

Core Concepts of Jean Watson's Theory of Human Caring /Unitary Caring Science

Core Principles/Practices: Evolving From Carative to Caritas (Watson, 2008, p. 34).

- Practice of loving-kindness and equanimity (inner balance) with self and others. [Caring for others starts with caring for self and attending to own well-being.]
- Authentic presence: enabling faith/hope/belief system; honoring subjective inner, life world of self and other.
- Cultivation of one's own spiritual practice toward wholeness of mindbodyspirit—beyond ego
- Developing/sustaining loving, trusting-caring relationships.
- "Being" the caring-healing environment.
- Allowing for miracles (openness to unexpected & inexplicable life events that have no rational answers).

Core Concepts of Transpersonal Caring Science Theory (Watson, 2008).

- **A relational caring for self and others:** based on a moral/ethical/philosophical foundation of Universal Love, values, and 'Belonging'. "What you hold in your heart matters".(Watson, 2008, p. 189).
- **Transpersonal caring relationship:** going beyond ego to higher/deeper "spirit-to-spirit" caring, defined by Watson as a *Caring Moment*® founded in a philosophy that honors love and respect for all humanity.
 - ❖ Moral commitment to protect and enhance human dignity.
 - ❖ Respect/ "love" for the person—honoring the uniqueness of their needs, wishes, routines, and rituals.
 - ❖ Caring Consciousness of self as person/nurse and other as person—connection as human beings, not defined as a statistic, object, or disease.
 - ❖ Heart-centered/healing caring based on practicing and honoring **wholeness** of mindbodyspirit in self and each other.
 - ❖ Inner harmony (equanimity)—maintaining balance; "being in right relation with Source".
 - ❖ Intention of "**doing for**" and "**being with**" another who is in need (Being mindful of your ways of being and how you combine nursing science (empirical knowledge and skills) and caring science for mindbodyspirit wholeness/healing outcomes and sustaining human dignity. (Caritas Literacy as ontology of Being, caring conscious intention and practice).
 - ❖ Authentic Presence (conscious/intentional honoring/connecting human-to-human)
- **Transpersonal Caring Moment®:** Heart-centered transpersonal connection/moment with another person. When two people, each with their own background come together in a human-to-human, spirit to spirit connection/relationship that is meaningful, authentic, intentional, honoring the person, and sharing human experience that expands each person's worldview and spirit --leading to new discovery of self and other, new life possibilities, and human flourishing.
- **Multiple ways of knowing:** essential for knowing self and others through science (empirical), art, aesthetic, ethical, moral, intuitive, personal, sociocultural, spiritual. Objective/subjective/ intersubjective knowing serves as evidence for caring.
- **Reflective/meditative approach:** increasing consciousness and presence to the humanism of self and other. [See reference: Cara, C. (2003). *A Pragmatic View of Jean Watson's Caring Theory*, www.humancaring.org under "continuing education" link.

- ❖ **Understanding self through reflection/meditation (journaling, arts, silence, centering, nature, etc.):**
 - What is the meaning of caring for the person/families/myself?
 - How do I express my caring consciousness and commitment to myself, my patients/clients? To colleagues? To the institution? To the community and larger world?
 - How do I define self, nurse, person, environment, health/healing, and nursing?
 - How do I make a difference in people's life and suffering?
 - How do I increase a person's healing and dying process?
 - How can I be informed by the Caritas Processes® in my practice?
 - How can I be inspired by Watson's caring theory in my practice?
- ❖ **Understanding the patient/client/family as a person: Inviting story:**
 - Tell me about yourself, your life experiences, your feelings, your bodily sensations, your goals and expectations, your culture, your meaning, etc., so I may honor you and your healing pathway.
- ❖ **Understanding patient/client's health needs through objective, subjective, & intersubjective lens:**
 - Tell me about your health? What is it like to be in your situation?
 - Tell me how you perceive yourself? What are your health priorities?
 - How do you envision your life?
 - What is the meaning of healing for you?
 - **What is the most important thing I can do for you?**
 - **What is most important thing you need right now?**
- **Caring is inclusive, circular, and expansive.** Caring is part of the sacred circle of life/death. Caring for self, caring for each other, caring for patients/clients/families, caring for the environment/nature and the universe is a moral ethical covenant with society. Caring starts with self and radiates into infinity, contributing to universal field of Cosmic Love.
- **Caring changes self, others, and the culture of groups/environments.** When caring from heart-centered core values and authentic caring-healing consciousness and internationality, nurses become the caring-healing environment/*Become* the Caritas Field.
- **Outcomes of Caring:** self knowledge, self-caring/love, self-acceptance, self-control, self-dignity, and self healing potentials.
- **Caritas Nurses® are Peacemakers.** There is a relation between caring and peace; nursing's global covenant with humanity honors oneness of Being/ Moving from Caritas to Communitas.

Watson's 10 Caritas Processes® of Transpersonal Caring Theory (Watson, 2008, 2018)

Guidelines for Loving/Heart-Centered Caring-Healing Praxis for self and others:

1. Sustaining humanistic-altruistic values through the practice of loving-kindness, compassion and equanimity with self and other.
2. Being authentically present, enabling faith/hope/belief system; honoring subjective inner, life-world of self and other.

3. Being sensitive to self and others by cultivating own spiritual practices; moving beyond ego to transpersonal presence.
4. Developing and sustaining loving, trusting-caring relationship.
5. Allowing for expression of positive and negative feeling; authentically listening to another person's story.
6. Creatively problem-solving/ "solution-seeking" through caring process; full use of self and artistry of caring-healing practices via use of all ways of knowing.
7. Engaging in transpersonal teaching and learning within context of caring relationships; staying within other's frame of reference.
8. Creating healing environment at all levels, whereby authentic caring presence potentiates wholeness, beauty, comfort, dignity, and peace.
9. Reverently assisting with basic needs as sacred acts, touching mindbodyspirit of other, sustaining human dignity.
10. Opening to spiritual, mystery, unknowns; allowing for miracles.

Unitary Caring Science PRAXIS - Watson's Caritas/Veritas (Watson, 2018)

Unitary Caring Science Praxis – Deepening Caritas practice further “to embrace Veritas, Latin word for truth, beauty, love, and goodness” (Watson, 2018, pp. 7, 73) that informs moral praxis; founded on an ethical world view of ‘Belonging’ and universal connections. Caritas-Veritas is guided by philosophical orientation of love and beauty toward humanity. It embodies an evolved view of science (unitary); the Caritas Processes® of the transpersonal caring theory; and PRAXIS - living out core, eternal, timeless, moral values to sustain humanity and Mother Earth.

Caritas - Veritas Praxis language – Short cut to evocative language to inspire/simplify and integrate Caritas with Veritas:

1. **Embrace** (Loving Kindness)
2. **Inspire** (Faith-Hope)
3. **Trust** (Transpersonal Self)
4. **Nurture** (Relationship)
5. **Forgive** (All)
6. **Deepen** (Creative Self)
7. **Balance** (Learning)
8. **Co-create** Caritas Field)
9. **Minister** (Humanity)
10. **Open** (Infinity)

Evolution of Jean Watson's Carative Factors® to Caritas Processes®

CF & CP #	10 Carative Factors® (Watson, 1979, 1985)	10 Caritas Processes® (Developed by Watson, 2002-2008 and expanded in 2018—see references.) In 2018 the Caritas Processes were deepened when integrated with 'Caritas-Veritas' language by single words listed below with each Caritas Process. (Some agencies/individuals refer to the Caritas Processes as "Caring Practices.")	Caritas Literacy® (Reframing "Competencies") (from draft of working document subgroup of International Caritas Consortium, © June 2007, Jean Watson, et al.; modified by Jean Watson, Jan. 30, 2008) from Watson, J. (2008). <i>Nursing: The Philosophy and Science of Caring</i> (rev. ed.), Boulder, CO: University Press of Colorado (pp.281-288). Caritas Literacy always begins with self. Continues to evolve as Caritas-Veritas Literacy , a transpersonal Caritas-Loving Consciousness of deep ethical-moral committed philosophy and praxis, based on authentic caring and love, honoring the values of truth, beauty, and dignity of each human being, creating spirit-to-spirit connectedness with others through Universal Love (Watson, 2018, pp. 70-88).
1	Formation of humanistic-altruistic system of values.	EMBRACE – Sustaining humanistic-altruistic values through the practice of loving-kindness, compassion and equanimity with self and others within context of caring consciousness. Wording of other systems using Watson's theory: Embrace caring values and practice loving kindness with self and others. Practice acts of kindness. (Hebrew Rehabilitation Center[HRC])	As I cultivate caring heart-centered consciousness and intentionality, my respect, compassion and loving-kindness for this patient (person, other) allows me to be available to them with shared meaning and connectedness. <ul style="list-style-type: none"> ❖ Opens to connectedness w/ self, others, environment, universe; ❖ Models self-care and caring for others. ❖ Validates uniqueness of self and others. ❖ Acknowledges acts of kindness. ❖ Honors own and others' gifts and talents. ❖ Recognizes vulnerabilities in self and others. ❖ Treats self and others with loving kindness. ❖ Listens respectfully with genuine concern to others. ❖ Accepts self and others as they are. ❖ Demonstrates respect for self and others. ❖ Listens to others. ❖ Treats others with kindness. ❖ Pays attention to others. ❖ Respects others. ❖ Honors human dignity of self and others.
2	Instillation of faith-hope.	INSPIRE - Being authentically present, enabling and sustaining faith/hope/belief system; honoring subjective inner, life-world of self and other. Wording of other systems using Watson's theory: Instill faith and hope and honor others	By listening with intentionality without judgement, I was able to honor this patient's (person's) belief system and enable them to feel their own sense of faith/hope, and identify new options for self. <ul style="list-style-type: none"> ❖ Creates opportunity for silence/reflection/pause. ❖ Promotes intentional human connection with others. ❖ Views life as a mystery to be explored rather than a problem to be solved. ❖ Able to release control to a higher power.

		Instill trust and hope by being available to meet the needs of others. (HRC)	<ul style="list-style-type: none"> ❖ Interacts with caring arts and sciences to promote healing and wholeness. ❖ Incorporates other's values, beliefs, and what is meaningful and important to them into care plan. ❖ Utilizes appropriate eye contact and touch. ❖ Calls others by their preferred name. ❖ Helps others to believe in themselves. ❖ Learns about and supports others' beliefs. ❖ Supports others' sense of hope. ❖ Encourages others in their ability to go on with life. ❖ Views person as human being and not object.
3	Cultivation of sensitivity to oneself and others.	<p><u>TRUST</u> - Being sensitive to self and other by cultivating one's own spiritual practices, moving beyond ego self to transpersonal presence.</p> <p>Wording of other systems using Watson's theory: Be sensitive to self and others by nurturing individual beliefs, personal growth, and practices.</p> <p>Nurture individual spiritual beliefs and religious practices. (HRC)</p>	<p>By being more responsive to the patient's (person's) needs and feelings, I was able to create a more trusting-helping-caring relationship.</p> <ul style="list-style-type: none"> ❖ Practices self-reflection (journaling, prayer, meditation, artistic expression); demonstrates willingness to explore one's feelings, beliefs and values for self-growth. ❖ Practices discernment in evaluating circumstances and situations vs. being judgmental. ❖ Develops meaningful rituals for practicing gratitude, forgiveness, surrender, and compassion. ❖ Accepts self and others on a basic spiritual level as unique and worthy of our respect and caring. ❖ Transforms "tasks" into healing interactions. ❖ Demonstrates ability to forgive self and others. ❖ Demonstrates genuine interest in others. ❖ Values the intrinsic goodness of one's self and others as human beings. ❖ Practices from heart-center.
4	Development of a helping-trusting (human caring) relationship.	<p><u>NURTURE</u> - Developing and sustaining loving-trusting-caring relationships.</p> <p>Wording of other systems using Watson's theory: Develop helping-trusting caring relationships.</p> <p>Develop helpful and trusting relationships with residents/ patients, families, and staff. (HRC)</p>	<p>I develop helping-trusting caring relationships with patients (persons), families, and members of the health care team.</p> <ul style="list-style-type: none"> ❖ Enters into the experience to explore the possibilities in the moment and in the relationship. ❖ Holds others with unconditional love and regard. ❖ Seeks to work from the other's subjective frame of reference. ❖ Holds a sacred space of healing for others in their time of need. ❖ Practices non-judgmental attitudes. ❖ Responds to others with congruence to others' lived experience. ❖ Practices authentic presence: <ul style="list-style-type: none"> ○ Brings full honest, genuine self to relationship. ○ Demonstrates sensitivity and openness to others. ○ Engages in I-Thou relationships vs. I-It relationships. ❖ Demonstrates awareness of own and other's style of communications (verbal and nonverbal). ❖ Seeks clarification as needed.

			<ul style="list-style-type: none"> ❖ Promotes direct, constructive, respectful communication: <ul style="list-style-type: none"> ○ Engages in communication that promotes healthy living; does not engage in gossip. ○ Engages in effective, loving communication; does not engage in rumors. ○ Engages in proactive solution-seeking; does not engage in chronic/excessive complaining. ○ Encourages activities that maximize independence and individual freedom, not dependence. ○ Engages in activities that promote healthy growth. ○ Engages in activities that promote safe ethical, mature, healthy growth experiences; does not engage in unethical, illegal, safety-risk or seductive behavior. ❖ Allows others to choose time to talk of their concern.
5	Promotion and acceptance of the expression of positive and negative feelings.	<p><u>FORGIVE</u> - Allowing for expression of positive and negative feelings—authentically listening to another’s story.</p> <p>Wording of other systems using Watson’s theory: Promote and accept positive and negative feelings; authentically listen to another’s story.</p> <p>Promote and accept the expression of positive and negative feelings. (HRC)</p>	<p>I co-create caring relationships in caring environments to promote spiritual growth.</p> <ul style="list-style-type: none"> ❖ Creates/holds sacred space (safe place for unfolding and emerging). ❖ Acknowledges healing as an inner journey. ❖ Allows for uncertainty and the unknown. ❖ Encourages narrative/storytelling as a way to express understanding. ❖ Allows for story to emerge, change, and grow. ❖ Encourages reflection of feelings and experiences. ❖ Offers blessings, prayer, and spiritual expression as appropriate. ❖ Helps others see some good aspects of their situation. ❖ Actively listens and lets the energy flow through one’s self without being consumed by other’s feelings. ❖ Accepts and helps others deal with their negative feelings.
6	<p>Systematic use of the scientific problem-solving method of decision-making.</p> <p>Refined in 1985: Systematic use of creative problem-solving caring process.</p>	<p><u>DEEPEN</u> - Creatively problem-solving/ ‘solution-seeking’ through caring processes; creative full use of self and artistry of caring-healing practices that use all ways of Knowing/Being/Doing/ Becoming.</p> <p>Wording of other systems using Watson’s theory: Use creative scientific problem-solving methods for caring decision-making.</p> <p>Use creative problem-solving to meet the needs of others. (HRC)</p>	<p>I exercise heart-centered problem solving/ ‘solution-seeking’ and scholarship in caring for this person (other).</p> <ul style="list-style-type: none"> ❖ Integrates aesthetics, ethical, empirical, personal, and metaphysical ways of knowing with creative, imaginative, and critical thinking for full expression of caring arts and sciences. ❖ Acknowledges and integrates an awareness that the presence of oneself is an effective element of the plan of care for others. ❖ Uses self to create healing environments via: intentional touch; voice, authentic presence; movement; artistic expression; journaling; play-laughter-gaiety; spontaneity; music/sound; preparation; breathing; relaxation/imagery/ visualization; intentionality; appropriate eye contact; smiling/positive gestures; active listening; nature/light/sound/noise protection; etc. ❖ Encourages others to ask questions.

			<ul style="list-style-type: none"> ❖ Helps others explore alternative ways, to find new meaning in their situations/life journeys in dealing with their health/self-health approaches.
7	<p>Promotion of interpersonal teaching-learning.</p> <p>Refined in 1985: Promoting trans-personal teaching-learning.</p>	<p>BALANCE - Engaging in Transpersonal teaching and learning experiences within the context of caring relationships; staying within other's frame of reference—shift toward coaching model for expanded health/wellness.</p> <p>Wording of other systems using Watson's theory: Share teaching and learning that addresses the individual needs, readiness, and learning styles.</p> <p>Perform teaching and learning that addresses individual needs and learning styles. (HRC)</p>	<p>I co-create caring relationship to promote knowledge, growth, empowerment and healing processes and possibilities for patients (others) and for self.</p> <ul style="list-style-type: none"> ❖ Actively listens with one's whole being to others telling their life experiences. ❖ Speaks calmly, quietly, and respectfully to others, giving them full attention at the moment. ❖ Seeks first to learn from others, understand their worldview; then shares, coaches, and provides information, tools, and options to meet others' needs (works from others' frame of reference). ❖ Participates in collegial/collaborative co-creation. ❖ Accepts others as they are and where they are with their understanding, knowledge, readiness to learn. ❖ Helps others understand how they are thinking about their illness/health. ❖ Asks others what they know about their illness/health. ❖ Helps others formulate and give voice to questions and concerns to ask health care professionals.
8	<p>Provision for a supportive, protective, and/or corrective mental, physical, sociocultural, and spiritual environment.</p>	<p>CO-CREATE - Creating healing environment at all levels (physical, non-physical, subtle environment of energy and consciousness), whereby authentic caring presence potentiates wholeness, beauty, comfort, dignity, and peace.</p> <p>Wording of other systems using Watson's theory: Create healing environment for the physical and spiritual self which respects human dignity.</p> <p>Create a healing environment for physical and spiritual needs. (HRC)</p>	<p>By promoting the caring relationship, I created space for this patient (person, other) to generate their own wholeness and healing.</p> <ul style="list-style-type: none"> ❖ Creates space for human connections to naturally occur. ❖ Participates in caring-healing consciousness. ❖ Creates caring intentions. ❖ Creates a healing environment attending to: <ul style="list-style-type: none"> • Nurse as environment • Other as unique person • Light • Art • Water • Noise • Cleanliness • Privacy • Nutrition • Beauty • Safety • Hand washing • Comfort measures • Others' times frames • Others' routines and rituals ❖ Is available to others. ❖ Pays attention to others when they are talking. ❖ Anticipates others' needs.

9	Assistance with gratification of human needs.	<p><u>MINISTER</u> - Reverently assisting with basic needs as sacred acts, touching mind-body-spirit of other sustaining human dignity.</p> <p>Wording of other systems using Watson's theory: Assist with basic physical, emotional, and spiritual human needs.</p> <p>Assist with basic physical and emotional needs. (HRC)</p>	<p>I was able to help meet the needs this patient (person, other) identified for him/herself.</p> <ul style="list-style-type: none"> ❖ Views others as integrated whole. ❖ Respects others' unique individual needs. ❖ Makes others as comfortable as possible. ❖ Helps others feel less worried. ❖ Is responsive to others' family, significant others, loved ones. ❖ Respects others' need for privacy. ❖ Respects others' perceptions of the world and their unique needs. ❖ Involves family/significant others. ❖ Treats others' body carefully as mystery of participating in life force of another. ❖ Helps others with special needs for relaxation, restoration, and sleep. ❖ Talks openly with family.
10	<p>Allowance for existential-phenomenological forces.</p> <p>Refined in 1985: Allowance for existential-phenomenological-spiritual forces.</p>	<p><u>OPEN</u> - Opening to spiritual, mystery, unknowns of life-death-suffering; soul care for self and other; "allowing for miracles"</p> <p>Wording of other systems using Watson's theory: Open to mystery and allow miracles to happen.</p> <p>Slow down and allow space for unexpected wonder. (HRC)</p> <p>Be open to discovery of possibilities and miraculous life-death events.</p>	<p>I allow for miracles to take place with self and others.</p> <ul style="list-style-type: none"> ❖ Allows for the unknown to unfold. ❖ Participates in paradox of life. ❖ Surrenders control and anticipates miracles. ❖ Nurtures/ supports hope. ❖ Shares and participates in human caring moments as appropriate. ❖ Acknowledges one's own and others' inner feelings. ❖ Knows what is important to self and others. ❖ Shows respect for those things that have meaning to others. ❖ Believes that fundamental love and good abounds in all situations where life exists. ❖ Accepts that some life happenings are inexplicable.

References:

- Cara, C. (2003). *A Pragmatic View of Jean Watson's Caring Theory*, www.humancaring.org (under "continuing education").
- Watson, J. (1979). *Nursing: The Philosophy and Science of Caring*. Boston, MA: Little, Brown and Company.
- Watson, J. (1985). *Nursing: The Philosophy and Science of Caring* (2nd printing of 1979 book). Niwot, CO: University Press of Colorado.
- Watson, J. (2005). *Caring Science as Sacred Science*. Philadelphia, PA: F.A. Davis Company.
- Watson, J. (2008). *Nursing: The Philosophy and Science of Caring* (rev. ed.), Boulder, CO: University Press of Colorado.
- Watson, J. (2012). *Human Caring Science: A Theory of Nursing* (2nd ed.). Sudbury, MA: Jones and Bartlett Learning.
- Watson, J. (2018). *Unitary Caring Science: The Philosophy and Praxis of Nursing*. Louisville, CO: University Press of Colorado.
- www.watsoncaringscience.org (Official website of the Watson Caring Science Institute and Dr. Jean Watson's theory, works, and networks.)