The future nurse – subject or phronimos?

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Learning through doing

Freedom of thought

Feedback Themes
Academic Freedom
Community of learning
Co-creation

Feedback from year 4

The Teaching and Learning Method

- Problem-based learning
- Team development
- Co-creating the timetable

Allyship

Privilege

Phronesis:
- Reflexivity
- Embodiment
- Open-mindedness
- Perceptiveness

Teaching and learning for undergraduate student nurses must therefore ensure that graduates develop high level critical thinking skills that align with the Standards and our own institutional graduate attributes. As a result, an increasing focus on phronesis has been apparent over the past decade within nurse education.

- **More engaged than other years**
- **Thinking broadly is refreshing**
- **Freedom of thought**
- **Learning through doing**

Intersectionality Neoliberalism Governmentality

Bachelor of Nursing Year 4 Leadership and Management Course

Bachelor of Nursing Year 3 Nursing 3 Course

Students

Jenkins, Kinsella, and DeLuca (2019) state that phronesis is achieved through developing embodiment, open-mindedness, perceptiveness, and reflexivity. A reality-based teaching model places the student phronimos (P) within the context of the current reality of neoliberalism, intersectionality, and the Foucauldian concept of governmentality. Using these overarching concepts to frame teaching and learning allows students to begin a journey of Self discovery.

According to Michel Foucault we are subjectified (S) by the discourses we are part of. These discourses are often inextricably linked and form part of our reality. Subjectification occurs in response our own history, ethics and morals as well as the pervading ideology – currently that of neoliberalism. Follow the rainbow path from subject (S) to phronimos (P).

Jenkins, K., Kinsella, E. A. and DeLuca, S. (2019) 'Perspectives on phronesis in professional nursing practice', Nursing Philosophy, 20(1), p.p122-31.

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