



Philosophy of Science for Nursing Practice: Concepts and Application

By Michael D. Dahnke PhD, H. Michael Dreher PhD RN FAAN

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Named a 2013 Doody's Core Title!

A challenge ahead for nursing is to take the path of most resistance rather than the easier road of least resistance. The debate needs to continue...[by focusing on] whether nursing is teaching an appropriate level of inquiry including philosophy and methodologies specific to those real-world, rapidly changing conditions that characterize today's practice environment."

From the Foreword by **Sally J. Reel**, PhD, RN, FNP, BC, FAAN, FAANP
University of Arizona College of Nursing

"I have taught a philosophy of science course intermittently for about 20 years. *Philosophy of Science for Nursing Practice* is not only the most succinct, insightful, well-organized presentation of information I've yet seen, but drives thinking to where it ought to be." **Laura Cox Dzurec**, PhD, PMHCNS-BC
Dean and Professor
Kent State University
College of Nursing

This appears to be the first book that focuses on the philosophy of science and its application to practice doctorates. The authors assume readers may not have a formal background in the philosophy of science, and write in a conversational tone with a minimum of difficult terminology. They discuss the current state of DNP education in a way that can foster discourse and debate." **Score: 97, 5 Stars. --Doody's Medical Reviews**

Tailored for both DNP and PhD doctoral nursing programs, this text is the first to focus on philosophy of science applications to the discipline of nursing. The authors, a philosopher and a nurse-scholar who co-teach the course upon which this volume is based, address a growing need for increased philosophy of science content in evolving DNP programs, as well as practice-oriented research considerations for this discipline.

The volume presents a creative use of the social, political, and historical content in which nursing has evolved. As a whole, this extremely important text reassures the student of the fluid and palpable connections between philosophy of science and nursing science and practice.

Key Features:

- Explores the concept of nursing as a practice profession and assesses how much philosophy of science is needed for doctoral nursing students.
- Examines the practical application of the philosophy of science to both DNP and PhD students.
- Addresses the basic principles and concepts of the philosophy of science and their practical application for contemporary practice inquiry.
- Provides an overview of the century-long path to the development of nursing science that is an essential "bridge" to the philosophy of science content and serves as a "next step" towards building a nursing epistemology
- Reinforces important connections between the philosophy of science to nursing science and nursing practice.

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Michael D. Dahnke, PhD, is a philosopher and bioethicist. He received his PhD in philosophy from Temple University (2002) and a BA in liberal studies from Bowling Green State University (1990). His dissertation was “Film and the Aesthetic Construction of Self/Sex/Gender” under the supervision of Dr. Charles Dyke. His areas of specialty include philosophy of science, ethics, aesthetics, philosophy of film, and contemporary continental philosophy. The first edition of this text, *Philosophy of Nursing Science for Nursing Practice: Concepts and Application*, received a five-star review from Doody’s and was selected as a Core Doody Title 2010 to 2012. He is the author of *Film, Art, and Filmart: An Introduction to Aesthetics Through Film* (2007). Some of his recent publications include “What We Learn (and Don’t Learn) From the Terri Schiavo Autopsy” in the journal *Functional Neurology, Rehabilitation, and Ergonomics*; “Devotion, Diversity, and Reasoning” in the *Journal of Bioethical Inquiry*; and “Emmanuel Levinas and the Face of Terri Schiavo: Bioethical and Phenomenological Reflections on a Public Spectacle and Private Tragedy” in *Theoretical Medicine and Bioethics*. Prior to his move to New York City, he most recently served as clinical associate professor, teaching ethics in the Department of Health Administration and advanced ethical decision making in health care and philosophy of science in the master’s nursing department and doctoral nursing department, respectively, at Drexel University in Philadelphia, Pennsylvania.

H. Michael Dreher, PhD, RN, FAAN, is professor and dean of the School of Nursing at The College of New Rochelle, in New Rochelle, New York. He has a BSN and master’s in nursing from the University of South Carolina and received his PhD in nursing science from Widener University in 2000. In 2003, he completed a 2-year postdoctorate in sleep and respiratory neurobiology at the University of Pennsylvania, Philadelphia. He currently serves as associate editor for *Clinical Scholars Review: The Journal of Doctoral Nursing Practice* and is editor for the column “Practice Evidence.” He is the coauthor of two *AJN* first-place books of the year: *Role Development for Doctoral Advanced Nursing Practice* in 2011 and *Legal Issues Confronting Today’s Nursing Faculty: A Case Study Approach* in 2012, both written with Mary Ellen Smith Glasgow. His first book, *Philosophy of Science for Nursing Practice* with Michael D. Dahnke (2010), was awarded five stars by Doody’s and was selected as a Core Doody Title 2010 to 2012. He has worked on the practice doctorate in nursing at the national and international level and in 2010 was appointed as the only international panelist on the United Kingdom’s *2011 Report on Professional Doctorates*. He was inducted a fellow in the American Academy of Nursing for his contributions to the nursing discipline in 2012. Today, Dr. Dreher continues his professional journey advocating for the integration of practice evidence and knowledge in the practice doctorate and is an advocate for more rigor in the degree. His current interests are also focused on the role of ethics in nursing academia and higher education, with emphasis on studying the ethics of deans, academic nursing administrators, senior faculty, and others in leadership positions in universities and colleges.

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