

Special Article

Human Art as A Foundation for Caring from the Perspective of Boykin and Schonhofer: A Narrative Review Study

Zahra Bagheri Amiri, PhD (c) in Nursing

Student Research Committee, Faculty of Nursing and Midwifery, Golestan University of Medical Sciences, Gorgan, Iran

Khadijeh Yazdi

Associate Professor, Nursing Research Center, Golestan University of Medical Sciences, Gorgan, Iran

Correspondence: Khadijeh Yazdi, Associate Professor, Nursing Research Center, Golestan University of Medical Sciences, Gorgan, Iran. Email: yazdi@goums.ac.ir

Abstract

Background: Due to the complex nature of the concept of caring, numerous definitions have been proposed. The Nursing as Caring theory, as a theoretical framework, emphasizes the importance of interaction and mutual growth between nurses and patients. This narrative review study aims to describe and explain the Nursing as Caring theory developed by Boykin and Schoenhofer.

Methodology: The present article is a narrative review that was conducted in 2024 via searching articles by means of library resources, international databases PubMed, Web of science, Scopus and national databases such as Mag Iran and SID and the google scholar motor researcher using the key words, "Nursing theory", "nursing as caring", "nursing as caring theory" and their Persian equivalents in the period from 1975 to the end of January 2025. After reviewing the retrieved texts and eliminating duplicate and irrelevant items, ten articles and three books were selected for the final review.

Result: The nursing as caring theory considers caring as the main goal of the nursing profession which emphasizes on the nature, importance and purpose of the nursing care. Different assumptions such as the innate ability of humans to care and the importance of cultivating relationships in all situations of life in order to grow and transcend humanity are considered as the main goals of this theory which are made possible by the nurses' presence in the moment and being responsive to the patient's needs.

conclusions: This theory emphasizes on care as a dynamic and continuous process based on interaction and communication and empathy and having respect towards human values. Applying this theory helps nurses to act towards the growth and development of patients as complete and valuable human beings by deeply understanding their emotional and physical needs.

Keywords: Communication, Care, Nursing, Boykin and Schoenhofer, Narrative Review

Introduction

Caring as a fundamental principle and one of the nursing paradigms that was introduced for the first time by Florence Nightingale in the early 19th century (Alikari et al., 2022). Care is understood as a means of respecting human integrity and personality and responding to human needs. Care as an active process that requires cooperation and active involvement in the process of human growth and development

(Boykin and Schoenhofer, 1990). Clarifying care in nursing which demonstrates depth and enrichment of the human interactions require a multifaceted and comprehensive approach.

Over the past few decades, nursing theorists have offered numerous definitions about the concept of care, each illuminating different aspects of it for the professionals. Roch (1987) described care as "a state or manifestation of being human (Boykin and Schoenhofer, 1990).

Watson (1985) describes caring as the most important characteristic of nursing practice (Devi et al., 2022) and the “ethical idea of nursing” as a moral commitment to protect, enhance, and maintain human dignity (Boykin and Schoenhofer, 1990). Parse had a completely different attitude to nursing than the traditional one (Mansouri and Darvishpour, 2024). She believed that the nurse acts as a facilitator who helps patients make the best decisions to manage their health (Smith, 2019).

During the last decade, health systems all over the globe expansively focused on participation and cooperation with patients in care. In this system, patient as an autonomous person in encouraged to participate in the decision-making process. In this way patients are active and responsible for their own health and safety (Didier et al., 2023). In this model, nurses can identify the patient's experiences and problems through effective communication with the patient and provide the necessary supportive interventions through a constructive supportive relationship with the patient.

In this approach the nurse encourages the patient to participate in self-care and empowerment programs through effective communication, motivation, active listening and drawing the attentions to autonomy and independence (Weisbeck et al., 2019). To improve relationship with patients, nurses must base their actions on a humanistic and altruistic value system to provide an appropriate environment for developing patient's empowerment and also facilitating functional improvement for the patients and their families (Borchers and Pieler, 2010). One of the nursing theories that has emphasized the existential features of care and the application of art in care in recent decades is the nursing theory proposed by Boykin and Schoenhofer.

The theory of "nursing as caring," that's the first time proposed in the early 1990s by Boykin and Schonhofer, provides a broad philosophical framework for nursing care that has practical implications for the transformation of nursing practice. In this theoretical perspective, the focus of nursing knowledge and nurses' actions is on caring for the people who are living and

growing in the care environment (Boykin et al., 2003). In this theory all humans are viewed as a caregiver and in this caring process both caregiver and patient grow and develop together. Nurses due to their professional role care for their patients in this process lead to patients' growth and development.

Nurses by placing in a nursing position and entering their patient's world, try to understand their patients experiences and emotions so that they can provide comprehensive and appropriate care for their patient's needs (Pross et al., 2010). Therefore, identifying patients' needs and offering empathetic care based on respect for the patient can increase patients' empowerment and facilitate patient growth during the care period (Boykin and Schoenhofer, 2000). The development of the patient and nurse's personalities through the process of mutual care occurs when there is an effort to understand and comprehend deep experiences and emotions in a concentrated form with the help of interpersonal relationship based on mutual respect (Kuyler and Johnson, 2023), trust and listening to the patients' needs and responding to the patient needs in the moment (Hennelly et al., 2021).

The position of art in care from the perspective of this theory is such that the nurse relies on nursing knowledge to respond appropriately to the patients' needs. This knowledge is formed through personal, experiential, ethical and aesthetic methods. Therefore, at this stage the scientific and artistic manifestation (presence) of nursing becomes clearly evident (Bulfin, 2005). Therefore, the nursing as caring theory demonstrates a new perspective for nurses first, to recognize themselves as caregiver and then recognize patients as caregivers, which this can be effective in nurturing and developing the patients and nurses' personalities as well as their satisfaction with the process.

Despite the multidimensional and comprehensive dimensions of this theory and its significance in nursing, as well as the significant positive consequences it brings, this theory is limited and less recognized worldwide. Furthermore, studies and research conducted in Iran and abroad, indicate that the

foundation of this theory has not been effectively used in the clinical, educational, and managerial fields of nursing. This issue indicates a notable and significant research gap in this field and a lack of adequate knowledge of this theory and its foundations in the world. This study intends to review the concepts and attributes of this theory in nursing and its importance in this profession.

Methodology

The present article is a narrative review that aims to review literature and evidence on Boykin and Schoenhofer's nursing theory as care. Initially, in order to review the existing literature, a search was conducted in library resources and international databases including PubMed, Web of Science, Scopus and the national database SID and Mag Iran. Also, for a broader search, the Google Scholar search engine was used to access books and articles related to nursing theory as care. After a brief review of the existing literature in this field, relevant and appropriate keywords were selected for searching databases. Therefore, a search strategy was designed using the keywords "Nursing theory", "nursing as caring", "nursing as caring theory" and their Persian equivalents, separately and in combination using the Boolean operators AND, OR, and NOT, for the period from 1975 to the beginning of January 2025. All stages of searching for articles were performed by two authors, and any disagreements between the authors were resolved for the inclusion of articles in the study based on the study objectives and inclusion and exclusion criteria. Inclusion criteria for articles included both Persian and English language, access to full text and content of articles and relevant articles with nursing as a caring theory topic was also provided. These criteria specifically had to provide the researcher with the ability to explain and describe this theory.

Exclusion criteria also included unavailability of the full text or abstract of the article, and the absence of useful findings relevant to the research objective. In the search conducted and based on the search strategy initially, 522 articles were obtained from various databases. Among these 132 articles were removed due to

redundancy. After reviewing the title and abstract of the articles, a total of 32 articles met the criteria for full-text review. From the remaining articles, 13 articles were excluded from the review due to lack of access to the full text, and finally 19 articles and books were included in the final review. At this stage, based on the research question and purpose, 10 articles and 3 books were evaluated and analyzed for use in the article and data extraction. The process of evaluating articles is shown in the Prisma flow chart.

Ethical Approval: The Golestan University of Medical Sciences ethics committee provided the research's ethics code (IR.GOUMS.REC.1404.057). Consent to participate is not applicable.

Results

The nursing theory has been developed as care by Boykin and Schoenhofer at Florida State University. They revised the care-based curriculum to emphasize the importance of addressing human needs. These efforts led to the development of a comprehensive conceptual framework in nursing that recognized caring as the final goal of nursing. This theory was first introduced in the early 90s and was fully explained in a book on the same subject published in 1993. Peterson and Zdrad's existential phenomenological theory, Roach's thesis, and Meyeroff's study contributed to the development and establishment of the nursing theory as care. The goal of nursing is not only to treat and recover patients, but also is to nurture and develop people in different life situations (Alligood, 2021, Smith, 2019). The assumptions of this theory are given in Table 1.

Boyken and Schoenhofer believe that all individuals have the ability to care for one another and living is a dynamic process state in caring that enhances and fosters the participation in nurturing relationships with others, including patients and other members of the healthcare team (Longo, 2011).

In this theory an epistemological approach helps to form and shape care in nursing and deepens the relationship between nurse and patient (Schoenhofer, 2002). The main concepts of this theory are presented in Figure 2.

Focus and Intention of Nursing

The focus and ultimate intention of nursing is to use knowledge and professional practice to nurture the individuals under care. The nurse's authentic presence plus establishing humanistic and emotional relationship based on respect, shapes the focus and goal of care (Alligood, 2021)

Caring is a constant experience that each person experiences and grows with it at every moment during the life. Each and every person potentially and actually is a caregiver even if not all of their actions are perceived as caring (Alligood, 2021)

A perspective on people as caring

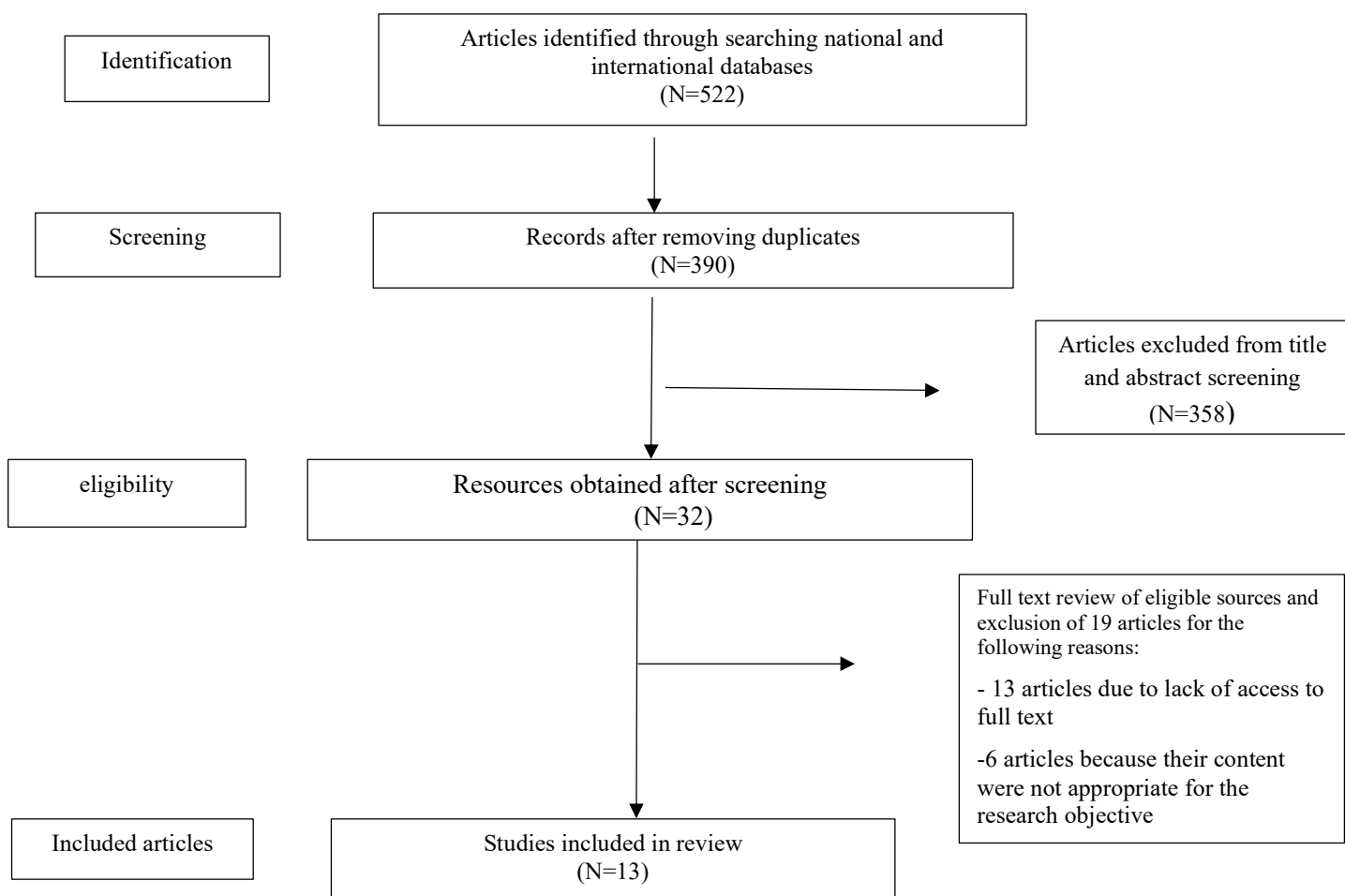


Figure (1) flow chart of the study

People are caring by virtue of their humanness. It is assumed that all people are inherently caring, but this does not mean that every action of an individual must be carried out in a caring manner. Rather, we must accept that fundamentally, potentially and actually, every person is capable of expressing care.
People are whole and complete in the moment. Respect for the person is conveyed through understanding them as a whole in the moment. "To be whole in the moment" means that there is no deficiency, no defect, no loss. From a nursing perspective, to encounter the person as less than whole is to ignore the reality of their existence.
People do live and care all the time. Caregiving is a lifelong process, lived moment by moment and constantly expanding.
Humanism is based on caring and paying attention to others. Human integrity is uniquely expressed in a caring life, day by day, and is strengthened through participation in caring relationships.
Humanism is enhanced through participating in nurturing relationships with others. As a process, personality is strengthened through participation in nurturing relationships with others that will eventually lead to mutual care and support.
Nursing is simultaneously a discipline and a profession. The field of nursing allows to explore, create, develop, and refine the knowledge needed for nursing practice and applies this knowledge in order to respond to human needs.

\

Table (1) Main assumptions of the nursing as care theory



Figure (2) Key themes of nursing as a caring theory

Nursing Situation

The nursing situation encompasses the conditions and context in which nursing care is delivered. It involves an interactive process where the nurse responds to the patient's requests and utilizes their knowledge and skills to create relationships that take into account the values and intentions of both parties (Alligood, 2021). According to Boyken and Schoenhofer, a nursing situation arises out when both the nurse and the patient identify and recognize themselves as individuals who want to provide and receive professional nursing services (McCance et al., 1999). Reflecting on nursing situations in practice offers unprecedented opportunities to explore the knowledge and nature of nursing care (Dyess et al., 2010).

Personhood

Personhood is defined as a dynamic and living process that is shaped by caring and paying attention to others. This concept means self-expression as a real and responsible person

Call for nursing

Nursing calls are analyzed in the nurse's mind as calls to provide care, and the nurse's actual presence encourages the nurse to hear these calls. The nurse responds uniquely to the person under her care and, with a deep understanding of the meaning of being human, gives validity and value to this person in need of care in a critical situation. These calls are specific and unpredictable, and are achieved through precision, expertise, authentic presence, experience, and reflection on a wide range of similar situations (Alligood, 2021).

Caring between

When a nurse enters another person's world with the intention of knowing another as a caregiver, this interaction creates a phenomenon known as reciprocal care which in personhood is cultivated. With out an effective relationship in reciprocal care, one-sided activity or reciprocal exchange may occur, but nursing does not happen in its complete sense. Nursing is therefore loving interaction in which

towards others and lays the groundwork for creating new opportunities for providing care. In the field and context of nursing, the shared and lived experience of care not only helps strengthen the nurse's personality but is also effective in the growth and development of the patient (Alligood, 2021).

Direct Invitation

Nursing calls are analyzed in the nurse's mind as calls for care, and the nurse's actual presence encourages the nurse to hear these calls.

The nurse responds to the person under her care uniquely. The nurse uniquely responds to the person under her care, and with a deep understanding of what it means to be human, the nurse bestows dignity and worth upon this person who is in a crisis and needs care. These calling are special and unpredictable and they are achieved through precision, expertise, authentic presence, experience, and contemplation on a wide range of similar situations (Alligood, 2021).

personhood and personality are nurtured (Alligood, 2021).

Nursing response

Nursing responses are uniquely created for a specific moment and cannot be predicted or automatically applied as pre-planned protocols. Sensitivity and skill in creating unique and effective ways to communicate

are developed through intention, experience, study, and reflection across a wide range of human situations (Alligood, 2021). Nursing practice is not a linear process; instead, it focuses on continuity and dynamism. This approach allows the nurse to respond to the voices of clients and to act in harmony and coexistence with them. In this process, human experience and interactions are highlighted (Boykin et al., 1994).

Story as Method for Knowing Nursing

Nursing stories reflect the lived experiences of nursing situations that involve interaction between nurse and patient effectively. These stories naturally serve as a unique resource for

deep comprehension of nursing content in a clear and explicit manner. These narratives not only depict the commonalities of nursing situations, but also reveal the beauty and uniqueness of each of these experiences (Boykin and Schoenhofer, 1991). Nursing situations are best communicated through aesthetic media such as storytelling, poetry, graphic arts, and dance, which preserve the vivid meaning of the situation and the possibility of dynamic manipulation is also available. These media provide opportunities and spaces for reflection and creativity in advancing understanding (Alligood, 2021). Nurses must utilize a variety of knowledge and experiences to assist patients in the best possible way. This knowledge can include intuition, personal experiences, empirical data from research and observation, ethical principles, artistic expression, and socio-political contexts (Smith, 2019).

Caring is like a dance; it takes at least two!

The analogy of the caregiving dance serves as a visual representation of the theoretical claim that care reflects the genuine relationships between nurses and patients. An equality-seeking spirit and respect for care characterizes every participant in Caregiver Dance, where the participation of each dancer, especially the one being cared for, is appreciated. The dance of caring person is also a model that can guide the entire organization so that each person in the healthcare system experiences care in a meaningful way and feels valued within the system (Alligood, 2021). The beauty and harmony of dance depend on the collaboration and communication between all participants. Collaboration means recognizing the individual skills of each participant, for example, in the interaction between doctors and nurses in a hospital setting, nurses have the opportunity to assess patients and share their observations to the doctor so that appropriate medical interventions can be made. In today's complex healthcare environment, maintaining these partnerships with multidisciplinary healthcare providers is essential (Longo, 2011). None of these roles is more important than the other, and each is valued and recognized as an essential part of supporting the mission and goals of the institution. As a model of collaboration, the

circle provides an atmosphere for respectful interaction, mutual appreciation, and celebration of achievements. This dance is created based on the principles of nursing as care theory and provides a broad philosophical framework that not only influences the nursing and care dimension, but also has profound implications for the transformation of the entire healthcare organization (Pross et al., 2011).

Discussion

Care is a fundamental element in the nursing profession that was introduced and recognized by Florence Nightingale in the early 19th century. This subject is influenced by the values and ethical codes of the profession that nurses apply in carrying out their duties (Alikari et al., 2022). Nursing is acknowledged as both a scientific discipline and a professional service that aims to nurture individuals who are caring and being cared and growing in the field of care (Boykin et al., 1994). Theories of care are generally divided into two general categories of care behaviors: behaviors that reflect technical skills or capabilities, and behaviors that represent attitudes and behaviors or emotional aspects of care. These two categories of care behaviors complement each other, and to provide effective and comprehensive care, it is necessary to consider both the technical and emotional dimensions. Therefore, nursing science and knowledge must be integrated with the art of care, it means the effective application of technical and theoretical knowledge and science, until the process of care and nursing can be completed.

This issue has not been addressed until recently, and there has been an increasing focus on the scientific and technical aspects of nursing. The primary responsibilities of nurses include not only conveying information to patients about their illness and treatment, but also establishing an effective caring relationship so that they can identify patients' concerns and provide understanding, empathy, comfort, and support (Salimi et al., 2021). Real relationships between nurses and patients should encompass a deep understanding of the emotional and physical needs of the patient. Nurses shall go

beyond merely being friendly or adhering to planned behaviors (Bulfin et al., 2019).

The art of nursing includes care that addresses the biological, psychological, social, and spiritual needs of patients. In this context, nursing knowledge and skills, combined with positive and effective communication and interaction, help patients to experience a sense of "wholeness" throughout their illness and also contribute to their personal growth and development (Algozo et al., 2024). Therefore, Boykin and Schonhofer, in this theory, describe nursing as a care that emphasizes on aesthetic aspects and deep experience in nursing. These aspects can be manifested in empathetic communication and constructive interaction based on trust with the patient and also authentic presence in every moment, being receptive, and listening to the patient's opinions and feelings as a caring person. Also, this process helps the patient to grow and cultivate their personality during care (Boykin et al., 1994). Without these characteristics, the care provided to patients may become "mechanical" and the holistic aspects of care, which combine technical skills and clinical knowledge with empathy, intuition, and presence, may be lost (Algozo et al., 2024). Therefore, nursing cannot be done indirectly. This process is possible only through entering the world of patients and deeply understanding their conditions and needs. In fact, nursing requires attention to detail and responding to the needs emerged from that particular world that is experienced and felt by the nurse at every moment. Attaining this goal will only be possible by being in the nursing position and being present at the right time as a nurse to invite the patient to express their needs and feelings and to provide artistic care (Boykin and Schoenhofer, 1991).

Given that this theory applies to education, clinical practice, and management and is also regarded as a grand theory, it is necessary to clarify all its concepts and components so that it can be used in practice to improve the quality of care, as well as educational and managerial services. The potential of this theory can also be used to develop and establish intermediate theories.

Nursing practice in this context requires nurses not only to identify themselves as caregivers, but also to extend this recognition to others. In other words, a deep understanding of oneself as a caregiver can lead to a better understanding of patients and their needs. The aim of this theory is to recognize others as caregivers as well and nurture them in creative and specific ways, rather than focusing on their shortcomings and needs. Thus, nursing is no longer considered a linear and predetermined process, but rather a dynamic, intentional and innovative practice that is always taking place (Smith, 2019). This theory emphasizes the importance of interprofessional collaboration among caregivers in the caregiving process and believes that the role of each caregiver, including the patient themselves, has unique value. The coordinated and intentional collaboration of these individuals to provide comprehensive care to patients as a purposeful cycle can lead to growing, nurturing, and enhancing the personality of both caregiver and patient (Pross et al., 2011).

The assumptions of nursing theory as care form the basis of professional and clinical nursing practice, nursing education, and nursing management. Therefore, all clinical activities and educational curricula should be directed towards the development, organization, and communication of nursing knowledge, which includes information that caregivers have regarding life, care, and growth in the field of care (Smith, 2019, Alligood, 2021). When the nursing theory integrates effectively in nursing actions it clarifies and communicates the values associated with nursing care. These values involve the direct and unmediated values of nursing care from an economic perspective, the value of nursing as a social and human service, and the value of nursing care as a rich and satisfying practice for nurses (Alligood, 2021). Therefore, nurses must act beyond their goals, regulations, and focus on humanity and addressing the real needs of patients (Dyess et al., 2013).

This theory has many applications in clinical practice, management, education, and nursing researches and can help improve professional nursing practices. In clinical practice, this

theory can be used in the care of patients with acute and chronic conditions, also patients receiving palliative care. In management, this theory can be effective in improving work environments and improving the quality of nursing services. In education, it can be effective in organizing nursing education by focusing on human values and strengthening personhood in the process of educating students and patients. Also, in research, the principles of this theory can be the basis of the research in the field of care and nurse-patient relationship (Smith, 2019). Considering that this theory is relatively new and due to its abstract and complex essence, no study has been conducted so far on its application and educational matters, as well as its application in the clinic and nursing management and health organizations, therefore, it is necessary to conduct further studies in this area, especially in the form of qualitative research, to examine nurses' views on the concepts and components of this theory. By clarifying the concepts of this theory and applying it more in practice, it is expected that its complexity and ambiguity will be decreased and it will approach to objectivity. In continuation it is necessary to design instruments to measure and evaluate each of the concepts to provide objectification and measurement of these concepts based on the theory, so that interventions can be made to improve the quality of care.

Conclusion: The nursing as caring theory, developed by Boykin and Schonhofer, is a valuable tool for a deeper understanding of the concept of caring in nursing. This theory emphasizes not only the technical and scientific aspects of nursing, but also pays special attention to its emotional and human dimensions. By emphasizing on human interaction and effective communication between nurse and patient, the theory allows nurses to help patients grow and develop as caregivers, while also improving themselves in the process. This theory allows nurses to provide unique responses by deeply understanding the emotional and physical needs of patients, thereby significantly enhancing the quality of care. Ultimately, the nursing theory as care, plays a key role not only as a theoretical

framework but also as a guideline for nurses in promoting the quality of care and attending to the humanity of patients. This theory can serve as an inspiring resource for nurses and all members of the healthcare team to take steps towards providing humane and effective services.

References

- Algozo, M., Ramjan, L., East, L. & Peters, K. (2024). Teaching and learning the art of nursing through aged care work experience. *Teaching and Learning in Nursing*, 19, e89-e95.
- Alikari, V., Gerogianni, G., Fradelos, E. C., Kelesi, M., Kaba, E. & Zyga, S. (2022). Perceptions of Caring Behaviors among Patients and Nurses. *Int J Environ Res Public Health*, 20.
- Alligood, M. R. (2021). *Nursing Theorists and Their Work E-Book: Nursing Theorists and Their Work E-Book*, Mosby.
- Borchers, A. & Pieler, T. (2010). Programming pluripotent precursor cells derived from *Xenopus* embryos to generate specific tissues and organs. *Genes (Basel)*, 1, 413-26.
- Boykin, A., Parker, M. E. & Schoenhofer, S. O. (1994). Aesthetic knowing grounded in an explicit conception of nursing. *Nurs Sci Q*, 7, 158-61.
- Boykin, A. & Schoenhofer, S. (1990). Caring in nursing: analysis of extant theory. *Nurs Sci Q*, 3, 149-55.
- Boykin, A. & Schoenhofer, S. O. (1991). Story as link between nursing practice, ontology, epistemology. *Image J Nurs Sch*, 23, 245-8.
- Boykin, A. & Schoenhofer, S. O. (2000). Invest in Yourself: Is There Really Time to Care? *Nursing Forum*, 35, 36-38.
- Boykin, A., Schoenhofer, S. O., Smith, N., St Jean, J. & Aleman, D. (2003). Transforming practice using a caring-based nursing model. *Nurs Adm Q*, 27, 223-30.
- Bulfin, S. (2005). Nursing as Caring Theory: Living Caring in Practice. *Nursing Science Quarterly*, 18, 313-319.
- Bulfin, S., Grobbel, C. & Fuller, W. (2019). Anne Boykin Institute for the advancement of caring in nursing use of robots to complement caring relationships in nursing position paper. *International Journal for Human Caring*, 23, 334-337.
- Devi, B., Pradhan, S., Giri, M. & Lepcha, M. (2022). *Watson's theory of caring in nursing education: challenges to integrate into nursing practice*.
- Didier, A., Nathaniel, A., Scott, H., Look, S., Benaroyo, L. & Zumstein-Shaha, M. (2023).

- Protecting Personhood: A Classic Grounded Theory. *Qual Health Res*, 33, 1177-1188.
- Dyess, S., Boykin, A. & Rigg, C. (2010). Integrating caring theory with nursing practice and education: connecting with what matters. *J Nurs Adm*, 40, 498-503.
- Dyess, S. M., Boykin, A. & Bulfin, M. J. (2013). Hearing the voice of nurses in caring theory-based practice. *Nurs Sci Q*, 26, 167-73.
- Hennelly, N., Cooney, A., Houghton, C. & O'shea, E. (2021). Personhood and Dementia Care: A Qualitative Evidence Synthesis of the Perspectives of People With Dementia. *Gerontologist*, 61, e85-e100.
- Kuyler, A. & Johnson, E. (2023). Critically ill patients' experiences of nursing care and the effect on their personhood: A retrospective study. *Nurs Open*, 10, 6903-6911.
- Longo, J. (2011). Acts of caring: nurses caring for nurses. *Holist Nurs Pract*, 25, 8-16.
- Mansouri, F. & Darvishpour, A. (2024). Applying Parse's Human Becoming Theory for Caring of an Elderly with Spontaneous Pneumothorax Following the COVID-19: A Case Study. *J Caring Sci*, 13, 3-11.
- Mccance, T. V., Mckenna, H. P. & Boore, J. R. (1999). Caring: theoretical perspectives of relevance to nursing. *J Adv Nurs*, 30, 1388-95.
- Pross, E., Boykin, A., Hilton, N. & Gabuat, J. (2010). A study of knowing nurses as caring. *Holist Nurs Pract*, 24, 142-7.
- Pross, E., Hilton, N., Boykin, A. & Thomas, C. (2011). The "dance of caring persons". *Nurs Manage*, 42, 25-30.
- Salimi, S. S., Azimi Lolaty, H., Moosazadeh, M. & Shafipour, V. (2021). The effect of nursing empowerment on the quality of patient care. *Journal of Advanced Pharmacy Education & Research*, 8, 133-140.
- Schoenhofer, S. O. (2002). Choosing personhood: intentionality and the theory of nursing as caring. *Holist Nurs Pract*, 16, 36-40.
- Smith, M. C. (2019). *Nursing theories and nursing practice*, FA Davis.
- Weisbeck, S., Lind, C. & Ginn, C. (2019). Patient empowerment: an evolutionary concept analysis. *International Journal of Caring Sciences*, 12, 1148.