



Research Article

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Visibility of Care Ethics in Adventist Professional Nursing Education from a Philosophical Perspective

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Abstract

Objective: To analyze the scientific evidence on the visibility of care ethics in the professional training of nursing from an Adventist philosophy perspective. *Methodology:* This study is a literature review. Information was sourced from online databases including Scopus, Web of Science, CINAHL plus, MEDLINE (PubMed), Wiley, Lilacs, and Google Scholar. Selection criteria included original and review articles from 2009 to 2020. Thirty documents related to nursing philosophy and Christian philosophy were analyzed. Of these, 21 met the inclusion criteria, which highlighted the Adventist vision and worldview, the value of human life, care ethics, patient valuation, love for one's neighbor and God, who is the Creator, sustainer, and redeemer. *Results:* Nursing professionals who incorporate religion into their training adhere to care ethics. Adventist nursing philosophy focuses on the individual and their worldview, encompassing knowledge, logic, epistemology, action, and ethical values. *Conclusions:* The literature showed that the philosophy of Adventist nurses strengthens and magnifies professional practice. Adventist nursing bears witness to the practice of Christian principles and values throughout its training and professional practice, providing holistic care that covers physical, mental, social, and spiritual aspects.

Keywords: Christian philosophy, Adventist, principles, values, nursing

1. Introduction

The nursing profession has been present in society in different areas of care, including the healthcare, administrative, research, and educational sectors. Philosophy is often perceived as an isolated topic in nursing practice, but it allows for articulating various perspectives of knowledge. According to Knight (2015), philosophy is the love of wisdom, activity, and attitude that rationally constructs organized principles that lead to the knowledge of reality and the feeling of human action. Kant (2015) states that philosophy is based on reason; in this sense, philosophy is the rational investigation of human existence and refers to the ideal, moral, and pure; knowledge does not encompass selfishness.

Benner (1994) states that the formation of nursing professionals presents a change in attention that persists to this day; he states that nurses use the science of care to attend to the person who is centered on a philosophical basis, whose knowledge of a nurse depends significantly on her abilities and experiences of competencies in caring for the person; Algarra, Pinto & Sánchez (2018) stress that, for nursing education, it is necessary to develop actions of caring for the person; knowledge, skills, and abilities focused on philosophy, applied in study plans in various countries and used in nursing research.

On the other hand, Foth, Lange, & Smith (2018) states that various nursing historians avoid theorizations; that's why new historical approaches address new reforms that could be useful within the philosophical and critical expectation to face social changes, and there should be a close relationship between the history of the past and the present. In that sense, Dilthey (1949), one of the great philosophers, said that the worldview is constituted by the intellectual, emotional, and moral in the beginnings of society and culture in which they have developed; that is, those principles inspired by the man and his relationship with his environment, sensations, and emotions obtained during his daily practice, which will contribute to forming his individual worldview.

The philosophy of Adventist nursing is Christ-centered, subscribing to the divine will over philosophy, knowledge, and human behavior. The purpose of God, as revealed in the Bible, is to restore man to his image and likeness. Adventist nurses and nurses develop respect for every healthy or sick person, transmitting professional knowledge and promoting balanced development in the aspects: of bio-psycho-socio-spiritual (White, 2008). It is important that in the world of nursing, it is understood that Christian philosophy, as a method of formation, fulfills a role in shaping the nursing profession and the way in which nurses provide care.

The above written raises the following question: What scientific evidence exists on the visibility of the ethics of care in the professional training of nursing from the Adventist philosophy? It should be noted that the way of thinking and actions of care involves reflection to strengthen the vocation of services in professional training, being a motivation to develop effort, and dedication, provide highly competent and suitable care with a humanized spirit that transce in the value of truth, responsibility, and concern for others. This review allows us to explore and understand the phenomenon from a theoretical perspective.

2. Methodology

The methodology for this literature review consisted of several stages. First, sources of information such as online databases such as Scopus, Web of Science, CINAHL plus, MEDLINE (PubMed), Wiley, Lilacs, and Google Scholar were identified, and the keywords "philosophy," "nursing," and "Christian philosophy" were used. Second, selection criteria were applied to search for original and review articles published between 2009 and 2020 in Spanish, English, and Portuguese. Third, a total of 30 documents were retrieved on philosophy in nursing and Christian philosophy, of which 21 fulfilled the inclusion criteria. Additionally, other potentially essential sources were explored. The documents were analyzed by evaluating their content and methodology. Primary sources were explored using sequential and logical criteria, excluding repetitions, and linking them to three theoretical axes: being, knowledge, and action. Fourth, a table format was created that includes the author, theme,

and results. Articles that needed to be peer-reviewed, book chapters, dissertations, conference proceedings, and gray literature were not included. The selection of abstracts and titles was carried out by extracting relevant data from the articles and coding them for the research question. The data were synthesized into a summary that integrates the main findings.

3. Results and Discussion

The findings obtained from the literature review revealed that it was possible to determine the main concepts of philosophy in Adventist nursing, generating a vision for approaching concepts such as respect and consideration for the person.

Table 1. Summary of the articles included

N°	Author	Results and conclusions
<i>The philosophy, over time, has experienced various interpretations.</i>		
1	Leopoldo & Silva (2002)	It is argued that philosophy is a synthesis of training on the events and circumstances of the person under the work of reflection to give meaning to reality.
2	Knight (2015)	It refers to philosophy itself as the love of wisdom in accordance with its concern for knowledge. However, that love does not make a person a philosopher; philosophy can be considered an activity, attitude, and content, a complete part of who a person is and what they do, encompassing their principles and values. Philosophy seeks to delve into the difficult and complex human reality, the deep aspects that underlie theoretical knowledge, and the roots in being and acting; it develops in permanent reflection to better understand the assumptions of life and actions and discover better guidance for their goals.
3	(Burgos & Paravic, 2009).	The literature accounts for the naturalistic mode in which the nursing profession arises, initially linked to the family world and the survival needs of its members. Nursing is shown as a natural art that takes time in the transition from trade to the profession; nonetheless, incessant social development and technology account for changes in its disciplinary and professional components to legitimize the existence of this profession.
4	Cárdenas, Arana, Monroy, & García (2009)	They emphasize the beginning of the profession as a practice that followed the rules of common sense, a product of observation and experience. It could be said that it would be those necessary knowledge to obtain the title of nurse; that is, to provide service to the healthy or sick human being, family, and community, through preventive activities, promotion of health, treatment, and rehabilitation of health, using the methodology of the nursing care process.
5	Pfetscher (2018),	The nurse is a moral agent who controls the environment to protect the patient from physical and psychological deterioration.
6	Newman (quoted by Brown, 2018),	The nurse establishes a relationship with the person, whose objective is to identify health care needs, perform actions, and make decisions. A nurse is a person with university studies in nursing who is dedicated to compassionate and personalized care of a person with needs, healthy or sick.
7	Chochinov (2009),	The term care, as it is mentioned, reveals a deep consciousness about the suffering of the other, with the desire to alleviate it.
<i>Philosophy of Nursing</i>		
1	(Garmy, 2020).	The philosophy of nursing seeks to systematize the goals to foster health and promote well-being from a selective and deeper perspective of the meaning of life, the human being, health, and nursing; it can be a challenge in the difficult moments of caring for the person when the alternatives have little feasibility, and the experiences are very stressful. Consciousness about the values and philosophical principles can guide daily and unusual professional practice, enabling new forces and convictions to provide enough courage to face the complexity of life and care.
2	(Kim et al., 2020).	The nursing care of the elderly is optimized with an interdisciplinary team to delay the deterioration of their functions; to optimize this care, the philosophy that allows the evaluation of the functional capacity of the elderly should be focused on and help to maintain and improve their abilities.
3	(Hews-Girard, Obilar, & Camargo Plazas, 2020).	On the other hand, in nursing scientific research, people who acquire new illnesses require a subjective and objective relationship that is associated with independent processes and descriptions, being analyzed from a philosophical point of view, achieving a balance between the objective and the values; the health staff working in this field should redefine objectivity around ethics and morality, in a balanced way with the ultimate objective of producing knowledge that is reliable and favorable for the sick.
<i>Christian philosophy</i>		
1	Fernández (2019),	Christianity gives rise to philosophy, and the name of Christianity belongs more to the present and future than to the past, which should be improved more and more. Philosophy arises from Christianity, from the human condition, from being Christian, with the perspective that man finds himself and, at the same time, finds God. Today's philosophical thought is the best tool to understand Christianity.
2	(Casanova, 2013).	Philosophy uses viable elements for a natural reason; the fruit of the wisdom of the soul is one and must submit to faith because faith illuminates philosophy, showing that, throughout history, philosophy has led to central philosophical discoveries; that natural wisdom that philosophy seeks allows a certain rectitude of character, as described by Aristotle in his book of metaphysics and Nicomachean ethics. However, there are philosophers who reject the teachings of faith and consider them unnecessary, something unacceptable for a philosophical reason because they are exaggerated; but philosophy alone is insufficient, and faith is reasonable; faith plays a very important role in solving problems.
3	Aertsen (2000)	Christian philosophy manifests God, as being, as the I am, the cornerstone of all Christian philosophy; holds the primacy of the good foundation of the exits and returns of the reality of things; the good is the first concept of practical reason because practical reason needs to be complemented; thus being and good are integrated; that is, reason directs human action through ethics with the use of principles and values.

Table 2: Adventist Nursing

Autor	Temática	Resultados y conclusiones
Mendoza (2012)	<i>Concepto de Enfermería adventista</i>	Being Adventist is defined as belonging to Adventism, a doctrine that expects a second coming of Christ and is a follower of it.
(Wogu, 2019).		Using historical and contextual aspects, Adventists focus their theology on Christ in the Bible: the basis of their faith; they accept biblical prophecies; their primary mission is to announce biblical truths, teaching others to obey God's commandments; among them is taking care of health in the most remote places and even at the last breath of life.
Taylor & Carr (2009),		The religion professed by a nurse or a nurse influences the ethics of caring for the person. On the other hand, when they do not internalize their religious beliefs, they will carry out care under different ethical principles. Seventh-day Adventists pursue a certain effect such that nursing staff providing care to the needy person receives differentiated elements in the helping relationship with ethical principles, such as understanding the meaning of suffering, ways of facing and overcoming difficulties, and guidelines in the Christian model for caring for oneself and others. Adventist nursing makes use of Christian principles that are specific to the philosophy of knowledge, which is based on the Bible and the writings of Ellen White. These principles arose with an emphasis on preparing children for when they became adults and had to face life while preserving their religious beliefs against moral degradation observed in other students.
(Nesterova, 2019).	<i>Filosofía de la enfermería adventista.</i>	Philosophy involves being, knowledge, and action.
(Reno, 2020).		Where Adventist nursing analyzes being in its worldview, addressing Christian religion in the theological line considering God as the central axis of human life, and then continuing in ontology in the reflection of the existence of God and cosmology where the universe is seen as God's creation, and man is part of that creation. The philosophy of knowledge, through the practical explanation of each of the human aspects in the biological, psychological, social, and spiritual, there are logic and epistemology where Christian principles are framed. The philosophy of action is in ethics, where the relationship of morality and behavior is studied. To attend to patients, moral integrity is needed; the nurse who has Christ in their heart receives the kindness to face the suffering that is morally difficult to bear for patients or the person who is in physical, emotional, social, and spiritual need.
Townsend (2020)		Christian ethics focus on Jesus Christ, and Adventist nursing is Christ-centered.
(Holmes & Lindsay, 2018).		The Adventist nursing practice makes use of Christian principles that fall under the philosophy of knowledge, which is grounded in the Bible.
(Knight, 2015).		Adventist nursing is also based on the writings of Ellen White, who also draws from the Bible. As a result, Adventist nurses have a good way of living, which is reflected in the quality of care provided to those in need. The identification of Adventist nursing is due to the philosophical rules and provisions of Adventist pedagogy, which focuses on principles and values.

3.1 The Adventist philosophy and the Christian educational model

The dynamics resulting from social, cultural, political, and all other changes are inevitably influenced by the Adventist nursing education system. Nevertheless, its identification and unity are due to the philosophical rules and provisions of Adventist pedagogy that lead the members of Adventist institutions in the affirmation of educational thought. The Bible and the writings of Ellen White are important because they maintain the faith of believers, as well as the establishment of good living and the formation of the Christian man, which will be reflected in the quality care of the person (Knight, 2015).

The Adventist educational system focuses on biblical principles playing an essential role in its structure, development, and consolidation; firstly, it deals with the position of discipline as self-dominance; secondly, it takes into account physical exercise and manual work at home as well as in the school, and thirdly it considers the teachings of the Bible and the common areas. The Adventist nursing education process, based on its philosophy, combines academics with practice, preparing the nursing student to be useful and helpful, manifested in the curriculum; the place of study should be surrounded by nature and students should be encouraged to work as it perfects the character of the person (White, 2008). Similarly, Semo Suárez (2015) refers that work would be an essential tool for character development and encompasses the philosophy of doing, which corresponds to ethics, which will serve the care process.

Similarly, other authors state that Ellen White contributed to and consolidated the Adventist educational system by developing character, ability, and knowledge, constituting the combination of faith and reason in the teaching-learning process. Adventist education focuses on the biblical Christian worldview, which is for the philosophy of Adventist nursing, and supports anthropological, epistemological, and axiological concepts (Vieira Ferreira & Marchesini de Quadros Souza, 2018).

As Jones et al. (2017) point out, Adventist nursing, which is for both men and women, has established nursing programs in its educational institutions that meet the health needs of society. In response to the question, "What are the principles and values that distinguish Adventist philosophy?" a research study was conducted with the objective of establishing a distinctive framework of mission, principles, and values where new and existing programs reflect its philosophy and the legacy of Adventist nursing. To do this, 213 nurses from 33 countries were surveyed. The researchers concluded that Adventist nursing intervenes in three overlapping constructs: "caring," "connecting," and "empowering" that facilitate its mission, and there are distinctive concepts that describe the metaparadigm of Adventist nursing. The mission was evidenced through the conduct of focus groups, in which expressions such as: reflecting the healing example of Christ and restoring the person to the image of God were identified. Data on principles and values are inherent in Adventist nursing, and concepts of human rights, equality, and compassion reflecting awareness of social ills were also observed.

Religious and ethical principles delineate a unique universe, embodying the vision and worldview of the Adventist community. These principles are influential and are at the heart of the distinctive Adventist nursing philosophy. Blecher (Blecher, 2018) contends that these principles are essential and integral to the lives and experiences of healthcare professionals. They shape practices and paradigms, influencing not just the behavior of healthcare professionals, but the entire Adventist community. Kant believed that principles and ideas can be vague, abstract, complex, and arbitrary. However, they allude to the conception of reason, which in turn sparks a consistently open, valid, and unwavering effort in the mind (Walden, 2018). In a critical analysis of Kant's views, philosophy is seen as a response to reason. This means that philosophy leads to the construction of rational inquiry, focusing on human existence in terms of the ideal, the moral, the just, and the pure (Kotsiuba, 2018). From this perspective, the ethics of care in Adventist nursing aligns strongly with the authors mentioned. Human life, nursing care, and the behavior of the nurse cannot be detached from ideals, morality, justice, purity, and the presence of God, the Almighty and sustainer of health and life. This line of reasoning is consistent with the philosophy of Dilthey (1949), who believed that a worldview encompasses the intellectual, emotional, moral, cultural, ethical, principled, sensory, daily practice, and environment.

Paredes (2017) argues that the principles can be summarized as beneficence and non-maleficence; the principle of beneficence is a moral commitment that all individuals have to do good to others, with a complete and satisfying sense, based on love and justice; this treatment is provided to others without discrimination of creed, race or social condition, having all the same rights, autonomy: every person is autonomous and their behavior is governed by their own norms, making their own decisions, using their own rules that will guide their behavior, doing what must be done and not what is wanted; in this way, people and their decisions born from their personal conviction are respected. According to Guyer, Williams, & Flikschuh (2018), the principle of justice is based on its theory, according to Kant's interpretation, on the state of people: free and equal, with an acquired and public right; as Herbert (2018) mentions, based on Kant's thoughts, for whom morality is similar to the principles of reason; in the same way, the principles of morality, in particular, an autonomous will must be schematized to be applicable. Regulations, as well as rules, norms, laws, or essential ideas, guide thought and behavior so that they are accepted in consciousness, generating the obligation to do something good without anyone imposing it.

Questions arise. What is the treatment of people provided by Adventist nurses? Will their Christian principles be determinants? Adventist nursing reflects its actions linked to the biblical principles of the Seventh-day Adventist Church, which are described in the statute and curriculum design of the Nursing School of the Peruvian Union University, an Adventist institution; for this reason, the philosophy of the Adventist nurse and nursing is based on principles and values that characterize their function, in the attention to the person and are detailed in the following:

Principles of Adventist

Nursing the principle of love. God's love is of vital importance for Adventist nursing, which

imparts their love to others, providing better care for those in need in an environment of appreciation, acceptance, trust, and respect.

Principle of centrality in the Bible. God and the Bible are the centers of life for an Adventist nurse; that is, they are the basis of the entire nursing care process and the teaching-learning process; the nurse knows and reveals God to the person in need through reading the Bible as their Savior and personal healer.

Principle of similarity to Christ. Adventist nursing provides care, just as Christ cared for man, in an appropriate environment for good care of the person in need.

Principle of harmonious development. Adventist nursing receives and practices harmonious education in the physical, psychological, social, and spiritual aspects to provide comprehensive care to the person.

Principle of rationality. Adventist nursing develops the ability to think and reason, stimulating excellence, reflective thinking, and the pursuit of high and coherent goals with personal capabilities.

Principle of individuality. Adventist nursing considers the person with the freedom to make their own decisions; it is strengthened with individualized work based on interdependence and independence.

Principle of health. Adventist nursing promotes health through the eight natural remedies: water intake, appropriate rest, outdoor exercise, proper use of sunlight, fresh air, healthy nutrition, temperance, and hope in God.

Principle of service. Adventist nursing promotes service to others and promotes service opportunities.

Principle of cooperation. Adventist nursing appreciates cooperation: the basic work scheme, overcoming competition criteria, and merging service with training to improve care for the person in need.

Principle of continuous learning. Adventist nursing has continued education throughout their professional life to providing comprehensive care (Docentes de Enfermería de la UPeU, 2018).

These principles are built on the teachings of God's love; the Adventist nurse practices and provides these principles to the person in need. The main principles are recorded in the following graph.

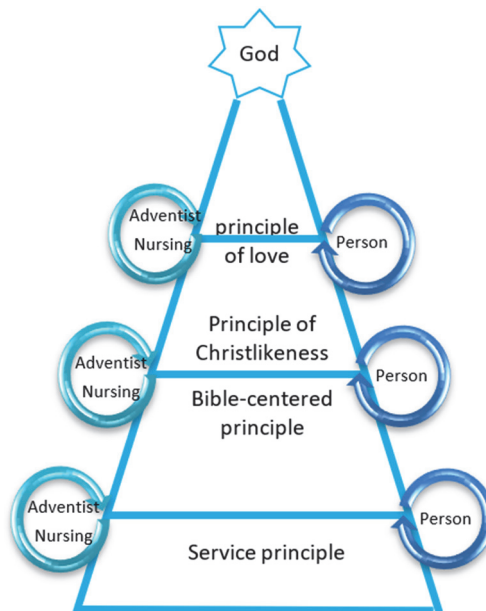


Figure 1. The main principles of Adventist nursing

3.2 Values of Adventist Nursing

The values of the Adventist nurse are based on the values of the Adventist Church and propose the following:

Commitment. Has an identity with Christian principles, respect, and practice of healthy lifestyles, imparting the mission of the Seventh-day Adventist Church: giving glory to God.

Hope. Has identification with Christian principles to share the hope of Christ's coming, which leads to giving strength and value to the difficulties of life.

Integrity. Develops the dimensions of life: spiritual, social, psychological, physical, and intellectual, keeping Jesus at the center, whose professionals act respectfully, generating the result of an upright and impeccable person with the goal: of excellence.

Honesty. Has qualities that are shown during their work, in their way of thinking, through a just and honest life.

Respect. Provides attention, with the manifestation of humane treatment, humility, and compassion for the person, without distinction of social class, as they are children of God.

Academic excellence. It has a level of academic quality that transcends the triumph of the personal and professional life of the nurse.

The findings of the reviewed research, that is, on the scientific literature, from the main concept, addressed in the past, compared with the present and future concept, observing the presence of a scientific gap.

Philosophy, over time, has taken various interpretations; Leopoldo & Silva (2002) consider that it is a training of events and circumstances of the person in an environment of reflection on reality; they maintain that philosophy is rational knowledge that establishes principles, allowing for the organization and orientation of knowledge about human action, generating strength and tranquility to cope with the difficulties of life.

For Garmy, the philosophy of nursing is a great challenge in the difficult moments of caring for the sick person, whose philosophical principles are the guide, generating new forces and convictions, to identify values and provide care to the needy person, demonstrating courage, love, and respect for the person under their care (Garmy, 2020). Likewise, Kim and others mention that nursing care, especially for older adults, is optimized when a diverse group of health professionals (an interdisciplinary group) offers care based on philosophy, where their functional ability is evaluated. Help is provided to maintain and improve their social skills (Kim et al., 2020). On the other hand, according to research, people with unknown illnesses require a subjective and objective relationship; a balance between objectivity and values is needed, from a philosophical point of view, emphasizing that healthcare professionals must redefine the objectivity of ethics and morality in a balanced way, without losing sight of the ultimate goal of producing reliable and favorable knowledge for people (Hews-Girard et al., 2020).

The Peruvian General Education Law N° 28044, in articles 6 and 8, mentions the ethical and civic formation through its principles that encompass the philosophy in place during the education process so that the person is formed as a whole and is morally optimal for better treatment of other people (General de Educación, 2017). Likewise, Paredes confirms that ethics is part of philosophy and studies morality and the obligations of the person, distinguishing what is correct from what is incorrect (Paredes, 2017).

The philosophy of Adventist nursing involves three components, according to Nesterova (2019). First, the being: it analyzes its worldview, considering God as the central axis of human life, and then continues to reflect on the existence of God and his creation, where man is part of that creation and needs to be cared for. Second, knowledge: through the practical explanation of each of the human aspects in the biological, psychological, social, and spiritual. Third, the act: covers Christian principles, ethics are present, and morality is related to human behavior. In this context, Arau (2008) analyzes Saint Bonaventure, who tries to demonstrate a science of Christian faith principles: faithful wisdom. On the other hand, according to Reno (2020), to care for the sick, courage with moral integrity is needed,

presenting a spiritual side in the fight against illness; Adventist nurses, who have Christ in their hearts, receive and exercise kindness to face suffering that is morally difficult to bear, whose patients are in need: physical, emotional, social and spiritual. Similarly, Townsend (2020) mentions that Christian ethics focuses on Jesus Christ, although many other literatures are full of controversies. Adventist nursing is Christ-centered; Christ is a priority in their lives, moderated by Christian principles contained in the philosophy of knowledge, based on the Bible: an absolute book recognized and accepted by most Christians (Holmes & Lindsay, 2018). Adventist nursing is also based on the writings of Ellen White; the Adventist nurse is established in the realm of good living; the formation of the Christian nurse will be reflected in the quality care provided to the needy person (White, 2010).

Adventist nursing responds to the rules, norms, and philosophical provisions of Adventist pedagogy, focused on the principles of love, similarity to Christ, biblical focus, and the principle of service, emphasizing compassionate care and respect for the individuality of the person (Knight, 2015). In this context, Jones & Ramal (2017) show that Adventist nursing in the past was a profession and had a leading role, through the creation and presence of the Adventist nursing school in Battle Creek, USA, during the times of Elena White and Florence Nightingale, whose principles had a major impact on Adventist nursing. To care for and improve the quality of education, the General Office of the Seventh-day Adventist Church appointed Nurse Kathryn Jensen to supervise the operation of Adventist nursing programs worldwide, developing credits for the educational curriculum. It can be mentioned that Adventist nursing, with its respective philosophy, was one of the pioneers in preparing professional, innovative and quality nurses through practicing Christian principles and values. The past has implications in the present; that is, Adventist nursing, with its philosophy, continues to develop. After evaluations of nursing schools, changes have been suggested with the purpose of generating transformation, interdependence, and team formation in nursing education. It continues to be a leader.

According to Jones et al. (2017), in a research conducted by Adventist nurses, respect for life was highlighted because God is the giver of life, and bodies are the temple of the Holy Spirit; each person is a son and daughter of God, highlighting ethical principles and values in their behaviors, according to which each human being has the right to dignity and respect, emphasizing that nurses must preserve human dignity, in a distinctive frame of mission, principles, and values, established as a guide, for assistance and the educational process, preparing nurses with great responsibility and visible ethical attention, including such principles in the curriculum, generating integration of faith and teaching in it; in this way, Adventist nursing exercises a dynamic of change for the church, society, and nation. In this way, the questions of the philosophy of Adventist nursing are reflected on, looking at the future of the Adventist nursing education system, whose legacy reveals a passion for service with values, commitment, and innovation.

During the research process, the findings underscore the significance of these insights for the philosophy of Adventist nursing. This philosophy unveils its distinct identity, shaped and reinforced by its principles, foundations, and ethical and religious values. For instance, it outlines its guiding principles: love for God and fellow humans, beliefs rooted in biblical foundations, seeing humanity in Christ's likeness, promoting a balanced life, embracing rationality, recognizing individuality, emphasizing health, service, cooperation, and the importance of continuous learning.

On the other hand, the philosophy of Adventist nursing also incorporates core human, social, academic, and professional values such as commitment, hope, integrity, honesty, respect, and academic excellence. These values inspire healthcare professionals to provide holistic care that addresses the physical, mental, social, and spiritual needs of their patients. Daily interactions and the surrounding environment play a pivotal role in this approach.

4. Conclusions

The philosophy of Adventist nursing maintains the unification of its philosophical criteria with those of Christian philosophy and the model of the three constructs: "connecting," "empowering" and

"caring," whose distinctive framework is carried out by a group of Adventist nurses, led by Patricia Jones, whose basis is the philosophy of being that addresses the Christian worldview, according to which God is seen as the central axis of all humanity and the universe is perceived as God's creation and man as part of that creation. In this sense, "Connecting" corresponds to the main connection of Adventist nursing with God and then connecting with other human beings: social entities, very essential for survival. On the other hand, the philosophy of knowledge allows the explanation of the biological, psychological, social, and spiritual, in whose universe logic and epistemology are found, sharing Christian principles. On the side of "Empowerment," Adventist nursing must be filled with all holistic knowledge about the person, without leaving aside the values and Christian principles. The philosophy of action encompasses ethics, morality, modeling, and moderating the behavior of the nurse during the so-called "Caring" described as the essence of nursing during the exercise of professional care, constituting the main axis to take into account during the care provided by Adventist nursing.

As a result of "connecting," "empowering" and "caring," Adventist nursing undertakes and empowers itself, generating change in the practice of nursing, nourished with distinctive principles and values that identify its philosophy during the design, development, execution, and evaluation of study plans, whose care legacy is compassionate, with a shared mission and a unique passion for shared service and legacy by nursing pioneers. Without a doubt, literature shows that the philosophy of Christian nursing contributes to improving professional practice, allowing the Adventist nurse to be a reference of their formation that possesses principles and values valid for providing holistic care in favor of the person, granting a legacy for generations in all aspects of the profession.

The philosophy of Adventist nursing has yet to be present in research and scientific publications; in this sense, the present study constitutes a motivation for the realization of others, which will be used in future nursing research.

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