Abstract

The article offers a series of reflections on nursing care from two perspectives: traditional and phenomenological. The traditional perspective is centered on assistance, pathology and the problems in nursing. The other focuses on the "humane care" approach and the care process with phenomenological roots. There also is an analysis of the use of elements and the conceptualization of care as a curricular disciplinary philosophical reference, and the didactic or teaching-learning practices that must be reflected, in turn, in education that places a priority on "humane care" and its processes.

Keywords

Teaching, care, nursing, teacher, student.