

The Potential Contributions of Critical Social Theory to Nursing Science

Annette J. Browne

La sociologie critique, de par son orientation théorique et philosophique, informe de plus en plus les champs de la recherche, de la théorie et de la pratique en sciences infirmières, en raison de la nécessité de tenir compte des facteurs socio-économiques accablants qui influent sur la santé et la prestation des soins. Or, bien que la teneur émancipatrice de la théorie critique réponde bien à la mission sociale de la profession infirmière, un examen approfondi des fondements ontologiques et épistémologiques de cette perspective révèle d'importantes incompatibilités en ce qui a trait aux exigences particulières de la discipline des sciences infirmières sur le plan épistémologique, à savoir élaborer des connaissances à la fois spécifiques et généralisables. L'auteure argumente que l'apport le plus significatif pouvant être fait par la sociologie critique aux sciences infirmières pourrait se traduire par une critique des idéologies fondamentales qui ont servi à élaborer le champ des connaissances dans cette discipline. La sociologie critique, en permettant de remettre en question ces présupposés idéologiques et de maintenir l'équilibre entre les diverses exigences de la discipline sur le plan épistémologique, pourrait ainsi contribuer à faire avancer les sciences infirmières vers des buts progressistes et émancipateurs.

As a theoretical and philosophical orientation to science, critical social theory (CST) is increasingly used in nursing inquiry, theory, and practice to address oppressive socio-political conditions influencing health and health care. Although the emancipatory focus of CST is well aligned with nursing's social mandate, the examination of ontological and epistemological assumptions underlying CST reveal important incongruities in relation to the unique epistemological requirements of nursing science for both generalizable and particular knowledge. This article examines the potential contributions of CST to nursing science and areas of philosophical compatibility and incongruity. The author argues that the most significant contribution of CST to nursing science may be achieved by critiquing the fundamental ideologies upon which nursing knowledge is developed. By interrogating these ideological assumptions, and by maintaining the integrity of our diverse epistemological requirements, CST can advance nursing science towards progressive, emancipatory objectives.

Introduction

Debates in nursing on the relative merits of qualitative or quantitative traditions have been supplanted by more complex discussions of the

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Social Theory Nursing Practice

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Habermas, Critical Theory and Education Mark Murphy, Ted Fleming, 2010-04-26 This book delivers a definitive contribution to the understanding of Habermas's oeuvre as it applies to education The authors examine Habermas's contribution to pedagogy learning and classroom interaction the relation between education civil society and the state forms of democracy reason and critical thinking and performativity audit cultures and accountability

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