

Toulmin's Analysis as a Method for Examining Nursing Worldviews: Dialectical Pluralism and Modern Scientific Realism as Exemplars

Michelle Lespasio, DNP, JD, NP*

Assistant Professor, Boston University School of Medicine, Nurse Practitioner, Department of Orthopaedic Surgery, Boston Medical Center, PhD Student, Beverly, Massachusetts.

ABSTRACT

Philosophical worldviews shape how nursing scholars conceptualize reality, knowledge, and evidence, yet systematic approaches for evaluating philosophical arguments are seldom discussed in nursing literature. This paper demonstrates the application of Toulmin's model of argumentation as a method for critically examining nursing worldviews. Using dialectal pluralism and modern scientific realism as exemplars, the analysis explores the ontological, epistemological, hermeneutical, and dialectical premises underlying each perspective through the Toulmin elements of claim, grounds, warrant, backing, qualifier, and rebuttal. Rather than determining the superiority of one worldview over another, the analysis illustrates how structured argument evaluation can clarify assumptions, reveal strengths, and limitations, and promote philosophical rigor. The paper argues that Toulmin's framework offers nursing scholars, educators, and doctoral students a practical method for critically appraising philosophical positions and strengthening nursing knowledge development, theory construction, research interpretation, and evidence-informed practice.

KEYWORDS

Toulmin's model of argumentation, Nursing philosophy, Philosophical worldviews, Dialectal pluralism, Scientific realism, Critical appraisal, Nursing knowledge development, Philosophy of science.

Corresponding Author Information

Michelle Lespasio

Assistant Professor, Boston University School of Medicine, Nurse Practitioner, Department of Orthopaedic Surgery, Boston Medical Center, PhD Student, Beverly, Massachusetts.

Received: June 15, 2026; **Accepted:** July 14, 2026; **Published:** July 25, 2026

Copyright: © 2026 ASRJS. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International license.

Citation: Michelle Lespasio. Toulmin's Analysis as a Method for Examining Nursing Worldviews: Dialectical Pluralism and Modern Scientific Realism as Exemplars. *Int J Nurs Health Care.* 2026; 2(4):1-7.

Introduction

In recent times, nurse scholars have increasingly emphasized the role of worldviews as foundational frameworks for nursing inquiry and knowledge development. Worldviews are often described as guiding assumptions about reality, knowledge, and values that influence how nursing phenomena are understood and investigated. Proponents argue that worldview-based inquiry

provides a coherent foundation for addressing epistemological questions in nursing while supporting the advancement of disciplinary knowledge.

Within contemporary nursing scholarship, divergent perspectives have emerged regarding the necessity and function of worldviews in knowledge development. Some scholars advocate for the use

of diverse and often implicit worldviews grounded in dialectical pluralism, emphasizing the coexistence of multiple interpretations of reality and knowledge claims [1]. Others contend that nursing knowledge should be grounded in modern scientific realism, which affirms the existence of a reality independent of individual interpretation while acknowledging the limitations of human understanding [2-4]. From this perspective, knowledge claims are evaluated according to their correspondence with reality rather than their alignment with worldview commitments.

The distinction between dialectal pluralism and modern realism is fundamentally epistemological because each offers different criteria for how knowledge is justified, evaluated, and integrated into nursing science. These differing assumptions have important implications for theory development, evidence appraisal, and clinical decision-making. Despite growing discussion of both perspectives, their underlying arguments and assumptions have not been systematically compared using a formal framework of argument analysis.

Drawing on Toulmin's Model of Logical Argument Analysis [5,6], this article critically examines dialectical pluralism and modern realism as competing approaches to nursing knowledge development. Through an analysis of their claims, grounds, warrants, backing, qualifiers, and rebuttals, the article adopts a modern realist perspective, drawing on contemporary scientific realism. The article highlights the philosophical assumptions, strengths, limitations, and implications of each perspective for nursing science and practice.

Toulmin's Model of Argument Analysis

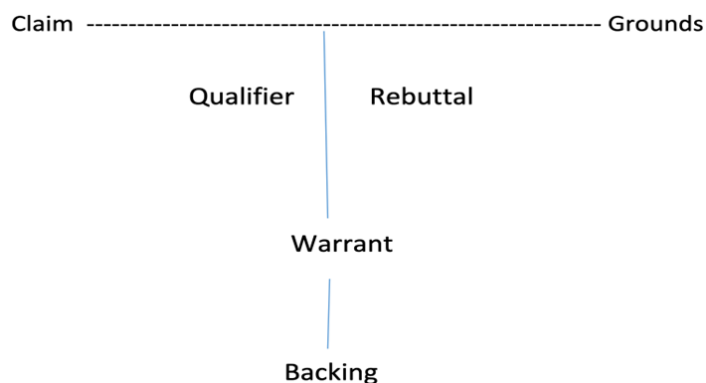


Figure 1: Toulmin's Argumentation Analysis Model.

Toulmin's Model of Argument Analysis provides a systematic framework for evaluating the structure and strength of philosophical arguments (see Figure 1). Rather than assessing arguments solely according to formal logic, the model examines how claims are justified through supporting evidence (grounds), warrants that connect evidence to claims, backing for those warrants, qualifying conditions, and potential rebuttals [5,6]. Because debates concerning nursing knowledge development often rest on implicit philosophical assumptions, Toulmin's framework

is particularly useful for making those assumptions explicit and subject to critical evaluation. In the present analysis, the model is used to examine the logical coherence, evidentiary support, and underlying epistemological commitments of dialectical pluralism and modern realism.

The Problem

The central issue is not merely that dialectal pluralism and modern realism offer different philosophical perspectives. Rather, they propose fundamentally different foundations of how nursing knowledge should be justified, evaluated, and advanced. Dialectical pluralism maintains that multiple worldviews can legitimately inform inquiry and contribute to disciplinary knowledge, whereas modern realism questions whether worldview commitments are necessary and argues that knowledge claims should ultimately be evaluated according to their correspondence with an independent existing reality.

This disagreement has important implications for nursing science. If worldviews are considered essential, knowledge development becomes grounded in diverse interpretative frameworks. If worldviews are viewed as unnecessary or potentially limiting, nursing inquiry may instead emphasize the discovery of reality through critical examination of evidence. Consequently, the debate extends beyond abstract philosophy and directly influences theory development, evidence appraisal, and the criteria by which nursing knowledge is judged. Despite these implications, the assumptions underlying each position have received limited systematic comparison, creating uncertainty regarding the most appropriate philosophical foundation for nursing knowledge development.

Definitions

Worldview refers to the fundamental assumptions, beliefs, and values through which individuals interpret reality, knowledge, and human experience, thereby shaping their understanding of nursing phenomena and practice [7,8]. Leininger (1991) defined worldview as "the way people tend to look out upon their world or universe to form a picture or value stance about life or the world around them." Dewitt [9] defined worldview as "a set of interconnected beliefs and values that guide decision-making in research and practice." Dialectical pluralism offers an alternative approach to traditional nursing knowledge development in its proposition that the use of multiple worldviews is necessary because the nature of nursing is inherently pluralistic. Support for dialectical pluralism draws from pluralistic philosophy, epistemological premises, and the historical evolution of nursing worldviews [1,10]. Modern realism in nursing is a philosophical framework that bridges the gap between purely objective, evidence-based science and subjective, context-driven clinical practice. Modern realism maintains that philosophy can attain probable truths about what exists and what happens in the world and about what we ought to do and seek in human life [3]. It posits that while a real, observable reality exists, nurses must interpret these universal facts through the lens of individual patient circumstances [3].

Foundational Assumptions of Dialectical Pluralism

Ontological Premises

Dialectical pluralism begins with the ontological assumption that nursing reality is best understood through multiple, potentially competing worldview perspectives rather than through multiple, potentially competing worldview perspectives [1,10], and rather than through a unified account of reality. This assumption warrants examination because it influences how knowledge claims are evaluated, how disagreement is interpreted, and whether consensus regarding nursing phenomena is considered attainable.

The practical implications of this ontological commitment are substantial. If no single worldview can provide a sufficiently comprehensive account of reality, then nursing scholars may be required to prioritize dialogue among competing perspectives rather than pursue convergence toward shared explanatory frameworks. Whether such pluralism advances or impedes cumulative knowledge development remains a central question regarding critical evaluation.

Toulmin Analysis of Ontological Premises

Claim: Dialectical pluralism is a useful framework for understanding complex nursing phenomena.

Grounds: Nursing encompasses biological, psychological, social, cultural, and ethical dimensions of care that have historically been interpreted through multiple philosophical perspectives.

Warrant: The integration of complementary viewpoints strengthens understanding, identifies limitations within individual perspectives, and fosters more comprehensive knowledge development consistent with pluralistic tradition in philosophy [11].

Backing: No single perspective captures all dimensions of complex human experiences; therefore, integrating perspectives is justified. By engaging among diverse worldviews, dialectical pluralism promotes intellectual humility, critical reflection, and constructive dialogue. Consequently, nursing knowledge is strengthened when nurses critically integrate multiple legitimate ways of knowing, allowing practice, education, and research to address the complexity of human health beyond the limits of any single epistemological perspective.

Qualifier: For complex, multidimensional nursing phenomena, dialectical pluralism is likely to provide a more comprehensive understanding by facilitating critical engagement among diverse yet relevant perspectives. Dialectical pluralism may be particularly valuable when addressing complex nursing phenomena that encompass empirical, experiential, ethical, and contextual dimensions.

Rebuttal: By treating competing worldviews as equally valid, dialectical pluralism may be criticized for risking epistemological relativism and for lacking clear criteria to judge among competing knowledge claims, particularly when perspectives are

fundamentally incompatible or when timely clinical decisions are required. From this perspective, philosophical positions may be fundamentally incommensurable and therefore incapable of meaningful integration [12].

Counter-rebuttal: Dialectical pluralism does not require all perspectives to be regarded as equally valid. Rather, it encourages critical evaluation, dialogue, and reflexive examination of competing claims while acknowledging the complexity of nursing phenomena.

Epistemological Premises

Pluralist positions generally emphasize the legitimacy of multiple ways of knowing and understanding phenomena. Dialectical pluralism views knowledge as emerging from interaction and productive tension among multiple perspectives rather than from convergence on a single truth. Dialogical pluralism privileges ongoing conversation among diverse viewpoints, valuing difference as a source of insight. Hermeneutical pluralism acknowledges that different interpretations may each illuminate meaningful aspects of human experience and that no single interpretation necessarily exhausts understanding.

Dialectical, dialogical, and hermeneutical processes are not unique to any worldview (see Table 1). Rather, they share epistemological strategies that may be employed within differing ontological frameworks. Consequently, whether dialectical pluralism requires a distinct epistemology or merely applies common epistemological practices to different ontological assumptions remains an important question for critical examination.

Table 1: Epistemological premises of realism and pluralism.

Perspective	Realism	Pluralism
Dialectical	Contradictions help reveal reality	Contradictions generate multiple legitimate understandings
Dialogical	Dialogue improves approximation of reality	Dialogue sustains multiple perspectives
Hermeneutical	Interpretation moves toward understanding reality	Interpretation yields multiple meaningful understandings

Toulmin Analysis of Epistemological Premises

Claim: Nursing knowledge is strengthened through critical engagement with multiple ways of knowing and diverse interpretative perspectives.

Grounds: Complex nursing phenomena are more fully understood when examined through multiple legitimate lenses, as dialogue among differing viewpoints advances knowledge beyond reliance on any single privileged theory or method.

Warrant: Because complex nursing phenomena cannot be adequately understood through a single epistemic lens, nursing knowledge is strengthened through critical dialogue among diverse perspectives and forms of knowing.

Backing: No single form of knowledge can fully capture the complexity of nursing phenomena. Empirical, experiential, ethical, cultural, and aesthetic ways of knowing each contribute valuable insights, while tensions among perspectives may stimulate critical reflection and deeper understanding. Consequently, nursing knowledge is strengthened when nurses critically integrate multiple legitimate ways of knowing, allowing practice, education, and research to address the complexity of human health beyond the limits of any single epistemological perspective.

Qualifier: The value of epistemological pluralism depends on sustained critical engagement among perspectives rather than the uncritical acceptance of multiple viewpoints.

Rebuttal: If epistemic warrant arises primarily through dialogue among perspectives, uncertainty remains regarding how competing knowledge claims should be adjudicated when dialogue fails to produce consensus.

Counter-Rebuttal: Because knowledge is inherently partial, situated, and perspectival, engagement with multiple viewpoints remains essential for developing a more comprehensive understanding of complex nursing phenomena, even when consensus is not achieved.

Toulmin Analysis of Dialectical Premises

Claim: Knowledge is strengthened through the critical examination of competing perspectives.

Grounds: Dialectical reasoning explores tensions and contradictions among competing perspectives to generate deeper understanding.

Warrant: Complex phenomena cannot be adequately understood from a single perspective, therefore, critical engagement with competing viewpoints is necessary for more comprehensive understanding.

Backing: Examination of contradictions and tensions among perspectives enables the refinement of knowledge and the development of more comprehensive explanations of complex phenomena leading to truth and understanding. In nursing, the critical examination of competing perspectives promotes epistemic rigor by enabling nurses to integrate diverse forms of evidence, patient narratives, and disciplinary knowledge into more comprehensive understandings of complex human health phenomena.

Qualifier: Dialectical engagement does not guarantee consensus or resolution, and competing interpretations may persist despite rigorous analysis [13].

Rebuttal: While dialectical reasoning promotes intellectual openness and theoretical pluralism, competing perspectives ultimately require evaluation against an independently existing

reality; otherwise, knowledge claims risk remaining equally plausible but unresolved.

Counter-Rebuttal: Complex phenomena are more fully understood when divergent theories are critically examined in relation to one another, as no single perspective is likely to capture all relevant dimensions of reality.

Toulmin Analysis of Dialogical Premises

Claim: Knowledge is strengthened through open dialogue across diverse perspectives.

Grounds: Meaningful dialogue among diverse perspectives contributes to a more comprehensive understating of complex nursing phenomena.

Warrant: Because no single perspective is likely to capture the full complexity of nursing phenomena, dialogue among diverse viewpoints is necessary to broaden understanding and evaluate competing interpretations.

Backing: Through respectful and critical dialogue, individuals can challenge assumptions, refine interpretations, and incorporate multiple perspectives, leading to a richer understanding of complex nursing phenomena. Nursing practice demonstrates that knowledge is strengthened through collaborative dialogue that values diverse clinical, experiential, and theoretical perspectives, enabling nurses to develop comprehensive and contextually appropriate understandings of complex patient phenomena.

Qualifier: The quality and outcomes of dialogue depend upon participants' willingness to engage openly, critically reflect, and consider alternative viewpoints.

Rebuttal: Dialogue may fail to support dialectical inquiry when participants are unwilling to consider alternative perspectives, when significant power imbalances suppress open exchange, or when communication is characterized by coercion, dogmatism, or misunderstanding.

Counter-to-Rebuttal: Through dialogical inquiry, knowledge is strengthened through open communication, mutual respect, and the critical exchange of ideas, with the goal of identifying the most relevant and beneficial insights.

Toulmin Analysis of Hermeneutical Premises

Claim: Human understanding is shaped by historical, cultural, linguistic, and experiential contexts, resulting in multiple legitimate interpretations of reality.

Grounds: Hermeneutic inquiry promotes deeper understanding by encouraging individuals to examine how interpretations evolve over time and influence perceptions of reality.

Warrant: Because all understanding is mediated through historical,

cultural, linguistic, and experiential contexts, interpretation necessarily requires engagement with multiple perspectives to achieve deeper understanding.

Backing: Hermeuntical theory maintains that meaning emerges through the dialogical engagement of multiple interpretations and is inseparable from the historical, linguistic, and cultural contexts in which understanding occurs. In nursing, this supports the view that understanding patients requires reflective interpretation of their lived experiences alongside clinical evidence, resulting in more holistic and person-centered care.

Qualifier: Interpretations are necessarily provisional and remain open to revision as historical, cultural, linguistic, and experimental horizons evolve.

Rebuttal: If all interpretations are shaped by context, language, and history, critics may question whether meaningful standards exist for evaluating competing interpretations or for justifying one interpretation as more credible than another.

Counter-to-Rebuttal: Although interpretations are context-dependent, nursing knowledge develops through ongoing dialogue among empirical evidence, clinical expertise, patient experiences, and disciplinary values, allowing for coherence, relevance, and practical applicability to patient care.

Foundational Assumptions of Modern Scientific Realism

Modern realism, noted in the philosophy of Aristotle and further developed by Thomas Aquinas, rests on a set of ontological and epistemological commitments concerning the nature of reality and the limits of human knowledge. Situated between naïve realism and relativism, modern realism maintains that reality exists independently of the knower, while recognizing that human knowledge of reality is always partial, fallible, and subject to refinement [14].

Within nursing, these assumptions imply that phenomena such as health, illness, suffering, uncertainty, and caring possess an objective reality, even though they are interpreted through human experience. Although nursing knowledge is influenced by perspective and remains open to revision, reality serves as the standard against which theories, concepts, and empirical findings are evaluated. Through research, clinical experience, and scholarly dialogue, nursing inquiry can progressively refine theoretical explanations and empirical knowledge, yield increasingly accurate understandings of nursing phenomena, and acknowledge that complete certainty remains unattainable.

These foundational assumptions provide the philosophical basis for the Toulmin analysis that follows and establishes the criteria by which dialectical pluralism can be critically evaluated.

Toulmin Analysis of Ontological Premises

Claim: Unlike extreme realism, which holds that universals

exist independently of things, modern realism maintains that reality exists independently of human thought while recognizing that knowledge of that reality is achieved through abstraction, interpretation, empirical inquiry, and critical reflection. Nursing phenomena—such as health, uncertainty, adaptation, and caring—exist independently of the theories used to explain them, although our understanding of them remains provisional.

Grounds: Human knowledge of nursing phenomena is possible but always incomplete. Knowledge develops through the integration of observation, lived experience, empirical inquiry, and reason.

Warrant: Because reality provides the ultimate standard against which explanatory claims are evaluated, nursing theories should be judged by the extent to which they accurately explain, predict, and correspond with nursing phenomena rather than solely by their coherence with a particular worldview.

Backing: Multiple perspectives and methods provide complementary yet partial insights into the same reality. Through critical dialogue, theoretical refinement, and empirical testing, nursing knowledge becomes progressively more accurate, coherent, and explanatory. This philosophical foundation supports nursing as a discipline that integrates empirical evidence, clinical expertise, patient experience, and contextual understanding. Consequently, nursing knowledge advances through the critical evaluation and synthesis of multiple forms of evidence while remaining accountable to the realities of patient care.

Qualifier: Although knowledge is always provisional and open to revision, modern realism maintains that some explanations more adequately approximate reality than others because they demonstrate greater empirical support, coherence, explanatory power, and predictive usefulness.

Rebuttal: Critics argue that all knowledge is theory-laden or socially constructed, making objective knowledge impossible. Modern realism acknowledges that observation is influenced by language, culture, and historical context but contends that these influences do not eliminate the existence of an external reality that constrains, challenges, and progressively corrects human understanding.

Toulmin Analysis of Epistemological Premises

Claim: Although nursing scholars have advanced multiple worldviews and perspectives as sources of knowledge, excessive reliance on worldview plurality may result in fragmented knowledge systems that lack conceptual coherence [4].

Grounds: Nursing science seeking cumulative knowledge capable of informing education, practice, and research. When competing epistemological frameworks are treated as equally authoritative without common evaluative criteria, integrating findings into a coherent body of nursing knowledge becomes increasingly difficult.

Warrant: Knowledge claims should be evaluated according to their ability to correspond with reality while remaining open to refinement through evidence and critical dialogue.

Backing: This warrant is supported by modern scientific realism, which maintains that objective reality exists independently of human interpretation while acknowledging that knowledge remains provisional. Nursing scholars likewise emphasize the need for conceptual coherence to advance cumulative disciplinary knowledge.

Qualifier: Nursing inquiries should seek a unified understanding of reality that integrates diverse perspectives while maintaining a commitment to objective truth [15,16].

Rebuttal: Advocates of dialectical pluralism argue that multiple ways of knowing enrich nursing by accommodating diverse human experiences that cannot be fully captured by a single epistemological framework.

Toulmin Analysis of Philosophical Premises

Claim: Reality exists independent of the human mind, and the purpose of inquiry is to attain progressively more accurate knowledge of reality through the identification of probable truths [17,18].

Grounds: Grounding nursing concepts within a modern realist framework provides a philosophical basis for developing a coherent and progressively refined body of nursing knowledge capable of informing practice, education, and research.

Warrant: Philosophical and psychological tenets guided by Aristotle's (1941) words: No one can attain truth adequately. Because individual perspectives provide only partial access to reality, dialogue and critical inquiry enable competing knowledge claims to be evaluated against evidence and reason, thereby facilitating the identification of the most probable explanations [17,18].

Backing: As Adler [17,18] argues, while individual perspectives are necessarily partial, each may capture an aspect of reality. Through collective inquiry, critical dialogue, and synthesis of evidence, nursing knowledge can develop as a coherent and progressively refined body of knowledge. Within nursing, this perspective supports the cumulative refinement of disciplinary knowledge while acknowledging that certainty remains provisional.

Qualifier: Accordingly, nursing inquiry is expected to yield probable rather than absolute knowledge, with conclusions remaining open to refinement as new evidence and perspectives emerge.

Rebuttal: Some nursing scholars may argue that the diversity of worldviews within the discipline precludes the possibility of a unified body of nursing knowledge. Consequently, efforts to identify probable truths may be viewed as privileging one perspective over others.

Discussion

Modern scientific realism offers an important corrective to radical relativism by maintaining that reality exists independently of human perception, while acknowledging that our knowledge of that reality remains partial, fallible, and subject to revision. From this perspective, nursing knowledge advances through the continual refinement of conceptions that increasingly approximate reality, rather than through the attainment of absolute certainty. Consequently, modern realism is better understood as a philosophical position concerning the relationship between reality and knowledge than as a comprehensive worldview governing all dimensions of nursing inquiry.

Within a modern realist framework, nursing scholars participate in a communal and critical enterprise aimed at achieving increasingly adequate conceptions of nursing phenomena through scholarly dialogue, empirical investigation, and philosophical reflection [4]. Knowledge claims remain open to scrutiny because no single conception can fully capture the complexity of reality. The goal is not consensus for its own sake, but the development of more comprehensive and coherent understandings of nursing phenomena.

Dialectical pluralism extends this commitment to dialogue by emphasizing the value of engaging multiple perspectives, methodologies, and worldviews in the pursuit of understanding. Here the work of William James is particularly instructive. James's pluralistic philosophy recognized that reality may be approached through multiple legitimate perspectives, each offering partial insights into a larger and more complex whole. Pluralism, however, does not imply that all perspectives are equally valid or beyond critique. Rather, perspectives must remain accountable to reasoned dialogue, practical consequences, and ongoing inquiry.

Similarly, Mortimer Adler's conception of truth as a public and communal enterprise reinforces the importance of scholarly discourse. Adler argued that genuine progress in knowledge emerges through sustained examination of competing viewpoints, where claims are evaluated according to their explanatory adequacy, coherence, and correspondence with reality. This position aligns closely with both modern realism and dialectal pluralism, as neither perspective regards truth as the possession of any individual scholar, discipline, or worldview.

For nursing, the implications are significant. Nursing theorists and scholars should resist treating conceptions of nursing as fixed expressions of worldviews that are immune to critique. Instead, conceptions should be viewed as provisional interpretations that contribute to an ongoing public conversation about the nature of nursing, health, persons, and environments [19]. Through dialectical engagement among diverse perspectives, nursing can cultivate a richer and more comprehensive understanding of its phenomena while maintaining a commitment to reality as something that transcends any single interpretation.

Within nursing, worldview has traditionally been understood as the way in which individuals interpret and assign meaning to reality [7]. Contemporary nursing philosophy continues to examine the ontological, epistemological, and axiological assumptions that shape disciplinary knowledge and practice, thereby highlighting the enduring influence of worldview on nursing inquiry [20].

In this sense, modern realism and dialectical pluralism need not be viewed as opposing positions. Modern realism provides an ontological commitment to a reality that exists independently of our interpretations, whereas dialectical pluralism offers an epistemological and methodological orientation for engaging diverse perspective in the pursuit of that reality. Together, they support a vision of nursing inquiry that is both truth-seeking and dialogical, recognizing that progress in knowledge emerges through the critical examination of multiple, yet fallible, conceptions of nursing phenomena.

Conclusion

The primary contribution of this paper is not the adjudication of dialectical pluralism and modern scientific realism, but the demonstration of Toulmin's model as a systematic approach to evaluating philosophical arguments in nursing.

A key distinction between dialectical pluralism and modern realism lies in their ontological assumptions, whereas their dialectical, dialogical, and hermeneutical practices share substantial epistemological overlap. Ultimately, the comparison of dialectical pluralism and modern realism demonstrates that philosophical worldviews shape how nursing scholars understand reality, knowledge, and the development of nursing science. While dialectical pluralism emphasizes the coexistence of multiple perspectives and the ongoing negotiation of meaning, modern realism affirms the existence of a reality that can be known imperfectly through inquiry.

Recognizing these underlying worldview commitments is essential for advancing philosophical clarity, fostering scholarly dialogue, and supporting methodological pluralism within nursing. By making worldview assumptions explicit, nurse scholars can more critically evaluate the strengths, limitations, and contributions of differing philosophical positions to nursing knowledge and development and practice. The future of nursing knowledge development may depend less on defending competing worldviews and more on fostering scholarly dialogue that critically examines diverse conceptions of nursing in the shared pursuit of truth.

References

1. Inayat S, McCaffrey G. Dialectical Pluralism for Nursing Knowledge Development. *Creat Nurs*. 2024; 30: 12-20.
2. Allen L, Missen K, Cooper S. Bridging idealism and reality: Nursing students' perceptions about the impact on their wellbeing from being a nurse: A qualitative study. *Teaching and Learning in Nursing*. 2026; 21: e583-e591.
3. Kikuchi J, Simmons H. Practical nursing judgment: a modern realist conception. *Sch Inq Nurs Pract*. 1999; 13: 43-55.
4. Kikuchi J. Nursing Knowledge and the Problem of Worldviews. *Res Theory Nurs Pract*. 2003; 17: 7-17.
5. Toulmin S. *The Uses of Argument*. Cambridge University Press. 1958.
6. Toulmin S. *The Uses of Argument*. Updated Edition. Cambridge University Press. 2003.
7. Leininger M. Transcultural Care Principles, Human Rights, and Ethical considerations. *J Transcultural Nurs*. 1991; 3: 21-23.
8. Leininger M, McFarland M. *Culture Care Diversity and Universality: A Worldwide Nursing Theory*. Jones and Bartlett Publishers. 2006.
9. DeWitt R. *Worldviews: An introduction to the history and philosophy of science*. John Wiley. 2018.
10. Younas A, Parsons K. Implications for paradigm shift in nursing: A critical analysis of Thomas Kuhn's revolutionary science and its relevance to nursing. *Adv in Nurs Sci*. 2019; 42: 243-254.
11. James W. *A Pluralistic Universe*. Harvard University Press. 1909.
12. Goodman RB. William James's pluralisms. *Revue Internationale de Philosophie*. 2012; 260: 155-176.
13. Goertzen J. Dialectical Pluralism: A Theoretical Conceptualization of Pluralism in Psychology. *New Ideas in Psychology*. 2010; 28: 201-209.
14. https://realityjournal.org/wp-content/uploads/2020/03/2020-1.1-philosophyofrealism_completedigital.pdf
15. Curtin L. The ICN code of ethics for nurses: Shared values in a troubled world. *Int Nurs Rev*. 2001; 48: 1-2.
16. <https://www.merriam-webster.com/dictionary/>
17. Adler M. *Intellect: Mind over matter*. Macmillan. 1990.
18. Adler M. *The conditions of philosophy: Its checkered past, its present disorder, and its future promise*. Athenaeum. 1965.
19. Fawcett J. From a Plethora of Paradigms to Parsimony in Worldviews. *Nurs Sci Q*. 1993; 6: 56-58.
20. Sharifi-Herris Z, Bender M. What constitutes philosophical activity in nursing? Toward a definition of nursing philosophy based on an interpretive synthesis of the recent literature. *Nurs Inq*. 2023; 30: e12582.