

THE AMERICAN EXPERIENCE: A RADICAL TRANSFORMATION OF NURSING EDUCATION

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Why the Recent Interest in Nursing Education?

- Institute of Medicine and the Robert Wood Johnson Foundation
 - ▣ Long-standing interest in nursing
- Northwest Health Foundation
 - ▣ Oregon Consortium for Nursing Education

Institute of Medicine and RWJ

The Future of Nursing

- Two of the recommendations:
 - ▣ Nurses should practice to the full extent of their education and training
 - ▣ Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression

Why the Recent Interest in Nursing Education?

- The Carnegie Foundation's concern about professions' civic responsibilities to society rather than on "technical professionalism"
 - ▣ Concern about error in all fields
 - ▣ Concern about civic responsibility

The Carnegie Preparation for the Professions Program

- An integrated, comparative study of education for professional understanding, integrity, and practice
- Clergy; Engineering; Law; Medicine; Nursing; Teaching
- Nursing and Medicine were the only two studies conducted simultaneously and in deliberate dialogue

The Carnegie Preparation for the Professions Program - Nursing

- What is needed to prepare nurses?
- What pedagogies are used?
- What are the signature pedagogies in nursing?
- What can other professions learn from nursing education?

The Carnegie Preparation for the Professions Program - Nursing

- Studied all types of pre-licensure pathways:
 - ▣ Community college
 - ▣ Generic baccalaureate
 - ▣ Accelerated baccalaureate
 - ▣ Master's Entry
 - ▣ Diploma

The Carnegie Preparation for the Professions Program - Nursing

- National surveys of nurse educators and nursing students in collaboration with:
 - ▣ National Student Nurses' Association
 - ▣ National League for Nursing
 - ▣ American Association of Colleges of Nursing
- Questions on teaching, learning, and transition to practice
- Questions for students about their experiences learning a practice

Review of Key Findings

- Uneven and often inadequate teaching of nursing knowledge
- Students and faculty feel overloaded
 - ▣ Busy work
- Distinct separation clinical and classroom teaching and learning

Review of Key Findings

- Challenges to teaching and learning:
 - ▣ Limited good clinical placements for student nurses
 - ▣ Heavy reliance on staff nurses for teaching without mentoring the staff nurses in teaching
 - ▣ Students describe transformative experiences of learning from patients but faculty do not often attend to or extend this rich source of learning

Review of Key Findings

- Pedagogies of being with and responding to suffering are excellent in clinical teaching
 - But almost absent in classroom teaching
- Strong formation of nurses who are committed to the values, goals, attitudes, and behaviors highly prized by the nursing profession

What Next?

- Preserve the strengths and long traditions in nursing education
 - ▣ Emphasis on situated learning and teaching practical reasoning in nursing
- Provide more opportunities for nurses and nurse educators to learn from each other

What Next?

- Recommendations fall into several categories:
 - Prerequisites for nursing school
 - Diversity of students and faculty
 - Enrich the scholarship of teaching and learning
 - Reorganize the paths for entry to practice
 - Alleviate the faculty shortage
 - Better integrate clinical and classroom education

But . . .



- We need new ways of thinking about teaching a practice
- We suggest students, nurses, and faculty need to shift their thinking about and approach to nursing education
- Without these, we will not be able to make change in nursing education

Major Paradigm Shift in Nursing Education

Shift from a focus on covering
decontextualized knowledge

TO

An emphasis on teaching for a sense of
salience, situated cognition, and action in
particular situations

Teaching and Learning Nursing Knowledge

- Catalogues
- Evidence-based literature searching and questioning weak
- Weak across all schools
- Too much teaching of testing-taking strategies
- Almost no interdisciplinary teaching

Teaching for a Sense of Salience

- Developing a sense of salience requires situated learning that is experiential and gained over time (Lave and Wenger 1991)
- Nurses work in complex, relatively unstructured clinical situations
 - ▣ Students must learn to quickly recognize and assess what is most and least important, or what is most salient
 - ▣ This is what experienced nurses do

Situated Cognition

- In any learning situation knowledge acquisition is necessary but not sufficient
- Students must learn to draw on knowledge from diverse domains to use in particular situations

Situated Learning

“Getting students to put the pieces together in a way that they can retrieve the information later and be able to use it effectively.”

Signature Pedagogy: Coaching

- Draw out what the student or newly graduated nurse knows in bounded clinical situations
- Help explore, make connections, realize what they know and how and why it is relevant to this situation
- Questions that cue the relevant issues in a situation

Major Paradigm Shift in Nursing Education

Shift from a sharp separation of clinical
and classroom teaching

TO

Integration of classroom and clinical
teaching

A Problem with Separating Clinical and Classroom Teaching

“Some students are lucky enough to obtain a clinical instructor that also teaches the course. Then the course objectives and content are better facilitated with direct "clinical setting" examples. Example might be an instructor teaching, "Remember we talked about this subject in class ... here is a prime example of that lecture in the clinical setting." This exemplifying solidifies classroom taught information.”

Integration

- **Classroom:**
 - ▣ Situate science, theories, technology and ethics in practice examples, unfolding cases, case studies, clinical puzzles
- **Clinical, simulation and skills lab:**
 - ▣ Situate learning evidence based nursing practice in care of particular patients

Major Paradigm Shift in Nursing Education

Shift from an emphasis on socialization
and role taking

TO

An emphasis on formation

Formation

- Formation is an ongoing, lifelong process
- Every experience contributes to student formation, from the moment students start school through their entire career
- The notion honors what students bring to nursing and how nursing changes them

Formation and Ethical Compartmentment

- Beyond “socialization”
- Experiential learning that creates new capacities to “see” and to “act”
- Students imagine ethics as abstract principles, and often do not recognize when their concerns in practice are ethical concerns

Formation and Ethical Compartment

- Examples of student nurses' ethical concerns:
 - ▣ Meeting the patient as a person
 - ▣ Preserving dignity and personhood of patient
 - ▣ Responding to sub-standard practice
 - ▣ Advocating for patients
 - ▣ Engaging fully in learning to do “good” nursing practice

Formation

“I have had the honor of being present with and learning from clients in intimate, vulnerable, scary situations. I get to regularly advocate for the underserved, especially in the hospital setting. I have access to environments I would have otherwise never been exposed to and have learned and grown and broadened my world perspective.”