism, there is no inherent nature beyond objects that can be presented as absolute truth. Any assertion in the name of right is rooted in racism, sexism or ambition, and leads to disguise oppression, preserve the power structure, and help to exploit it through darkening people's minds. Michel Foucault believes that knowledge and power cannot be separated. No one understands more or better than others, so there is no specialist (5).

In postmodernism, knowledge, science, and even the nursing image, health, man, and the environment, are manifested as various truths, so the observed truth takes on, at least formally, a process-like status. Postmodernism views nursing as an unrestricted and widespread fact, and cares for human authority, traits and personality, ethics, caring relationships, environment, continuity, aesthetics, interpretation, and structuralism. The postmodernism was the era of returning to some of nursing best arts and the arts of Florence Nightingale, a return to the environment rather than abstract theory, authority, confusion, and pluralism for the open mind and the possibility of questioning all statements of truth and presuppositions. It was the era of giving attention to the instability of everything, fallibility, self-reflection, and self-revision (18). Postmodernism in large part was a reaction to the limited scientific views among positivists (12). Many postmodernists believe that the fragmented world is disorganized, complex, and unstable, and may therefore not be understood on a large scale (19).

Although there were some signs of postmodernism in nursing knowledge and in contemporary nursing theories in the past, they were not recognized as postmodernism (e.g. Newman, 1986-92; Newman et al., 1991; Parsi, 1986-92; Rogers, 89- 1970; Sartre, 1988; Watson, 1988-92). The introduction of postmodernism philosophy into the domain of nursing science and the matrix of knowledge revealed the concepts as consciousness evolution, self-superiority, open system, harmony, space-time relationship, patterning, and holism. Such new thoughts were largely incompatible with previous themes and templates in nursing knowledge. Some examples include stabilization, adjustment, linear interaction between human and environment, problem-based measures, stress adjustment, the hierarchy of physiological-psychological-social requirements, and diagnosis of nursing problems (18).

Discourse: In the tradition of postmodernist, discourse refers to the central role of language in human life. Language can be used to clarify the precise and implicit messages in language exchanges. Lyotard, the French philosopher, argues that science is alone regarded as a form of discourse. Science has always been at conflict with narratives, so that it has not confined itself to expressing useful rules and seeking the truth (5). The focus of postmodernism is on epistemology and language, especially narratives such as multiple facts, which is an uncertain and transient knowledge as the goal of nursing development. The common template of postmodernism

is based on the fragmented world, multiple facts, the opposition to fundamentalism, and the rejection of grand theories (20). Discourse is used when facing medical and health phenomena to establish relationships between healthcare providers and recipients. Language is not only used to convey pure and mere ideas but in addition to conveying information content, it exchanges the associated valuable concepts. The use of the phrase "sexually transmitted infections" instead of "sexually transmitted diseases" was an example of avoiding disrespect and stigmatization of the people (5).

According to Watson (1995), nursing and its related healthcare are, in fact, the same sub-ideas of "occupying the background" or being marginalized. In other words, medicine and treatment in most sections of health literature ignore and marginalize the main ideas of nursing and care because they are not accompanied by discussion (18).

Deconstruction: deconstruction means breaking boundaries, beliefs, inherited disciplines, and laws; parsing a text to obtain its multiple meanings, discovering contradictions and unknown domains, and revising systems, and eventually escaping any definition and principle (1, 10-13). According to postmodernism it is not possible to define everything once and for all, because, as Derrida points out, there are a complex set of ambiguous relationships between the speaker, the listener, and the historical/cultural context in which meaning is formed, and with more emphasis on the reader rather than the speech, the full control over meaning would be lost. The emphasis of deconstruction is on promising marginal texts, secret messages, or those that are less obvious. The process of deconstruction attempts to reverse the existing trend from the background to the foreground. Such awareness and deconstruction reveal those ways of basic truths such as the emphasis on treatment, which is the result of values and the dominant outlook of society (5). Rogers (1991) used the process of deconstruction to discover the origin and applications of the dominant beliefs in nursing. For example, nursing has been described as "science and art" as well as "professional discipline" as opposed to an academic discipline. The acceptance of touch therapy signified the widespread non-scientific tendency in nursing so that the proponents of postmodernist philosophy used it as incompletely to judge their willingness to use a wide range of mystical techniques. In response to criticism, they cited scholars such as Foucault as pioneers of Husserl and Heidegger philosophy (21, 22). Glazer (2001) criticized the postmodernist movement for abandoning the biological foundations of nursing and misinterpreting philosophy at the service of a non-scientific worldview, believing that nurses could maintain the care tradition without abandoning scientific methods (21).

Subject: The history of the subject goes back to the Renaissance when individual consciousness was considered to be an independent, free agent, The source of the will and means (3, 23). Rogers (1999) stated in his paper that, client-centered therapy and supporting student-centered education are among the postmodernist viewpoints. A variety of empirical suggestions have been made on how postmodernism can affect counseling and psychotherapy, which needs to be analyzed, especially since postmodernism offers no clear prescription and no great idea, that can be regarded as both limitations and strengths of this philosophy (16).

Evolutionary indicators of nursing knowledge in the ontology of postmodern philosophy include:

- To pass from the difficult communication to poetry, aesthetics, fantasy, and confusion.
- From analysis and description to criticism, hermeneutic interpretation, semantics, and simultaneous construction.

- From the phenomenon to living experience, endless deconstruction, and reconstruction.
- From constant and complete classification to valid ontology, sanctification or disrespect.
- From construction to process, modeling, and transfer.
- From real numbers and data to text, meaningfulness, theories regarding the truth (18).

In his study, Slott (2001) concluded that postmodern philosophical perspectives, which are relied on critical postmodernism, did not produce a valuable set of epistemological, ontological, and ontological perspectives. Rather, its underlying assumptions, such as anti-fundamentalism, have prevented us from a more complex and accurate understanding of human beings and society (24).

II. THE ROLE OF POSTMODERNISM IN NURSING EDUCATION AND RESEARCH

In the postmodern curriculum, teaching-learning methods in higher education are based on discourse and pluralistic. The methods are anti-authoritarianism, position-oriented and temporary, and emphasize the training of creativity and aesthetic sense. These methods are mainly including constructive knowledge discourse (begins with the student's personal interest), participatory and group learning (development of interaction between independent learning and interactive learning), insight-making, critical and contingent and media learning (2, 7, 25). As a modern teaching method, e-learning has special advantages for the no-bordered, multiculturalism world of postmodern. Change in the meaning of knowledge and acceleration of the changes, either individually or together, emphasize the need for lifelong learning (26). Postmodernism investigation in nursing includes post-structuralism analysis, deconstruction, narrative analysis, feminist analysis, and discourse analysis. Phillips (1993) used deconstruction techniques to understand care, and believed that the emphasis on treatment was to some extent similar to nursing practice in which no emphasis puts on the emotional aspects of care (5). The post-structuralism approach considered the investigation as the development of a two-way, multi-voice dialogue, and a multi-disciplinary discourse rather than establishment of power relations (27). Postmodernism taught the researcher to be modest, reminding him/her to listen to all voices, to respect dissenting voices, and to doubt his/her most precise knowledge, noted that critical perspective is possible in all areas of human knowledge, and provided a unique opportunity to particular look at man and his human relations, especially in educational institutions (28). The advocates of the postmodern approach believe that the recognition of the inherent power of all discourses is important to progress our understanding of human experience.

Postmodernism proposes the scholars not to change the course of the research, and address the original research questions to the end, and stop believing at absolute truth. Language allows the nurses to treat people individually, rather than behaving them as a stereotype or comparing them to the general public. It should be borne in mind the slogan of the postmodernism movement: "the center cannot be maintained". Instead of being individual-centered, the postmodernism movement encourages and supports multiple realities (5). Therefore, we have a knowledge in nursing where the center cannot be maintained, we can create, re-create and, at the same time, build a new center, a new form of human experience and knowledge that drives humanity towards greater emancipation and evolution, especially with respect to the nursing art and science, healthcare practices, ways of

knowing, and being in a worldwide experience of human health (17). Ethnological and ontological research was strengthened, and a smart movement to reject a fixed truth, a correct approach to the development of knowledge, a unified meaning for reality, and the belief that there was only one true story about truth was started. In this way, epistemology and ontology changed in the workplace, especially in the context of communication, dependencies, multiple policies, ambiguity, openness, indifference, patterning, paradox, processes, supremacy, and the human experience secrets of being in the world (17). Based on postmodernism, 94 articles were published in nursing journals between 1997 and 1999 (29).

Plurality application in nursing research:One of the major consequences of postmodernism is the introduction of extensive methodologies in research. Many authors have supported pluralism or multiple approaches toward nursing. Research methods emphasizing the subjective nature of experiences have been developed by rejecting the absolute truth and continuing the discussion regarding values and the nature of objectivity as a matter of concern in research. The researchers in nursing and other disciplines have increasingly used postmodernism-accordance methods to record and capture individual realities. A nurse who believes in postmodernism relies on a unique and vivid experience (microcosm), and emphasizes the individual's unique nature with a unique spirit (19, 30).

III. DISCUSSION

Postmodernists emphasize the recognition and desirability of any behavior within the cultural context of society. Such an absolute moral and cultural relativity, especially promoted in postmodernism, will inevitably lead to the recognition of any unreasonable and even barbaric behavior. Although postmodern thought has certain strengths, such as opposition against "globalization", the struggle against "scientism" and the emphasis on "dynamism", it also suffers from many weaknesses. The most important of these include intellectual failure and overt contradictions in thought, ignorance of certain facts and knowledge, as well as fixed and intrinsic values (3, 4, 20, 23). Watson has criticized the postmodern era according to Western culture analysis and expressed its challenges as stereotyped and hierarchical behaviors, such as the dominance of medicine over nursing, masculinity over femininity, science versus other forms of knowledge that lie within postmodernism. In fact, postmodernism is a fundamental change in culture, not a different form of mere epistemology. Postmodernism is further criticized because of its tendency to over-analyze, over-evaluate, and deconstruction, that makes nursing and other disciplines accept all viewpoints with equal competency. This caused confusion and distraction. Many conceptual models in the field of nursing were developed under the influence of postmodernism philosophy (17). As they expose themselves in the complex situation of postmodernism with its light shades, nurses seek an open-ended, task-free space with a structure that is dynamic, endless questions, un-adjustment, and self-editing. Do nurses get out of being in marginalized position, and rebuild old and contemporary nursing knowledge and practice on care, restorative, and health issues? And make nursing discipline increasingly clear? Can we as nurses have enough courage to face the changes, chaos, uncertainty, and deconstruction as an advantage of postmodernism, and collaborate in rebuilding this concept and ethical guidance for nursing knowledge and practice in order to lead us to evolve humanity? Or we will actually get to a point as if nothing had happened!

IV. CONCLUSION

Postmodernism in nursing, a new form of human experience and knowledge that drives humanity towards greater liberation and evolution, especially with respect to the nursing art and science, healthcare practices, ways of knowing, and being in a worldwide experience of human health. Accordingly, nurses dramatically changed their understanding of knowledge. Postmodernism created a world in nursing that was meaningfully open and attributable. Metamorphosed caring/healing paradigms in human health experience emerged resolutely based on the ethics and necessity of human care and respect for human health experience, and nursing experienced a dramatic shift in understanding, unbounded truth, development of meaning horizons, giving importance to empowerment, human traits and personality, ethics, caring communications, the environment, continuity, aesthetics, interpretation, and structuralism. The use of art in nursing, taking action instead of abstract theories, authority, confusion and pluralism, fallibility, endless, self-reflective and self-revision are among the nursing characteristics of postmodernism. It can be said that the effects of postmodernism philosophy on nursing education include a curriculum based on discourse and pluralism, anti-authoritarian and position-oriented approaches, fostering creativity and aesthetics, knowledge-building discourse, participatory and group learning, critical, compulsory and media learning, and e-learning. The introduction of various methodologies in research, the critical perspective in all areas of science and knowledge, unbelief in the absolute truth, continuing debate about the value and objectivity nature, the recording of individuals' unique realities, and to rely on the unique experiences of patients are among the achievements of postmodernism philosophy in nursing research.

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