

# NURSING EDUCATION

*Foundations for Practice Excellence*



**Barbara Ann Moyer** and **Ruth A. Wittmann-Price**

NURSING EDUCATION:  
FOUNDATIONS FOR  
PRACTICE EXCELLENCE





# NURSING EDUCATION: FOUNDATIONS FOR PRACTICE EXCELLENCE

*By*  
***Barbara A. Moyer***  
*and*  
***Ruth A. Wittmann-Price***



F. A. DAVIS COMPANY • Philadelphia

F. A. Davis Company  
1915 Arch Street  
Philadelphia, PA 19103  
www.fadavis.com

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Printed in the United States of America

Last digit indicates print number: 10 9 8 7 6 5 4 3 2 1

*Acquisitions Editor: Joanne Patzek DaCunha, RN, MSN*

*Developmental Editor: Caryn Abramowitz*

*Project Editor: Kristin L. Kern*

*Art and Design Manager: Carolyn O'Brien*

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#### **Library of Congress Cataloging-in-Publication Data**

Nursing education : foundations for practice excellence / [edited] by Barbara A. Moyer and Ruth A. Whitman-Price.

p. ; cm.

Includes bibliographical references.

ISBN-13: 978-0-8036-1404-8

ISBN-10: 0-8036-1404-7

1. Nursing—Study and teaching. I. Moyer, Barbara A. II. Whitman-Price, Ruth A.

[DNLM: 1. Education, Nursing—methods. 2. Teaching—methods. WY 18 N97363 2007]

RT71.N76 2007

610.73071'1—dc22

2007012509

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**T**his book has exceeded our expectations, not only because of the wonderful work that the contributing authors have provided but also because they have embellished the text with the concept of caring for each educator to impart on every future nursing student. We are thankful for each contribution to this book and believe that the pieces, as well as the totality of it, will have a positive impact on nursing education and ultimately on thousands of patients who will benefit from the expertise provided within its pages.

Thank you.

### **In Memoriam**

*“Every action of our lives touches on some chord that will vibrate in eternity.”*

—Sean O’Casey

Dr. Susan Leddy’s contributions to nursing research, knowledge, education, and practice will touch the lives of nurses for eternity.



## P R E F A C E

This book was developed as our small way to help offset the increasing nursing shortage. Without nurse educators the well-documented shortage cannot be addressed appropriately. Nursing graduate programs, such as the one at DeSales University, have risen to the call and are doing a phenomenal job of educating nurses from all walks of practice to become educators. During the planning of the Graduate Nurse Educator track at DeSales, we recognized a need for a book about nursing education that would not only be philosophically sound but contain information on the current technological world we teach in, address the needs of the diverse learners that we teach, and have a vision for the future of nursing education. This unique book fills that need; it offers experience in nursing education to new educators as well as innovative strategies to experienced educators who are now faced with increased numbers of diverse students that must be prepared to function in a world of nursing that is technologically complicated yet calls for humanistic, culturally competent care.

This book is a patchwork of pieces carefully crafted to fit together from different nurse educators who are all artists in their field. They have produced a beautiful quilt that covers not only the foundations of nursing education but is filled with threads of wisdom about educational methodologies, technology, and strategies to help all nurse educators become innovative facilitators of the art and science of nursing. The contributing authors of this book are all educators who are passionate about education and have an acute awareness and understanding of the social and global implications of their work. They are in the forefront of nursing education and know the demands of being an educator today. They have used that experience to produce a blanket of knowledge that can be immediately and effectively implemented in the development of curriculum and strategies for today's classroom, in whatever forms that may be, physical or virtual.

The pieces of this book have been woven together to take the nurse educator on a journey. It begins by a thoughtful and reflective discussion of nursing education from a philosophical standpoint and then lays the groundwork for achieving excellence in the field of nursing education. The art and science of nursing education is addressed before the journey continues to a pivotal point where the discussion focuses on why a professional chooses the path of nursing education as a career. The road then becomes one of signature signposts that speak of curriculum development and the needs of the learner infused with practical management strategies. The landscape then quickly turns to the mountains of information about technology, learning labs, instructional methodologies, and evaluation strategies, as well as clinical education. All of the topics that are relevant to our positions as educators and are so often discussed at faculty meetings and conferences are included with thorough explanations, recent research findings, and practical "how tos". Next, the journey pauses at a reflective pool to develop the cognitive realizations about how a nurse makes the role transition from clinician to educator. The discussion focuses on the human resources and caring needed to ensure self-efficacy as an educator. Finally, the book ends with a vision, a journey into the future. What we know as nursing educators today cannot be taken for granted in this rapidly changing health-care environment that includes unbelievable technological advances.

Thank you.



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## A C K N O W L E D G M E N T S

**T**he writing of this textbook has been an important undertaking. We value the contributions of the chapter authors who helped shape and define this new textbook on Nursing Education. These chapters represent an enormous amount of work and thought. We believe that this blend of philosophy and application will enhance the knowledge of educators who are dedicated to teaching the next generation of nursing educators. As you reflect on the names of the contributors, you will see outstanding experts in the world of nursing education from Dr. Chinn who presents a wonderful way to develop your own nursing philosophy to Dr. Valiga, Dr. Rizzolo, and Dr. Stanley who explain the future implications of nursing education. You will see other innovative nurse educators, namely, Dr. August-Brady, Dr. Brancato, and Dr. Scholtz who are role models for excellence in education and research in our immediate circle of colleagues. Robert Mulligan is not only a wonderful educator and “tells you how it is in managing a classroom” but a great friend of nursing as well. Dr. Parker, Dr. Schoenhofer, and Dr. Messecar have presented a wonderful foundation for the science and art of nursing education; whereas, Dr. Leddy, Dr. Stoner, Dr. Joel, Dr. Partusch, and Pamela Roberts highlight important application methodologies that help in facilitating the instruction, supervision, and evaluation of novice nursing educators. Finally, Dr. Murphy takes you on a journey from novice to expert, using a variety of visionary strategies.

We also gratefully acknowledge the support of the editors and publishers for their expertise in helping to format and polish this work, from Joanne DaCunha who tried to keep us on target (which was quite a task at times) to Caryn Abramowitz whose gracious manner and efficient style kept things moving along very smoothly as the various chapter versions hit our desks.

Finally, we want to dedicate this book to our future nursing educators who will be our nursing mentors for the next generation of nursing students. Nursing education is indeed an art and a science that encompasses the three very important domains of nursing: education, clinical practice, and research. We are grateful to have had this opportunity to collectively and collaboratively influence the domain of nursing education.

Thank you.



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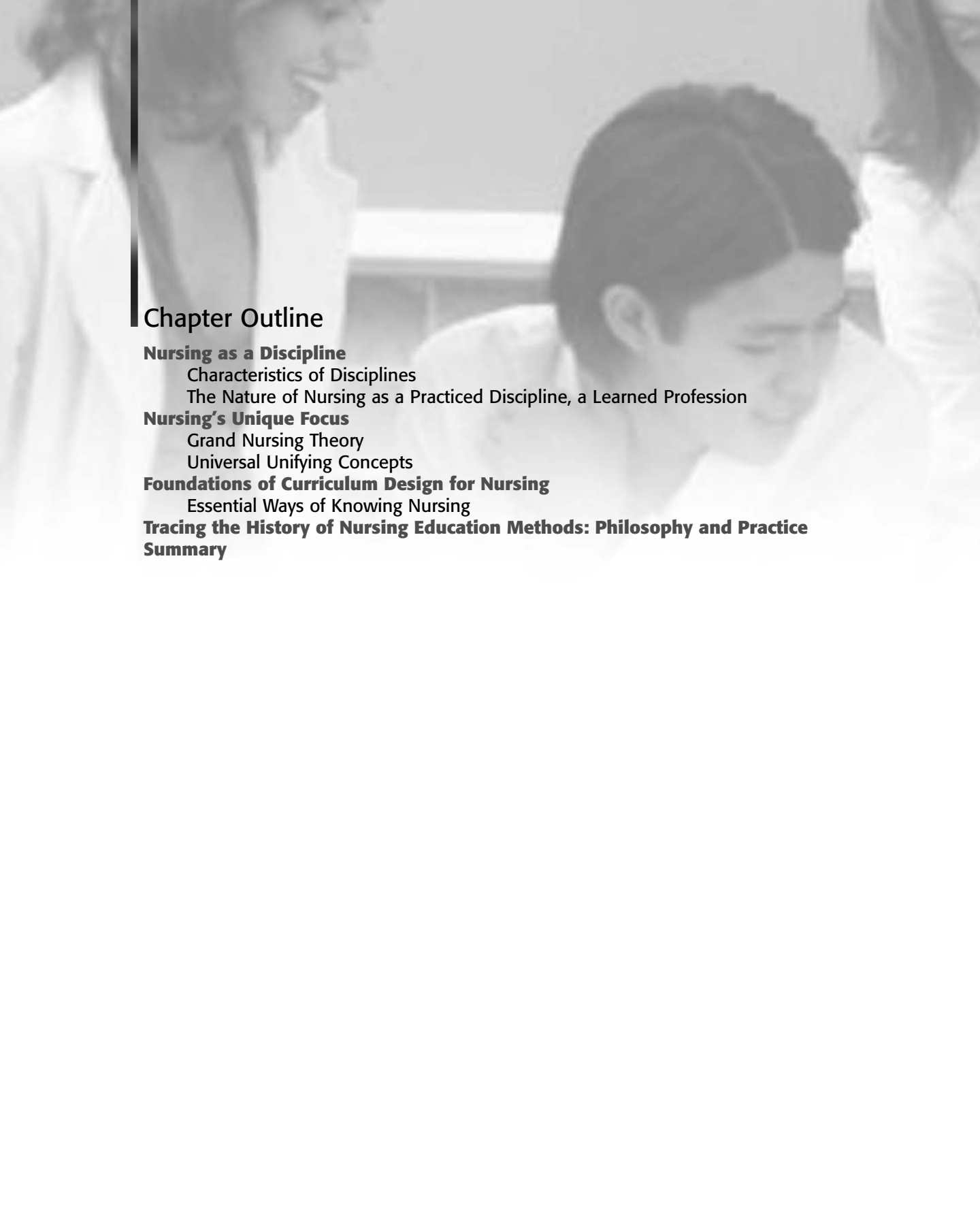
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NURSING EDUCATION:  
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## Chapter Outline

### **Nursing as a Discipline**

Characteristics of Disciplines

The Nature of Nursing as a Practiced Discipline, a Learned Profession

### **Nursing's Unique Focus**

Grand Nursing Theory

Universal Unifying Concepts

### **Foundations of Curriculum Design for Nursing**

Essential Ways of Knowing Nursing

### **Tracing the History of Nursing Education Methods: Philosophy and Practice Summary**



# FOUNDATIONS FOR NURSING EDUCATION

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## Learning Outcomes

*On completion of this chapter, the reader will be able to:*

- Explain the characteristics of nursing as a discipline.
- Discuss why nursing is considered a practiced discipline.
- Identify the patterns of knowing.
- Trace the evolution of the philosophy and practice of nursing education methods.

## Key Terms

Concepts  
Environment  
Epistemology  
Ethical  
Grand nursing theory  
Health  
Learned profession  
Metaparadigm  
Ontology  
Person  
Personal  
Sociopolitical

The focus of this chapter is to discuss nursing education in relation to the discipline of nursing and to understand the how and why of the evolution of nursing education in the manner that we know it today. Teaching methods for nursing education do not exist in a vacuum. It is important that future, novice, and seasoned nurse educators make a clear connection between the nature of nursing as a discipline and the ways of teaching selected and invented for nursing education. In teaching nursing, faculty never teach a “piece” of value or information in isolation—when teaching that “piece,” we are always teaching it as a meaningful aspect of the discipline, and thus we are teaching the discipline.

The basic premise of this chapter is that teaching methods must be tailored to the nature of nursing as a discipline. Part of the decision-making about selection of teaching methods involves an understanding of the content of nursing knowledge, the structure of that content, and the values and beliefs that underlie the nature of the discipline. In this chapter, we intend to prepare the reader to think broadly, critically, and specifically about the possible use of the methods described in this book. We take the view that methods don’t work except when people can work them effectively. Part of effectively choosing, modifying, and inventing methods for nursing education involves a deep and clear understanding of nursing as a discipline, and an equally clear and deep understanding of nursing education as the vehicle for facilitating knowledge and understanding of the discipline. With an appropriate knowledge and understanding of the discipline, nurses can design effective nursing care and thus actualize the highest purpose of the discipline of nursing.

The chapter focuses on the broad context of nursing as a discipline of knowledge. Included in the discussion will be philosophical foundations and practical implications for choosing/inventing teaching methods that work for nursing education. Philosophical and theoretical foundations offer coherent and enduring values to guide choice of method. Practical implications provide the link between nursing as a discipline and nursing as a profession. Classic scholars have expressed this link in terms like “practice discipline” (Dickoff, James, & Wiedenbach, 1968) and “**learned profession**” (Rogers, 1970).

## Nursing as a Discipline

It is important for the nurse educator to conceptualize nursing as a discipline. First we will examine the idea of disciplines, as articulated initially by King and Brownell (1976). We will then discuss nursing as a learned profession, a discipline that has a direct and immediate practice imperative, and relate that idea to nursing education. It is necessary to examine the issue of what is to be taught, as a precursor to questions of how to teach and how to facilitate learning.

### Characteristics of Disciplines

Classic education theorists, King and Brownell (1976), developed a descriptive set of characteristics of disciplines as a foundation for their treatment of curriculum issues. These characteristics were intended to be generic descriptors of all disciplines:

- Community of scholars
- Focused on a unique social need
- Specialized network
- Specific knowledge and skill
- Contains a value system
- Has an established instructive community