

Jean Watson's Theory of Human Caring in nursing education: A narrative review and implications for Vietnamese context

Do Thi Ha¹, Tran Thi Hong Gam¹

¹Pham Ngoc Thach University of Medicine

Abstract

Jean Watson's Theory of Human Caring has been increasingly applied in nursing education to foster holistic caring competence and the development of professional identity among nursing students. This article aims to provide a thematic synthesis of existing evidence on the application of Watson's Theory in nursing education and to analyze its implications for the Vietnamese context. A narrative review was conducted using a structured search strategy across major academic databases. Nine studies met the inclusion criteria and were synthesized thematically into three categories: (1) educational interventions with outcome measurement; (2) innovations in teaching-learning methods and learning experiences; and (3) curriculum-level integration of Watson's Theory. Findings indicate that interventions and pedagogical models informed by Watson's Theory were associated with improvements in caring behaviors, professional ethical attitudes, and psychological well-being among nursing students. However, the current body of evidence remains limited in scope and methodological diversity, and empirical studies conducted in Vietnam are scarce. The review suggests the potential feasibility of integrating Watson's principles into nursing curricula and pedagogical strategies in Vietnam, while highlighting the need for rigorously designed empirical studies to evaluate contextual effectiveness.

Received: 20/02/2026

Revised: 20/03/2026

Accepted: 20/04/2026

Author contact:

Tran Thi Hong Gam

Email: honggam130491@gmail.com

Phone: +84 904168844

Keywords: Jean Watson's Theory; human caring; nursing education; narrative review.

1. INTRODUCTION

Contemporary nursing education increasingly emphasizes the development of holistic caring competence. Professional attributes such as ethics, communication, and humanistic caring are regarded as central components of this competency. Within this orientation, caring theoretical frameworks provide conceptual guidance for both curricular content and pedagogical approaches in nursing education [1].

Jean Watson's Theory of Human Caring (hereafter referred to as Watson's Theory or Theory of Human Caring) emphasizes the unity of body, mind, and spirit and the development of transpersonal caring

relationships, thereby providing a philosophical foundation for person-centered care [1,2]. From an educational perspective, Watson's Theory offers not only a conceptual basis for caring-related content but also a framework for humanistic caring pedagogy aimed at fostering professional identity formation and ethical competence among nursing students [3,4]. In recent years, the international literature has documented various forms of application of Watson's Theory in nursing education, including educational interventions with outcome measurement, innovations in teaching-learning methods (such as mindfulness,

reflective learning, and authentic learning), and curriculum-level integration. Empirical studies have reported associations between the incorporation of Watson's principles and improvements in nursing students' caring behaviors and professional ethical attitudes [5-8]. Early curricular integration of caring theory enables nursing students to internalize its principles from the outset of their professional formation, thereby strengthening the coherence between theoretical knowledge and clinical practice and enriching the experiential learning process for both learners and care recipients [9]. However, these studies vary in design, scope, and context, and the evidence remains dispersed, underscoring the need for a structured synthesis to clarify current application patterns.

In Vietnam, nursing curricula are undergoing revision toward a competency-based approach, with several institutions progressively transitioning to outcome-based education models aligned with international standards. The Basic Competency Standards for Bachelor of Nursing emphasize ethical competence, communication skills, and professional caring, thereby providing a policy and academic foundation for the potential integration of humanistic caring-based educational approaches [10]. Qualitative research examining nursing competency in Vietnam has identified loving-kindness, compassion, responsibility, respect for patient dignity, and value-based care as essential attributes of competent nursing practice [11]. These identified attributes reflect humanistic and relational dimensions that are conceptually aligned with key principles of Watson's Theory philosophy, including caring presence and compassion [1-3]. Given these educational reforms and conceptual parallels, a narrative review synthesizing existing

evidence on the application of Theory of Human Caring in nursing education and exploring its implications for the Vietnamese context is warranted.

2. OVERVIEW OF THE LITERATURE

2.1. Theoretical foundation: Jean Watson's theory of Human Caring from the perspective of nursing education

Jean Watson's Theory of Human Caring was developed as a philosophical and theoretical foundation for person-centered nursing practice, emphasizing the unity of body, mind, and spirit and the transpersonal caring relationship between the nurse and the person [1]. Central to the theory is the system of Carative Factors, later reconceptualized as the 10 Caritas Processes, which articulate core humanistic principles such as cultivating loving-kindness, sustaining caring presence, developing authentic and trusting relationships, and honoring the spiritual dimension of human experience [2].

From an educational perspective, Watson's Theory of Human Caring functions not only as a framework for guiding caring-related content but also as a foundation for humanistic caring pedagogy. Watson's propositions concerning transpersonal caring, intentionality, and caring consciousness indicate that nursing education should extend beyond the transmission of knowledge and technical skills to include the cultivation of ontological competencies-those related to being, presence, and moral engagement in practice [3]. Such an orientation aligns with contemporary perspectives in nursing education, in which the formation of a caring professional identity and ethical attributes is considered a central educational objective.

Within pedagogical contexts, Watson's Theory informs the design of humanistic

learning experiences through strategies such as structured reflection, humanistic dialogue, and mindfulness practices, which are intended to cultivate caring presence among both educators and students within the learning environment [1-3]. Conceptualizing Watson's Theory as a pedagogical foundation shifts the emphasis of nursing education from the exclusive transmission of technical competencies toward the development of holistic caring competence. In doing so, it offers a conceptual linkage between the philosophy of human caring and its enactment within educational practice.

In addition, recent educational approaches have proposed the use of Caring Science as a disciplinary foundation for nursing curriculum design, whereby the Caritas Processes are systematically mapped onto program-level learning outcomes, teaching-learning activities, and competency assessment strategies [4]. Such an approach enables the coherent integration of humanistic caring principles across the curriculum, rather than limiting them to isolated courses or individual pedagogical initiatives. Overall, from the perspective of nursing education, Watson's Theory provides an integrated conceptual framework that connects caring philosophy, pedagogical design, and curriculum development toward the comprehensive formation of nursing students' caring competence.

2.2. Review methodology

Study design: This study was designed as a narrative review employing a structured and transparent search strategy to identify and synthesize evidence on the application of Watson's Theory in nursing education, particularly in relation to nursing students.

Search strategy: A structured literature search was conducted using PubMed and Google Scholar to identify relevant peer-reviewed publications. In addition, the

reference lists of included articles were manually reviewed to identify additional studies. The search strategy combined theoretical and educational terms as follows: ("Jean Watson" OR "Caritas Processes" OR "Caring Science" OR "Theory of Human Caring") AND ("nursing education" OR "nursing students" OR "nursing curriculum"). Publications published between 2016 and 2025 and available in English or Vietnamese were considered.

Inclusion criteria: Studies were eligible for inclusion if they explicitly referenced Watson's Theory and described its application within nursing education contexts involving nursing students.

Exclusion criteria: Studies focusing exclusively on clinical application among practicing nurses were excluded.

Study selection process: Two authors independently conducted the literature search, study selection, quality appraisal, and data extraction following the four-step screening process of the PRISMA systematic review methodology [12]. The results of each screening stage were compared, discussed, and synthesized, and discrepancies were resolved through discussion and consensus. The study selection process is summarized in a PRISMA flow diagram (Figure 1).

Quality appraisal of included studies: As this review was narrative in design and aimed to provide a conceptual overview rather than a comprehensive systematic evaluation, no formal risk-of-bias assessment or meta-analysis was performed.

Data extraction and synthesis: Data were extracted regarding authorship, country, year of publication, study design, participant characteristics, and the mode of integration of Watson's Theory within educational settings, as well as reported outcomes.

The included studies were analyzed

using thematic synthesis and categorized into three groups: (1) educational interventions; (2) innovations in teaching-learning methods and learning experiences; and (3) curriculum-level integration.

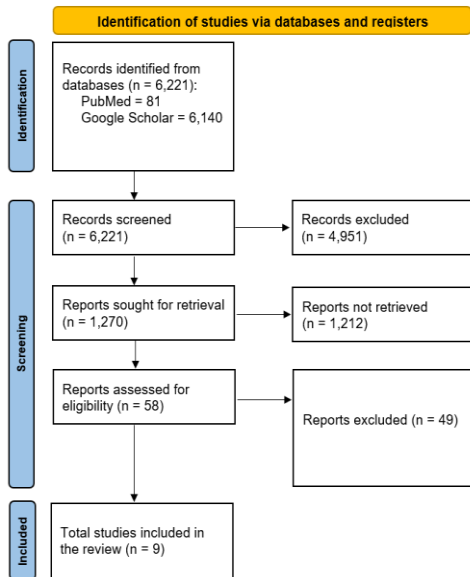


Figure 1. Flow diagram of study selection according to PRISMA guidelines

3. RESULTS OF THE REVIEW

The initial search identified a total of 6,221 records from electronic databases, including 81 records from PubMed and 6,140 records from Google Scholar. All retrieved records were screened based on title and abstract. After the initial screening, 4,951 records were excluded for not meeting the inclusion criteria. A total of 1,270 reports were sought for retrieval, of which 1,212 could not be retrieved or did not meet preliminary eligibility criteria. Fifty-eight full-text articles were subsequently assessed for eligibility. Following full-text review, 49 articles were excluded due to lack of explicit application of Watson’s Theory in nursing education or absence of student-focused outcomes. Ultimately, nine studies met the inclusion criteria and were included in the final narrative synthesis.

These studies were conducted in various international contexts and employed

multiple methodological designs, including randomized controlled trials, quasi-experimental studies, qualitative research, and curriculum integration frameworks. Through thematic synthesis, the studies were organized into three categories: (1) educational interventions with outcome measurement (n = 4); (2) innovations in teaching-learning methods and learning experiences (n = 4); and (3) curriculum-level integration of Watson’s Theory (n = 1) (Table 1).

3.1. Effects of educational interventions based on Watson’s Theory

Four empirical studies employing experimental or quasi-experimental designs examined the effects of Watson-based educational interventions among nursing students. These studies provided pre-post outcome assessments addressing caring-related competencies and psychological well-being indicators.

In a randomized controlled trial, Bidik et al. (2024) evaluated a Mindful Self-Compassion program structured around Watson’s 10 Caritas Processes and reported statistically significant improvements in health-promoting and health-protective behaviors, Caritas-based self-care awareness, psychological resilience, and self-compassion, with effects sustained at follow-up [5]. Similarly, Doğan et al. (2024) reported that an educational intervention informed by the Theory of Human Caring was associated with significant improvements in nursing students’ caring behaviors and professional ethical attitudes, and identified a positive correlation between these two variables [6].

A quasi-experimental mixed-methods study by Metin et al. (2025) applied an authentic learning model aligned with Watson’s principles within a caring behaviors course. Quantitative findings indicated significant improvements in care

orientation and perceptions of caring behaviors in the intervention group compared with controls. Qualitative findings further described shifts toward greater humanistic awareness, altruism, and authenticity in students' understanding of caring [7].

Durgun Ozan et al. (2020) conducted a single-blind randomized controlled trial to examine the effects of a clinical education program structured around Watson's ten Caring Factors. Compared with the control group, students in the intervention group demonstrated significantly lower state anxiety levels ($P < 0.001$), increased use of self-confident and social-support-seeking coping strategies, and decreased unconfident and submissive coping responses at posttest [8].

Taken together, these intervention studies suggest that Watson-based educational models are associated with measurable improvements in both caring-related competencies (e.g., caring behaviors, ethical attitudes, care orientation) and psychological outcomes (e.g., resilience, self-compassion, anxiety reduction, adaptive coping) among nursing students. However, the scale and duration of interventions varied across studies, and most were conducted within single institutional contexts.

3.2. Application of Watson's Theory in innovations in teaching-learning methods and students' learning experiences

Four studies described the integration of Watson's Theory into pedagogical innovations and course-level educational models, with an emphasis on experiential and reflective learning processes rather than outcome-based intervention trials. These studies explored mindfulness-based education, reflective practice, and service-learning as approaches to fostering caring presence and professional identity formation among nursing students.

Prescott et al. (2024), using a qualitative phenomenological design, reported that students experienced mindfulness practices in educational settings as contributing to transpersonal connectedness, strengthened professional meaning, and improved regulation of academic stress. Watson's Caring Science framework was applied as an interpretive lens to understand changes in students' perceptions and their evolving understanding of caring presence and professional identity [13]. Hooper and Horton-Deutsch (2023) described the implementation of a holistic wellness course informed by Caring Science and the Caritas Processes. The course incorporated meditation, structured reflection, and caring-oriented dialogue. Student feedback indicated increased awareness of self-compassion, caring presence, and recognition of self-care as foundational to caring for others [14].

Similarly, Brown and Bright (2017) reported on a service-learning course structured around Watson's Theory of Human Caring, in which nursing students engaged in sustained interaction with older adults in continuing-care communities. Through reflective journaling and relational engagement, students described shifts from initial apprehension and age-related stereotypes toward greater empathy, compassion, and therapeutic engagement. The authors reported transformed attitudes, enhanced caring-related behaviors, and development of interpersonal and clinical competencies within the context of the course [15]. Costello and Barron (2017) described the intentional incorporation of Watson's Caritas Processes into an end-of-life nursing course, utilizing reflective journaling, self-care practices, creative arts, and structured dialogue to cultivate compassionate awareness among senior nursing students. Students reported enhanced understanding of compassionate care and

greater ability to articulate caring behaviors in complex clinical situations [16].

Collectively, these studies illustrate the application of Watson’s Theory as a pedagogical framework shaping learning experiences rather than as a discrete intervention model. Reported outcomes primarily reflect changes in students’ perceptions, attitudes, and professional meaning-making processes within educational settings.

3.3. Integration of Watson’s Theory at the curriculum level

One recent conceptual framework study addressed the integration of Watson’s Theory at the curriculum level by proposing a structured model for embedding Caring Science within nursing education programs. Horton-Deutsch et al. (2025) described a mapping approach linking the Caritas Processes to the AACN Essentials competency framework, outlining potential

pathways for integrating humanistic caring principles into program-level learning outcomes, teaching-learning strategies, and competency assessment processes [17].

The framework highlights the concurrent consideration of technical professional competencies and ontological dimensions of practice, including caring presence, compassion, and professional identity formation. As a conceptual proposal, this work provides a structural perspective on how Watson’s Theory may be aligned with existing competency standards, rather than reporting empirical evaluation of student outcomes.

Such curriculum-level models illustrate the possibility of positioning Caring Science as an organizing framework within nursing education, potentially enabling coherence between philosophical foundations, pedagogical initiatives, and program-level competencies.

Table 1. Studies Applying Watson’s Theory in Nursing Education

Author, Country (Year)	Study design	Participants	How Watson’s theory was integrated in education	Main outcomes
Bidik G et al, Turkey (2024) [5]	Randomized controlled trial (RCT)	Nursing students	Mindful Self-Compassion program grounded in Watson’s 10 Caritas Processes, delivered as short training modules	Statistically significant improvements in health-promoting and health-protective behaviors, Caritas-based self-care, psychological resilience, and self-compassion; effects maintained post-intervention
Doğan N et al, Turkey (2024) [6]	Pre-post quasi-experimental study	Nursing students	Educational intervention based on Watson’s Theory of Human Caring in ethics/ caring coursework	Increased caring behaviors and professional ethical attitudes; positive correlation between ethical attitudes and caring behaviors
Metin A et al, Turkey (2025) [7]	Quasi-experimental mixed-methods study	Nursing students	Authentic learning approach grounded in Watson’s principles within a caring behaviors course	Intervention group showed improved care orientation and caring behaviors; qualitative findings indicated enhanced humanistic awareness and authenticity in caring

Author, Country (Year)	Study design	Participants	How Watson's theory was integrated in education	Main outcomes
Durgun Ozan Y et al, Turkey (2020) [8]	RCT	102 third-year nursing students (51 intervention, 51 control)	Clinical education program based on Watson's Theory of Human Caring; structured around 10 Caritas Factors; authentic instructor-student relationship; healing learning environment; emotional expression; supportive and reflective guidance during clinical practice	Significant reduction in anxiety ($p < 0.001$); increased self-confident coping and social support seeking ($p < 0.05$); decreased unconfident and submissive coping; improved stress management during clinical practice
Prescott S et al, Australia (2024) [13]	Qualitative phenomenological study	Nursing students	Integration of mindfulness practices in learning, interpreted through Watson's Caring Science	Enhanced transpersonal connectedness, strengthened professional meaning, and improved self-regulation of academic stress
Hooper E et al, USA (2023) [14]	Course implementation with learner feedback	Health sciences students (including nursing)	Wellness course grounded in Caring Science and Caritas Processes; reflective practices, meditation, and caring-focused discussions	Increased self-compassion, caring presence, and recognition of self-care as foundational to caring for others
Brown KM et al, USA (2017) [15]	Retrospective qualitative phenomenological study	Nursing students	Service-learning gerontological clinical course grounded in Watson's Theory of Human Caring; integration of 10 Caritas Factors; development of transpersonal caring relationships; reflective journals linking caring theory to QSEN competencies	Transformed attitudes toward older adults; reduced ageist stereotypes; development of transpersonal caring relationships; enhanced compassion, empathy, advocacy; improved competencies in patient-centered care, communication, collaboration, evidence-based practice
Costello M et al, USA (2017) [16]	Course implementation on report (descriptive educational model with student reflection and feedback)	Senior nursing students	End-of-life nursing course grounded in Watson's Theory of Human Caring; intentional integration of Caritas Processes; use of reflective journaling, meditation, self-care practices, creative arts, caring-healing modalities, structured dialogue, and cultural presentations	Increased awareness of compassionate care; enhanced ability to articulate caring behaviors in end-of-life situations; strengthened understanding of transpersonal caring and caring presence; improved self-care awareness and professional meaning-making
Horton-Deutsch S et al, USA (2025) [17]	Curriculum integration framework	Nursing education programs	Mapping Caritas Processes to AACN Essentials; integration of Watson's theory into learning outcomes, learning activities, and assessment at the program level	Provides a system-level framework for embedding Caring Science across curricula; student learning outcomes not yet evaluated

4. DISCUSSION

The findings of this narrative review indicate that the application of Jean Watson's Theory of Human Caring in nursing education has been operationalized at multiple levels, ranging from structured educational interventions [5-8] to pedagogical innovation [13-16] and curriculum-level integration [17].

At the intervention level, empirical studies employing randomized and quasi-experimental designs generally reported improvements in caring-related competencies and selected psychological indicators among nursing students. Randomized controlled trials demonstrated significant gains in self-compassion, psychological resilience, health-promoting behaviors, and reductions in anxiety and maladaptive coping strategies [5,8]. Quasi-experimental studies similarly reported improvements in caring behaviors, professional ethical attitudes, and care orientation [6,7]. Collectively, these findings suggest that Watson's Theory can be translated into structured pedagogical interventions with measurable short-term educational and psychological outcomes [5-8]. However, most studies were conducted within single institutional contexts and involved relatively limited sample sizes, highlighting the need for larger-scale and multi-center research to strengthen external validity.

Beyond outcome-based intervention research, the literature also reflects a complementary dimension of application: the integration of Watson's Theory into course-level pedagogical design. In contrast to experimental studies that primarily assess quantifiable outcomes, qualitative and course-based reports emphasize experiential, relational, and reflective dimensions of learning. Mindfulness-based education, structured reflection, and service-learning initiatives

informed by Caring Science were described as shaping students' perceptions of caring presence, professional meaning, and relational engagement [13-16]. These applications illustrate how Watson's Theory may function not only as an intervention model but also as a guiding pedagogical orientation that influences the culture and ethos of learning environments.

At the curriculum level, the proposed integration of Caring Science within competency-based frameworks represents a structural extension of these course-level initiatives [17]. Rather than focusing on discrete educational activities, curriculum-level models aim to align philosophical foundations, program learning outcomes, teaching-learning strategies, and assessment processes. However, current evidence at this level remains conceptual, as empirical evaluation of student outcomes following full curriculum integration has not yet been reported [17].

Taken together, the reviewed literature indicates a multi-level pattern of application: measurable intervention effects at the individual level [5-8], pedagogical innovation at the course level [13-16], and conceptual alignment at the program level [17]. This progression suggests that Watson's Theory may operate simultaneously as an educational intervention framework, a pedagogical philosophy, and a curricular organizing structure within nursing education.

From a theoretical perspective, Watson's Theory demonstrates several strengths in nursing education, particularly its emphasis on holistic care, transpersonal relationships, and the integration of ethical and humanistic dimensions into professional formation [1-3]. These features align closely with contemporary educational goals that prioritize caring competence and professional identity development.

However, the theory is inherently

abstract and philosophically oriented, which may present challenges in translating its concepts into measurable outcomes and standardized assessment within competency-based education models [1,2]. In comparison with other nursing theories, such as Orem's Self-Care Deficit Theory [18] and Benner's Novice to Expert model [19], Watson's Theory places greater emphasis on relational and humanistic aspects of care, whereas these models focus more on self-care capacity and clinical skill development. These perspectives may therefore be considered complementary in nursing education.

Several limitations should be acknowledged. The number of included studies was relatively small, and methodological heterogeneity across experimental, qualitative, and conceptual designs limited direct comparison of outcomes. As a narrative review, no formal risk-of-bias assessment was conducted, and the synthesis reflects thematic interpretation rather than quantitative aggregation. In addition, most empirical studies were conducted outside the Vietnamese context, which may limit contextual generalizability. These limitations underscore the need for rigorously designed intervention studies and culturally grounded evaluation in future research. Notably, the absence of empirical studies conducted within Vietnamese nursing education highlights a critical research gap requiring priority attention. Therefore, caution is warranted when extrapolating findings across diverse cultural and educational contexts.

5. IMPLICATIONS FOR NURSING EDUCATION IN VIETNAM

Within the context of ongoing reforms in Vietnamese nursing education, recent analyses indicate a transition toward

competency-based curricula, greater emphasis on active learning strategies, and the promotion of evidence-based practice, while persistent challenges remain regarding resource constraints and contextual adaptation [20]. This reform environment presents a potential opportunity to consider the integration of humanistic caring-based educational approaches, including Jean Watson's Theory of Human Caring.

At the level of learning outcomes, the Basic Competency Standards for Bachelor of Nursing in Vietnam emphasize professional ethics, communication competence, and professional caring as core domains of nursing education [9]. These policy-level standards provide a structural foundation for aligning humanistic caring principles with nationally defined competencies. In this regard, Watson's Theory may offer a conceptual framework through which ethical competence and professional caring can be more explicitly operationalized within curricular and pedagogical practices.

Beyond policy alignment, cultural considerations may further support the contextual relevance of Watson's Theory in Vietnam. Qualitative research examining nursing competency in Vietnamese clinical settings identified loving-kindness, compassion, responsibility, respect for patient dignity, and value-based care as essential attributes of competent nurses [11]. Participants described the importance of relational sensitivity, moral commitment, and compassionate engagement in nursing practice. These attributes correspond conceptually with key elements of Watson's Theory, including caring presence and transpersonal relationships [1,2]. While conceptual alignment does not guarantee practical effectiveness, it suggests potential cultural compatibility that warrants empirical exploration.

Drawing on the reviewed evidence, implementation in Vietnam may be considered across three interconnected levels. At the course level, educators may incorporate reflective activities, caring-oriented case discussions, and pedagogical practices that cultivate caring presence in teaching–learning interactions. At the intervention level, pilot educational programs grounded in the Caritas Processes could be developed and evaluated to examine their effects on students’ caring behaviors and ethical attitudes within the Vietnamese context. At the curriculum level, principles derived from Caring Science may inform curriculum design to promote coherence between philosophical foundations, competency standards, and assessment strategies.

Nevertheless, the absence of empirical studies conducted in Vietnam represents a significant evidence gap. Future research should prioritize rigorously designed educational intervention studies employing culturally adapted and standardized assessment tools. Such efforts would provide a stronger empirical basis for evaluating the contextual appropriateness and educational effectiveness of Watson-based models in Vietnamese nursing education.

6. CONCLUSIONS

This narrative review indicates that Jean Watson’s Theory of Human Caring has been applied in nursing education at multiple levels, including structured educational interventions, pedagogical innovations, and curriculum-level integration. Existing evidence suggests that these applications are associated with improvements in caring-related competencies and selected psychological outcomes among nursing students.

However, the current body of evidence remains limited by the small number of

rigorously designed studies, short follow-up periods, and the absence of empirical research conducted in the Vietnamese context. Future efforts should focus on developing and evaluating culturally appropriate educational interventions and exploring curriculum alignment with Caring Science principles to strengthen the evidence base for nursing education in Vietnam.

REFERENCES

1. Watson J. *Nursing: The Philosophy and Science of Caring*. Rev ed. Boulder (CO): University Press of Colorado; 2008.
2. Watson J. *Human Caring Science: A Theory of Nursing*. 2nd Edition, Jones & Bartlett Learning, Burlington; 2012.
3. Clark CS. Watson’s human caring theory: pertinent transpersonal and humanities concepts for educators. *Humanities*. 2016;5(1):21; doi:10.3390/h5020021.
4. Horton-Deutsch S, Watson J. Integrating caring science and the Caritas Processes® in nursing education: A guide for a caring science curriculum. *J Prof Nurs*. 2025 Nov-Dec;61:84–89. doi:10.1016/j.profnurs.2025.09.010.
5. Bidik G, Sisman FN. Mindful self-compassion program based on Watson’s theory of human caring in nursing students: A randomized controlled study. *Arch Psychiatr Nurs*. 2024;51:30–37. doi:10.1016/j.apnu.2023.12.006.
6. Dogan N, Gocmen Baykara Z. Developing care behaviors and ethical attitude in nursing education. *Nurse Educ Pract*. 2024 Aug;79:104072. doi:10.1016/j.nepr.2024.104072.
7. Metin A, Baltacı N, Kulakaç Ö. Effects of authentic education based on Watson’s theory of human care on care orientation in nursing students. *J Educ Res Nurs*. 2025;22(3):220–226. doi:10.14744/jern.2025.80037.

8. Durgun Ozan Y, Duman M, Çiçek Ö, Baksi A. The effects of clinical education program based on Watson's theory of human caring on coping and anxiety levels of nursing students: A randomized control trial. *Perspect Psychiatr Care*. 2020; 56(3):621-628. doi:10.1111/ppc.12477.
9. Devi B, Pradhan S, Giri D, Lepcha N. Watson's theory of caring in nursing education: challenges to integrate into nursing practice. *J Posit Sch Psychol*. 2022;6(4):1464–1471.
10. Ministry of Health (Vietnam). Decision No. 3474/QĐ-BYT on the Basic Competency Standards for Bachelor of Nursing. Hanoi: Ministry of Health; 2022.
11. Ha DT, Nuntaboot K. Actual nursing competency among nurses in hospital in Vietnam. *World Acad Sci Eng Technol Int J Nurs Health Sci*. 2016;10(3):1013–1020.
12. Page MJ, Moher D, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews. *BMJ*. 2021;372:n160. doi:10.1136/bmj.n160.
13. Prescott S, Watson A, Young CD, Peterson C, Thomas D, Anderson M, Watson SB. A descriptive study on holistic nursing education: Student perspectives on integrating mindfulness, spirituality, and professionalism. *Nurse Educ Today*. 2024;143:106379. doi:10.1016/j.nedt.2024.106379.
14. Hooper E, Horton-Deutsch S. Integrating compassion and theoretical premises of caring science into undergraduate health professions education. *Creat Nurs*. 2023;29(1):53–64. doi: 10.1177/107845352202900105.
15. Brown KM, Bright LM. Teaching caring and competence: Student transformation during an older adult focused service-learning course. *Nurse Educ Pract*. 2017;7:29-35. doi:10.1016/j.nepr.2017.08.013.
16. Costello M, Barron AM. Teaching compassion: Incorporating Jean Watson's Caritas Processes into a care at the end of life course for senior nursing students. *Int J Caring Sci*. 2017;10(3):1113–1117.
17. Horton-Deutsch S, Willis DG, Llasus L, Beck M, Fankhauser K, Ambrosio-Mawhirtter D, Watson J. Weaving Caring Science into the AACN Essentials: A cross-impact analysis and resource guide. *J Prof Nurs*. 2025;56:36–48.
18. Orem DE. *Nursing: Concepts of Practice*. 6th ed. St. Louis (MO): Mosby; 2001.
19. Benner P. *From novice to expert: excellence and power in clinical nursing practice*. Menlo Park (CA): Addison-Wesley; 1984.
20. Patel D, Hawks M, Ngo D. Curriculum Revision within Nursing Education in Vietnam: A Literature Review. *UTSA J Undergrad Res Sch Works*. 2023;9. Available from: <https://hdl.handle.net/20.500.12588/6995>