

The Evolution of Care: Life Project and Collaborative Model in Nursing Education

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ABSTRACT

This study addressed nursing education, recognizing human care as its ontological essence and its tendency to prioritize instrumental skills over profound reflection on Being. The overall purpose was to understand the deep meaning of the nursing student's life project in order to theorize an educational model that promotes it through collaborative learning. Methodologically, an interpretive paradigm with a qualitative approach and Herbert Spiegelberg's hermeneutic phenomenology method were employed. The study subjects were a professor and two advanced students (Knowledge, Becoming, Care) from the nursing program at UNEFA, Naguanagua Campus, Carabobo (Venezuela). Data collection was carried out through in-depth interviews and participant observation, and interpretation included categorization, comparison, and triangulation. The results revealed that the Personal Life Project (PVP) is a dynamic process of self-definition anchored in identity, and that collaborative learning functions as an ontological mechanism of social support that facilitates meaningful learning and the development of autonomy. These findings culminated in the theorization of the Ontological-Collaborative Life Project Cycle (COCPV), a cyclical model of four nodes (Ontological Anchoring, Social Mediation, Teleological Reinforcement, and Ethical Projection) that integrates identity with collaboration for robust training. It is concluded that the PVP is a process of social co-construction and that the COCPV is a theoretical response to the conceptual gap, ensuring coherence between "Being" and "Human Care" in the future nursing professional.

Keywords: Professional Life Project, Ontology of Care, Collaborative Learning, Nursing Education, Hermeneutic Phenomenology.

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