

Effects of Philosophizing on Nurses' Assertiveness



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Introduction

Assertive nurses are capable to build effective team relationships, to manage workplace stress, gaining self-confidence, and to earn respect from others while respecting them. Thinking skills training is the fundamental component of promoting assertiveness programs.

Philosophy for children (P4C) is a movement that aims to promote thinking skills of children. Although P4C has been introduced to promote children's thinking skills but according to our experiences, it is useful for adult population by some modification in the content and teaching methods.

Considering the connections between thinking skills, assertiveness, and philosophy for children, it has led to speculation that conducting P4C program might leads to promote assertiveness among nurses.

Study Objectives

The aim of this presentation is to explore the effects of philosophizing through the philosophy for children (P4C) program on promoting nurses assertiveness skill.

Participants

The participants of this study were 50 nurses who had the clinical experiences for at least 2 years, and did not participate at any assertiveness training program or P4C sessions. The participants allocated to "P4C training" and "control" groups randomly. 12 sessions of P4C training were conducted for 25 members of intervention group during months.

Material and Method

In this quasi-experimental study, nurses' assertiveness skill was evaluated in two groups before and after implementing P4C program. The Rathus Assertiveness Scale was used to assess assertiveness. T test and descriptive statistics using SPSS18 program applied to data analysis.

Results

52% of participants were female and the majority of them (68%) have more than 5 years of clinical experiences. There was not statistically significant correlation between demographic variables and assertiveness. The results of conducting paired sample T-test suggested statistically significant differences between pre and posttests of assertiveness mean scores in intervention group (pretest: 121.53 (11.76), posttest 137.86 (17.45), $p \leq 0/001$). Independent sample T test indicated the statistically significant differences between posttest of assertiveness mean scores between intervention and control group ($p \leq 0/001$).

Conclusion

The results indicated that the assertiveness was significantly improved in intervention group. P4C program increase the inter-relationship skills and enhances cognitive, reasoning, emotional and social development of individuals. The participants of P4C program learn dialectic conversation and respecting different ideas and values. Development of ethical understanding in the context of philosophizing is the other advantage of P4C. Considering the P4C attributes, increasing assertiveness skill in intervention group is justifiable. Although applying P4C was effectiveness to increase assertiveness among the study participants, further investigations are needed to approve P4C usefulness in other nursing settings.

References

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