

# The concept of Biophile per se and within caring sciences

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Det lägges allt större vikt vid förmågan till egen och andras omvårdnad. Författaren har i sin avhandling och i efterföljande forskning bland annat skapat en teori och en teorimodell, som testats empiriskt för att identifiera begreppet Biophile. Biophile antas vara kardinalbetingelsen för egen och andras omvårdnad i vidaste mening.

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## The concept of Biophile per se

In my doctoral work (1) and postdoctoral studies (2,3,4), I studied prerequisites for the care of self and others in the broadest sense. I also introduced and analysed the concept or hypothetical concept of Biophile, which has surplus meaning and I made construct validation of this concept. Personal prerequisites for care of self and others is, in my terminology, identical with psychological integrity. Biophile is grounded on and presupposed to give nourishment, vitality and unity to twelve humane values manifested in culture elements or "humane experiences". These are rational faith, hope, fortitude, transcendence, vulnerability, responsibility, interest, empathy, tenderness, love, identity and integrity. They all serve as prerequisites for psychological integrity. In my studies (1,2,3), I defined the concept of Biophile as freedom characterized by devoted, reciprocated and receptive love of life itself. Biophile leads to full participation in life itself, the source from which absolute love flows through Biophile, as through a "tube", to envelope inner and outer reality. Because absolute love is seen as the fundamental motive which gives the phenomena of Biophile its specific character, humane values appear owing to their being founded on absolute

love. These apparent relations expose the three constituents of psychological integrity with Biophile as the cardinal constituent. These constituents - absolute love, Biophile and humane values - can be assumed to lie close to the phylogenetically most ancient levels of Mac Lean's triune brain, the locus coeruleus in the heart of the brainstem reticular formation and the raphe, both median and dorsal, deep in the pontine brainstem. Here, it can be assumed that the humane values form a thoroughly purposeful configuration, which gains in precision when each value - seen as an aspect of self - through its "tube" of Biophile, transmits the life and unity of absolute love to its partner aspect of the locus coeruleus and the raphe, respectively. Biophile becomes the necessary cardinal condition by which consciousness is put to work and given a use and a reason for having been evolved in a physical system. Through Biophile within the self, which lies partly within one's consciousness and partly within the brainstem, absolute love of life itself may, with respect to: (a) the locus coeruleus, "bias the global orientation of behaviour between external and internal environment" (5); and (b) the raphe, both median and dorsal, bias attachment and control of territory. Psychological integrity develops as a consequence of the development of "reason" and Biophile - which both are psychospiritual phenomena of conscious experiences - and "the self". Completely developed reason means power of the mind to understand, sensible conduct, and feelings which fortify and help the educand to maintain a harmonious balance in his or her mental structure. Biophile is the necessary cardinal condition for the ultimate value and meaning of absolute love to be realized within the brain. Through

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Biophile, consciousness and brain become optimally and intimately integrated and mutually inextricable. As a result of this, optimal conditions are developed for access of information between the right and the left hemispheres, as well as between the affective and cognitive systems.

In a further study (4) of, inter alia, the educand's subjective processes of his or her biophilous total environment, I indicated the organization of the concept of Biophile with its surplus meaning as an aspect and components of the phenomenon of total integrity, i.e. factors which create health. These factors were organized into the constituents of nursing characterized by caring, which need to be identical with the constituents of total integrity. These are biophilous confirmation and related six concepts/theories with Biophile as the cardinal constituent. This study was done by means of a description of four successively integrated phases of development. These four phases are reason, Biophile, psychological integrity and total integrity.

The phase of development towards total integrity presupposes the surplus meaning of reason, Biophile and psychological integrity. This surplus meaning also decides the resources of the educand's conditions in his or her existence which establish biophilous confirmation. These resources are the development of a dialectic relationship between a general language comprehension and a general "world comprehension", which presupposes the continuous development of reason, the self and psychological integrity. When psychological integrity exists the dialectic relationship implies that in biophilous communication (explained below) between educands and within each of them by inward monologue, each educand develops his or her ability to attain knowledge by interpretation. This ability lays claim to an integrated conception of the world which comprises the *Eigenwelt*, the *Mitwelt*, the *Menschenwelt* and the Universe and presupposes Biophile (cf.1). Knowledge by interpretation comprises knowledge of the peculiar nature and value of the partner, what he or she wants to communicate, the experience of being confirmed by his or her partner and of confirming him

or her. The peculiar nature and value of a partner are characterized by his or her configuration of "humane experiences". Being confirmed by the corresponding biophilous expressions in one's partner develops the equal biophilous configuration of "humane experiences" and their corresponding meaning of life and unity within consciousness and brain. These are conditions for the development of emotional harmony and balance. This is a development which has consequences for the organism in its entirety.

Further organization of the concept of Biophile and its surplus meaning was indicated by the educand's subjective processes within a structure. This structure consists of: 1) A point of departure, i.e., due to Biophile, the general activating function of the brainstem reticular formation with locus coeruleus and raphe, both median and dorsal, deep in the pontine brainstem is characterized by the fundamental motive of absolute love. 2) From this point of departure hypotheses are deduced and related to six constituents of total integrity/nursing characterized by caring. The constituents were found to be rest, transition, adaptation, activity, sleep and nutrition. Each hypothesis sheds light on resources for its constituent, which are the points of departure for the development of the corresponding theory.

The biophilous communication between a sender and a receiver assumes the ability to communicate verbally and non-verbally as well as to meta-communicate. Metacommunication implies communicating about communication with concepts which do not belong in communication itself but deal with it. Here, one axiom of metacommunicative character is of importance: every communication has a content aspect and a relation aspect, such that the latter classifies the former and therefore constitutes metacommunication. The obverse relationship is also valid: the aspect of content can be said to define that of relation. The development and exchange of competence for total integrity between the sender and the receiver in a dialectical process is characterized by communication of a content aspect, namely that of the six concepts/theories and of a relational aspect, that of the meaning of Biophile. Through the meaning of Biophile, the relational aspect constitutes reciprocal biophilous confirmation characterized by the 12 "humane experiences". This biophilous confirmation classifies the content aspect to be characterized by biophilous resources for the educand's conditions of existence. These resources which are related to the respective six concepts/theories



of the content aspect define the relational aspect, the biophilous confirmation.

In conclusion, to attain prerequisites for care of self and others in the broadest sense in a society, the cardinal constituent or, otherwise expressed, the cardinal condition is Biophile.

### **The concept of Biophile within caring sciences**

Trends of Biophile within caring sciences have reference to major subjects, professional knowledge and research and can be explained by a four-level analysis framework: philosophy of science level, metaparadigm level, theory level and empirical level.

On the philosophy of science level, the concept of Biophile - within the frame of any science - can decide explicitly formulated epistemological, ontological and metaphysical, and axiological propositions. They represent a significant part of the governing prerequisites of the science (cf. 1).

The metaparadigm level concerns a general model, the pyramid model, which the present author (6,7)) has developed for linking health and social training courses of medium length (8) and clinical practice (9) to research. The pyramid model, which includes an internal caring process of deductive and inductive character towards the goal at its apex, organizes the area of each major subject and its relations to auxiliary subjects - hence professional knowledge in the area - and throws light on significant research problems. It has importance for the interplay between research, education and practice. At the base of the pyramid, the right-most corner represents the concepts which need to be developed towards theories, i.e. middle-range theories. These theories are aimed at actual resources of the back corner of the pyramid, the problem area. And since the theories are situation-producing (prescriptive theories), they decide the development of the content of the left-most and front corner at the base of the pyramid, the procedures and the four phases of the caring process, respectively. As a result of biophilous communication within the internal process towards the goal at the

pyramid's apex between care-recipient and care-giver, they develop competence to adapt and synchronize the four conceptual devices at the four corners of the pyramid's base and so attain the goal.

On the theory level, from the pyramid model 19 specialized versions are deduced within caring sciences, including their respective concepts/theories of situation-producing character (prescriptive theories) (7). They include theories of nursing characterized by caring which presupposes Biophile (cf. above), as well as the theories of biophilous confirmation and biophilous communication.

At the empirical level, owing to the philosophical propositions (the philosophy of science level), the structure of the pyramid model (the metaparadigm level) and the theoretical knowledge (the theory level) which presuppose the concept of Biophile, Biophile determines the progress of clinical practice. In order to close the practice-theory gap, I (7,9) used the pyramid model and its specialized versions to create a structure for computerization of patient's record. This structure is convenient for individual care planning and documentation as well as for quality studies, patient classification, estimated costs and cost-benefit analysis. The concepts/theories (prescriptive theories) can adequately accept the function of keywords, goals and standards. Moreover, as a consequence of the content and the relational aspects of the internal process of the pyramid model, a system of co-ordinates can be constructed. The x-axis gives of conditions for existence at the back corner related to the concepts/theories at the right-most corner at the pyramid base, and the y-axis gives of the level of steps towards the goal of the internal process at the apex of the pyramid. Thus, criteria of health can be found on the x-axis as well as on the y-axis. Within each of the four quadrants of the system of co-ordinates, it would be possible to study the relationship between relevant resources for the condition's of existence (the x-axis) and the degree to which the goal of the internal process is attained (the y-axis). As an example, within nursing which implies caring health criteria which pertain to the x-axis are resources of rest, activity, sleep, nutrition, adaptation and transition, and along the y-axis you get the attained degree of meaningful life, the goal of the specialized version of nursing (6,7).

Finally, trends of Biophile explained by the four-level analysis framework support a didactical approach. This includes acquisition of knowledge of a special subject

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with regard to: the student's understanding received in advance, subject theory, the needs of the society, giving the student preconceived understanding of his or her work and of others work within the team.

### Further research

First, by using the results of my previous studies (1,2,3,4), I will attempt to explain the nomological network of the hypothetical construct of Biophile. Then, this nomological network must be tested empirically. Finally, with regard to man's life situation and what man can achieve, the concept of Biophile and its surplus meaning could be studied in the broadest sense and within caring sciences.

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