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FORTIFYING

Nursing Practice through Research and Utilization

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- Effect of Psychoeducation on Self-esteem and Self-efficacy among College Students
- Relationship between Level of Readiness for Self-directed Learning and Learning Styles of CEU Nursing Students
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PHILIPPINE NURSES ASSOCIATION, INC.

VISION

By 2030, PNA is the primary professional association advancing the welfare and development of globally competent Filipino nurses.

MISSION

Championing the global competence, welfare, and positive and professional image of the Filipino nurse.

CORE VALUES

- Love of God and Country
- Caring
- Quality and Excellence
- Integrity
- Collaboration

FEATURE ARTICLE



Annabelle R. Borromeo, RN, PhD, CNS

On Her Own Initiative: A Study of the Life and Times of Anastacia Giron-Tupas

Anastacia Giron-Tupas (AGT) is among the most revered nursing leaders of the Philippines. Although she lived in the distant past, her life story is instructive of how nurse leaders take a role in leading the nursing profession and society into the future. Her story tells the evolution of Philippine nursing and is inextricably linked to the history of the Philippine Nurses Association. She lived through three wars and was confronted by the most challenging of circumstances, and yet, not only did she manage to persevere, she actually succeeded beyond all reasonable expectations.



The most compelling reason for why her life must be chronicled is so readers might gain insight and wisdom that may permit us to better achieve our collective goal of advancing nursing, health, health care, and ultimately, society. She, and our early nursing leaders, were confronted with complex leadership challenges as they positioned nursing in uncharted territory. How she dealt with these challenges is a key that must be unlocked.

In her book, "The History of Nursing in the Philippines," there is a passage that describes how Anastacia Giron-Tupas approached life in general. When it became clear that she needed additional knowledge to be able to contribute significantly, she embarked on a trip to the United States "on her own initiative," (1952, p. 164). This habit of taking matters into her own hands is a hallmark of her character.

She is, from all accounts, an exemplary leader. Exemplary nurse leaders are activists of change who strive for a better future for nursing, health, health care, and society (Forrester, 2016). It is hoped that we can learn from the exemplary leadership practices and behaviors that helped her succeed to bring Philippine nursing out of the dark. Additionally, her life story can serve to jog our collective memory so that we can rally around a worthy cause and finally achieve the unity that has so far eluded our profession.

This historiography's aim is to understand the unique perspective and context that spurred Anastacia Giron-Tupas to become an agent of change

RESEARCH ARTICLE



Paul Froilan U. Garma, MAN, RN, RM¹



Letty G. Kuan, EdD, RN, RGC²

Goal Attainment Theory-Based Empowerment for Chronically Ill Older Persons in the Community

Abstract

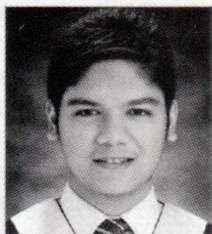
Empowerment programs focusing on chronically ill older persons remain limited, fragmented, complex in approach, and lacking in nursing theoretical background. The aim of the study was to test the effects of the goal attainment theory-based empowerment (GATE) on self-efficacy and health empowerment among chronically ill older persons in the community. This is a quasi-experimental with non-equivalent control group pre-test post-test study. Older persons aged 60 years old and above living in an urban community with at least one chronic condition namely hypertension, coronary artery disease and diabetes mellitus were recruited in two health centers. The participants were randomized into control and intervention groups. The GATE intervention integrated Imogene King's goal attainment theory and empowerment principles in a phone-assisted follow-up. Data were collected at baseline and four weeks after the intervention. A total of 59 participants completed the study. Both intervention ($n=30$) and control groups ($n=29$) were homogenous in baseline characteristics except for personal monthly income. The intervention group had significantly higher health empowerment than the control group after four weeks. Although self-efficacy did not differ between the groups, there was a significant increase in the intervention group from baseline. Preliminary findings showed that GATE improves health empowerment and self-efficacy of chronically ill older persons in the community. Goals of chronic disease management should be shaped by the older person's health goals and life situation. Further studies are needed to explore the use of nursing theory, empowerment framework and technology in caring for older persons with chronic conditions.

Keywords: Health empowerment, goal attainment theory, chronic care, gerontologic nursing

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RESEARCH ARTICLE



Jerland Salazar Casilan, RN, MSN¹

The Predictors of Quality of Life Among Selected Adults with Chronic Kidney Disease on Hemodialysis

Abstract

This study examined the relationship of predictors like age, weight, treatment adherence, social support and educational level on the QOL scores: Physical Composite Score (PCS), Mental Composite Score (MCS), & Kidney Disease Component Summary (KDCS). The respondents, adult CKD patients on hemodialysis in a private tertiary hospital in the Philippines were chosen through convenience sampling. A validated Filipino version of Kidney Disease Quality of Life Short Form Version 1.3 was utilized. Bivariate correlation and multiple linear regression were then used in data analysis. It is concluded that PCS might be predicted by treatment adherence while social support and educational level could be predictors to MCS. It was found out that rare treatment adherence can seemingly have a positive effect with MCS. For KDCS, treatment adherence and social support showed positive correlation, while age shown inverse relationship, unlike with previous studies. Nurses and other healthcare providers should consider the impact of these significant predictors when rendering care for adult HD patients in order to improve their quality of life.

Keywords: *Quality of life, chronic kidney disease, hemodialysis*

Introduction

In the Philippines, chronic kidney disease (CKD) is the ninth leading cause of death (National Kidney and Transplant Institute, 2014). The prevalence has worsened, affecting one in ten adult Filipinos. More than 7,000 cases of renal failure are recorded every year, with a 10%-15% growth annually (Dela Cruz, 2014). For those living with CKD, the inevitable progression of the disease is burdensome enough. Their patterns of daily living will change and they will have to learn to manage treatment, work and other responsibilities simultaneously (National Kidney Foundation, 2014). The availability of renal replacement therapies (RRT) has helped reduce the severity of symptoms which resulted in longer survival of renal disease patients. However, this

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RESEARCH ARTICLE

Anjanette S. De Leon, RN, MAEd, MAN¹

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Assessment of Health Care Needs of Older Persons with Type 2 Diabetes Mellitus

Abstract

The global prevalence of diabetes by 2030 estimated an increase in number of people with diabetes. People who are 64 years of age will be 82 million in developing countries and 48 million in developed countries. The study aimed to assess the health care needs of older persons' physical, cognitive, functional and self-care abilities and determine relationship of these to their profiles. These assessments are the bases in designing modules for Diabetes Self-Management Education training module for Diabetes Educators. A descriptive correlational design was utilized to assess the health care needs of 100 young older persons. The Filipino Activities of Daily Living (Fil-ADL) and the Filipino Instrumental Activities of Daily living were utilized to assess the functional status of the older persons. The Montreal Cognitive Assessment (MOCA-P) and cognitive function exams were used to assess cognitive status while Mini- Nutritional Assessment (MNA) was used to assess nutritional status of the older persons. The Self-Care Inventory Revised (Sci-R) was used to assess self-care behaviors of older persons to diabetes management. Frequency and percentage were used to describe the health care needs of older persons, while mean and standard deviation were used in assessing knowledge and self-care abilities. Chi-square test for Association was utilized to determine relationship of the health care needs and the profile of the respondents. Study shows that most of the older persons are female, 66-70 years old, married and had primary education. The older persons' knowledge in diabetes is satisfactory, had a normal nutritional status, was functional in daily living activities (ADL), was functional in their instrumental activities of daily living (IADL), was normal of their cognitive status, and sometimes perform self-care abilities to diabetes management. There is significant relationship between knowledge, civil status and history of diabetes. Nutrition and cognitive status had significant relationship to their civil status, education and history of diabetes. The functional status of the older persons has significant relationship with history of diabetes. It is necessary to include the culture-based health care needs of older persons and to consider demography such as education and history of diabetes in designing the training module for diabetes educators.

Keywords: *Diabetes mellitus, diabetes self-management education (DSME), older persons, diabetes educators*

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RESEARCH ARTICLE



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Wading through Misery, Hope and Beauty in Caring for Cancer Patients: Experiences of Oncology Nurses

Abstract

Nurses are often engaged in providing care for patients who are diagnosed with terminal illness and are faced with the process of dying. Working with these patients and families can be emotionally demanding and challenging. Nurses ought to meet the challenge of developing and rendering effective interventions for cancer patients, focusing predominantly on health promotion, end-of-life care, and above all, the four domains of health-related quality of life: physical, psychological, emotional and spiritual functioning. Health-related Quality of Life (HRQoL) interventions can empower patients to practice health behaviors and facilitate them to be self-directed in their care; thereby contributing substantially to their quality of life.

This study aimed to describe and understand the 'lived' experiences of oncology nurses in providing health-related quality of life interventions among cancer patients. The study was conducted using descriptive phenomenological method and data was generated through one-on-one audio-recorded interview with ten oncology nurses Colaizzi's (1978) procedural interpretation of the phenomenological method of inquiry was used for data coding and identifying themes. Methods to ensure trustworthiness of the findings were implemented.

Three themes with 14 sub-themes were identified. Results of the study showed that health-related quality of life interventions were essential in nursing care among cancer patients. It was suggested that the manner in which cancer patients' quality of life improves through HRQoL interventions should be further studied. In addition, it may be of value for nursing leaders to provide specified training programs for oncology nurses working on issues relevant to the HRQoL intervention skills.

Keywords: *Oncology Nurses, Cancer Patients, Health-related Quality of Life, Health-related Quality of Life Interventions*

Introduction

Health-related Quality of Life (HRQoL) is the individuals' happiness or satisfaction in relation to their physical, psychological, emotional and spiritual functioning. These are concerned primarily with factors that fall



Barbara A. Roces, PhD, MSN, NP, RN

Dyspnea Among Patients with Advanced Lung Cancer: A Concept Analysis

Abstract

Dyspnea is a subjective, multidimensional experience of breathing discomfort, influenced by physiological, psychological, social, and environmental factors, which includes secondary psychological and behavioral responses and cannot be defined only by physical objective abnormalities. It has been found to create barriers in daily life among patients with advanced lung cancer which interferes with physical activities such as walking, work, and psychological activities such as disposition, taking pleasure in life, relationship with others, and sleep. This paper aims to identify current theoretical and operational definitions of dyspnea and to identify and describe defining attributes of dyspnea. The method of inquiry was guided by Walker and Avant's (2011) approach to concept analysis. From this analysis, a conceptual model of dyspnea experience within the core of patients with advanced lung cancer may include attributes of dyspnea occurrence and distress as not only the physiological, psychological, and environmental, but also the situational existential meaning or perception of individual suffering from dyspnea. Dyspnea is a symptom that is usually under-diagnosed and inadequately managed due to lack of recognition or availability of interventions. The impact of dyspnea management on the quality of life in advanced lung cancer patients requires more recognition and better quality of care. Despite the frequency and complexity of this symptom, little research has been conducted to specifically identify effective treatment in patients with advanced lung cancer. Further investigations are needed in this area to assert the total dyspnea experience that could be influential in regards to the impact of dyspnea management on the quality of life in patients with advanced lung cancer.

Introduction

Dyspnea is a common and distressing symptom in patients with lung cancer (Smith et al., 2001). It has been acknowledged that dyspnea experiences consist of several components such as intensity, frequency, duration, affective impact, and threat that is posed by this symptom (Dodd et al., 2001). The multidimensional nature of dyspnea, including physiologic, psychological,



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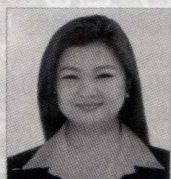
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Effect of Psychoeducation on Self-esteem and Self-efficacy among College Students

Abstract

Authors suggest efforts are needed to further explore the usefulness and utilization of psychoeducation at the community and professional levels as applied to various settings and populations. In addition, if developed and implemented carefully, psychoeducational interventions have promising application on other life challenges across levels of the public health, social, and educational systems. This quasi-experimental three group pre-test post-test study aims to investigate the effect of psychoeducation on the self-esteem and self-efficacy of college students. A total of 105 college students (35 subjects per group) who were enrolled at Saint Louis University, Baguio City, Philippines were included as sample. Sampling technique was purposive. The Rosenberg's Self-esteem Scale and Schwarzer's General Self-efficacy Scale were used as data gathering tools. A self-made psychoeducational module that was validated by experts in mental health and psychiatric nursing was utilized as intervention. SPSS version 20 was used for the statistical analysis. The results on the post-test scores of both treatment arms (*informational and comprehensive model*) were significantly higher compared to control group after eight sessions of psychoeducation. The researchers therefore conclude that both psychoeducation models (*informational and comprehensive*) showed evidence of effectiveness in increasing the self-esteem and self-efficacy levels of college students.

Keywords: *Psychoeducation, self-esteem, self-efficacy, comprehensive model, informational model*

Introduction

“There is no health without mental health (World Health Organization, 2005).” This statement depicts the growing emphasis on the importance of not only having a healthy body, but also a healthy mind. It is therefore essential to enhance not only the physical health of a person but the mental health as well.

“Mental health is state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (World Health Organization, 2001)”. Several components comprise mental health. Among these components are self-esteem and self-efficacy (Maddux, 2014).

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Relationship Between Level of Readiness for Self-directed Learning and Learning Styles of CEU Nursing Students

Abstract

This study aimed to assess the level of readiness of student nurses for self-directed learning and their learning styles. It also determined the relationship between the two factors and the relationship of each factor to the respondents' demographic profile. This descriptive- correlational study utilized the Autonomous Learner Index of Abu-Moghli, Khalaf, Halabi & Wardam (2005) to assess the students' level of readiness in self-directed learning, and the Learning Style Inventory of Kolb & Kolb (2005) to assess their learning style type. No sampling technique was used because total population was included covering all 103 regular nursing students of Centro Escolar University for First semester of academic year 2016-2017. The study underwent Ethics Review Board Approval before it was implemented. Results of the study revealed that most of the nursing students were independent learners (52%). There were no dependent learners but since there were several respondents who were uncertain (48%), it is the role of nurse educators to develop their independence in learning. Moreover, all the four types of learning styles namely: Accommodative, Convergent, Assimilative and Divergent; were present showing the variation in learning styles of nursing students. But it was found out that they mostly prefer the Convergent learning style, especially the junior and senior students. The study concluded that there was no relationship between the variables: demographic profile, self-directed learning readiness and learning style. However, the scores of convergent learning style were higher than that of divergent and accommodative in their self-directed learning readiness.

Keywords: *Self-directed Learning, Learning Styles, Nursing Education, Active Learning, Readiness for Self-directed Learning*

Introduction

Nurse educators today are dedicated in preparing Millennial nursing students care for patients in an increasingly complex healthcare environment by investigating creative and effective strategies that would focus on active learning. (Nicholson, 2010) In a study by Ni (2013), it was concluded that self-directed learning strategy has been found to be effective for supplying the need in active learning. Thus, Self-directed Learning Readiness (SDLR) is an important factor in

RESEARCH ARTICLE

Jonathan D. Cura, RN, PhD¹

Development of Framework for Clinical Nursing Research Fellowship in the Philippines

Abstract

Fellowship programs serve as alternative means to bridge the gap between undergraduate education and nursing practice. The purpose of the study was to develop a framework for a Clinical Nursing Research (CNR) Fellowship Program in the Philippines. A sequential non-dominant mixed method design was used. It comprised the following: identifying the competencies needed by clinical nurses in research and EBP; the training needs of clinical nurses in research and EBP; the core competencies, functional competencies and tasks of CNR fellows; and describing potential fellows' reactions and preferred ways of learning. Categorical analyses were done to analyze qualitative data. Descriptive statistics was used to analyze training needs and consensus agreement of experts. There were nine core competencies and 70 tasks of a CNR fellow that were distributed to the Beginner, Intermediate and Advanced Levels. Potential fellows prefer learning that is active, reflective, sequential, cooperative, guided by experts, personalized and involves use of technology. After learning the basics, they would need to learn more intensively on competencies that would help them become more capable of contributing to clinical practice.

The CNR Fellowship Program framework seemed to contain contextually-relevant core competencies in clinical nursing research that are needed to augment basic nursing research education and to benefit clinical nursing practice.

Keywords: *Evidence-Based Practice, Training Needs, Sequential Mixed-Method, CNR Fellow, Clinical Nursing Research Fellowship Program*

Introduction

The use of research and evidence-based practice (EBP) has become necessary in making effective decisions in healthcare. Pajarillo (2014) cited some of the main factors that push an evidence-based practice in nursing that include (1) the emphasis on the role of nurses in healthcare, (2) the aim by healthcare organizations to achieve recognitions and accreditations by local or

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RESEARCH ARTICLE



Maurice Lee B. Santos, DNM, RN¹

Staff Nurses' Competency and Patients' Satisfaction in an Accredited Maternity Hospital: Basis for Enhancement Program

Abstract

This paper centers on the staff nurses' level of competency and patients' level of satisfaction. Descriptive comparative design was utilized covering 32 staff nurses and 37 maternity patients from an accredited government maternity hospital. Purposive sampling was used to select the respondents. The questionnaires that were employed came from the Department of Health's Philippine Nurse Certification Program Self Assessment Tool for Level 3 Certification in Maternal and Child Nursing. The profile of staff nurses includes gender, length of experience, and educational attainment. On the other hand, gravidity, parity, and age are the patients' profile. Informed consent was given to all respondents. Statistical tools that were used includes: frequency and percentage, mean, standard deviation, independent sample t-Test, one way analysis of variance, and Pearson's correlation. The result concluded that there was no significant difference in the staff nurses' level of competency and patients' level of satisfaction when their profiles were considered. Moreover, it can be elucidated that there was no significant relationship between the level of competency and level of satisfaction. It can be interpreted that staff nurses are highly competent and patients are highly satisfied in terms of Client Care, Management and Leadership, and Research. However, there were statements with moderately competent results namely assess degree of laceration and actively participates in the collection of data research process to improve Maternal and Child Nursing practice in work setting with a mean of 2.50 and 2.28 respectively. The researcher suggests enhancement program in the form of the following trainings: internal external suturing in coordination with Association of Nursing Service Administrators of the Philippines and Research Process in coordination with Philippine Nursing Research Society.

Keywords: *Competency, Level of Satisfaction, Staff Nurse*

Introduction

Nowadays, maternity patients are searching for health care workers like staff nurses with the highest degree of competency. According to Manchester (2008), ensuring the professional competency of an entire clinical staff is

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Gemelin B. Celiz, RN, MSN¹

Reflections on Nursing Research, Paradigms and Perspective

On paradigms and perspectives in the conduct of nursing research

I never thought of myself other than being a positivist. Throughout my growing years, acquisition of knowledge was based on acceptance of what is seen and taught. I have accepted that facts are facts because they have undergone study and scrutiny and published, therefore, are believable and usable. My learning methodologies were listening, memorizing, storing and remembering concepts that have been transmitted through the years. This was the way to do it, therefore, this is the way I should learn it.

Yet, I have a problem with understanding. Somehow, my intellect just would not accept that I memorize, store, and remember. I have to understand and if I don't understand an idea, it becomes a difficult concept, one that I would rather not learn at all. This became all the more obvious when I went through Quantitative Research. I simply do not understand the concepts underlying the process of Quantitative Research. It seems easy enough in theory, but once the paper has to be started, somehow, I get nowhere.

It was during the Qualitative Research class that I came across the constructivist paradigm. Reality is relative. It is a philosophy of learning founded on the premise that by reflecting on our experiences, we construct our own understanding of the world we live in (Brooks, 2005). It enlightened me to think that there is such a point of view where we can create our own learning. I do not have to look at reality as it is presented by someone else. I can be free to explore and learn facts based on how I experienced them. I don't have to be "boxed-in".

This discovery is in sync with my personal characteristics as well. I am, after all, a contextual person. For every encounter I have had with people, I automatically relate the situation where they are in at the moment. It is an advantage, for it allows me to see things through the eyes of another person. As a nurse, it makes me more sensitive to the needs of the patients as I assess each situation through their perspective. A disadvantage, on the other hand, is when I have problems dealing with the core of policies. For instance, I tend to understand excuses made by students for tardiness or

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