

# Nursing & Nursing Education Research: What is the Future?



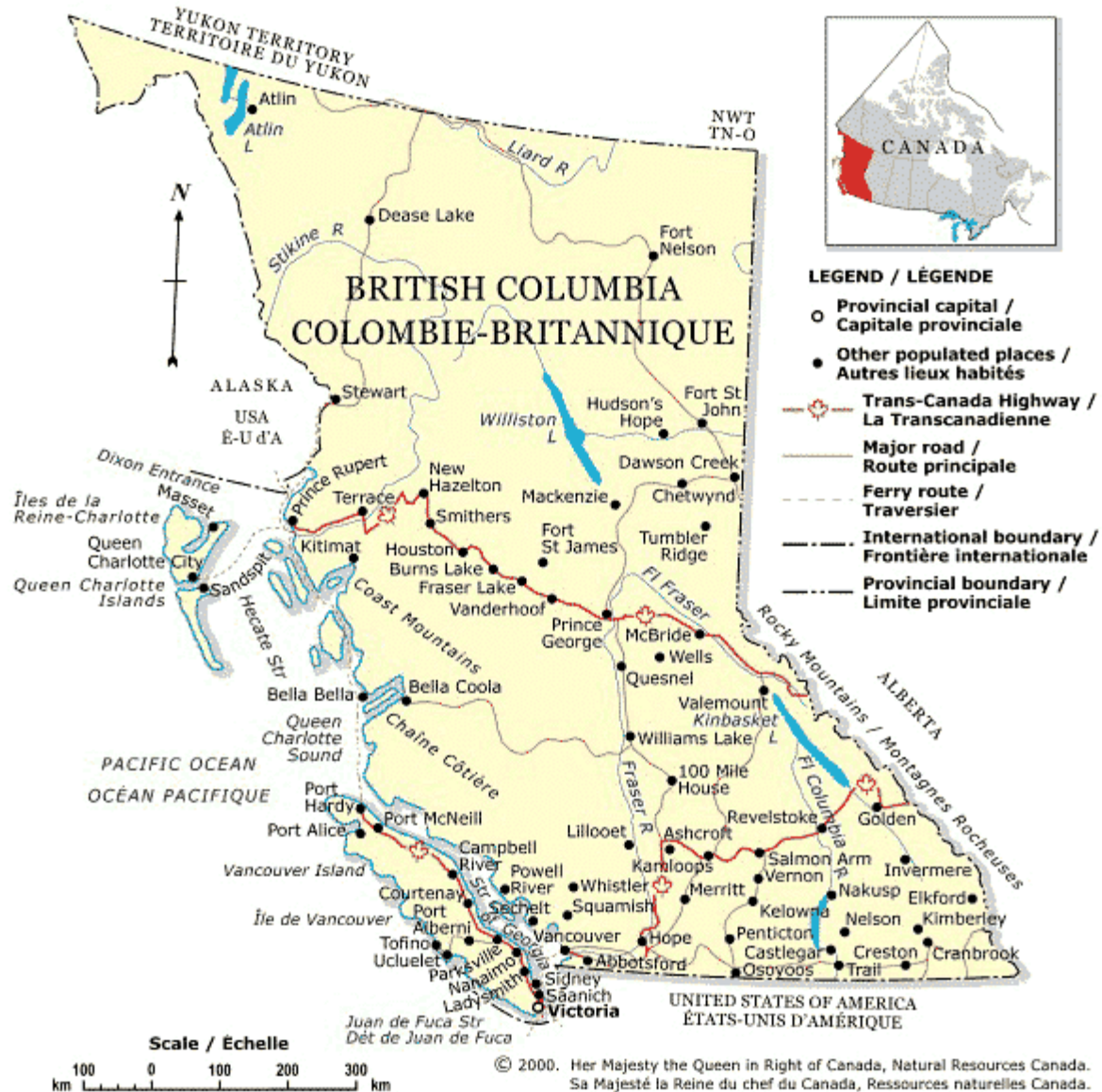
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2013-04-10

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2013-04-10

# Effective teaching may be the hardest job there is!

William Glasser



# What is Modern Nursing?

## Nursing Education Research

- Overview of the session
  - Nursing: Looking back looking forward
  - Historical roots and influence on nursing education
  - Late 20<sup>th</sup> century paradigm shift in nursing education
  - Changes coming for education, health professional and nursing
  - Social and economic drivers of change
  - Critiques of health professional and nursing education
  - Implications for nursing education
  - Rethink nursing education
  - Thoughts arising

**Looking back Looking forward**  
**in nursing education**





Reeves -  
= 1905

# Historical influences: Nursing Education

- Socrates: Question and answer.
- Middle ages:
  - Church significant influence
  - Priest as teacher, text as authority.
- Rousseau ( 1700's):
  - Prepare individuals to be good citizens - Emile on Education.
- Dewey (late 18-early 1900's): Education Reform.
  - Students should participate in learning
- Case Method Teaching: Harvard 1960s.
- Problem-Based Learning: McMaster 1960's.
- Bevis & Watson 1989: Curriculum reform in nursing.

# Modern early-mid 20th century Nursing Curricula: Foundational Principles

- Nursing schools provided human resources for hospitals.
- Students rotated to all specialty areas.
- Medical model organized curricula.
  - Body systems and specialty areas were the framework for three-year curriculum plans.
- Emphasis on didactic & apprenticeship learning.

# Pedagogical Roots of Nursing Curricula

- In the 1950-80's nursing models & frameworks were organized curricula to foreground nursing.
- Metaconcepts: nursing, person, health, environment
- Major influence 1950s-70s was the Tylerian - behaviorist perspective
- Many PhD-prepared Canadian nurses were educated in education faculties.



# Shifting the paradigm: 1990s

- Bevis & Watson Caring Curriculum.
- In the late 1980's, postmodernism, feminism, holism, and human science shifted the focus in nsg education away from nursing models, frameworks & behaviorist perspectives.
- Increased technology, chronicity, acuity, & increased focus on health promotion, social determinants of health, and ethics required nurses to be educated differently.
- PhD programs in nursing commenced in Canada.

# Nursing Education: Late 20th century accomplishments

- Nursing education moved from hospitals into institutions  
of higher education
  - Quebec the 1st province to close hospital schools of nursing and move nursing education to CEGEP's
- Baccalaureate as entry to practice in all but one Canadian jurisdiction in Canada
- More diverse clinical placements eg camp nursing
- Content to concept to concept –based curricula
- Focus on critical thinking, health promotion, client/nurse relationship, ethics

# Shifting Curricula and Pedagogies in nursing education: 1990-present

- Content-concept-competency-based curricula
- Introduction of student/learner-centred pedagogies
- Development of situated learning strategies
- Widespread use of learning technologies
- Emphasis on reflective learning
- Increased focus on social justice
- Bodywork of nursing?
- Academic/practice gap

# Nursing and Nursing Education: Change is in the wind

- What is professional nursing?
- What is Professional nursing education?
- Aging population of nurses
  - How do we attract, retain, and prepare diverse nurses for a life-long career ?
- For reflection: A world without nurses
  - <http://www.youtube.com/watch?v=XsjNXWIW28w>



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# Pair-Share: A world without nurses

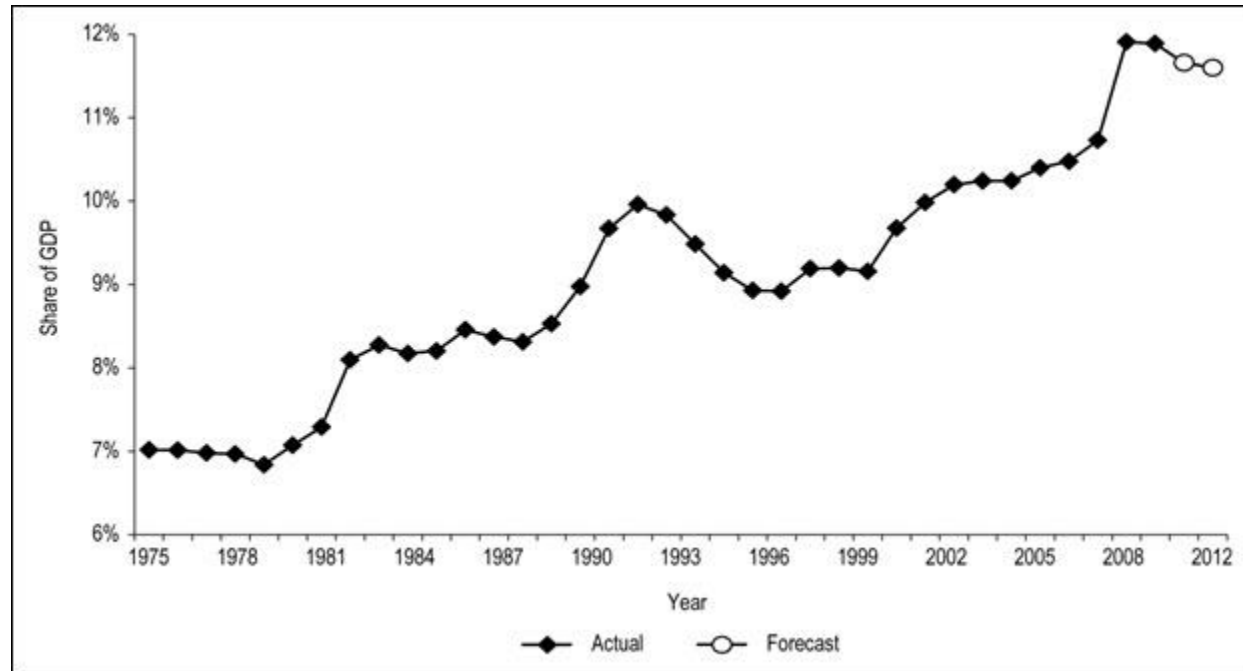
What touched you, moved you, or struck you  
about this YouTube Clip

# Social/Economic Drivers of change

- Economics
  - eg rising cost of health services vis a vis GDP
- Critiques of modern education:
  - inadequate in preparing a modern workforce
- Critiques of professional education including nursing
- Population health trends
  - Aging population in Canada
  - Increasing prevalence of chronic conditions
- Consumer demands for quality care
- Scientific and technological advances
- Health system changes (neoliberalism?)
  - eg patient care trajectories, nursing staff mix etc



# Total Health Expenditure as a Percentage of Gross Domestic Product, Canada, 1975 to 2012



## Source

National Health Expenditure Database, Canadian Institute for Health Information.

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# Critique of modern education: Rethink everything?

Thoughts to Ponder

[http://www.youtube.com/watch?v=8\\_ehGLqzBV](http://www.youtube.com/watch?v=8_ehGLqzBV)

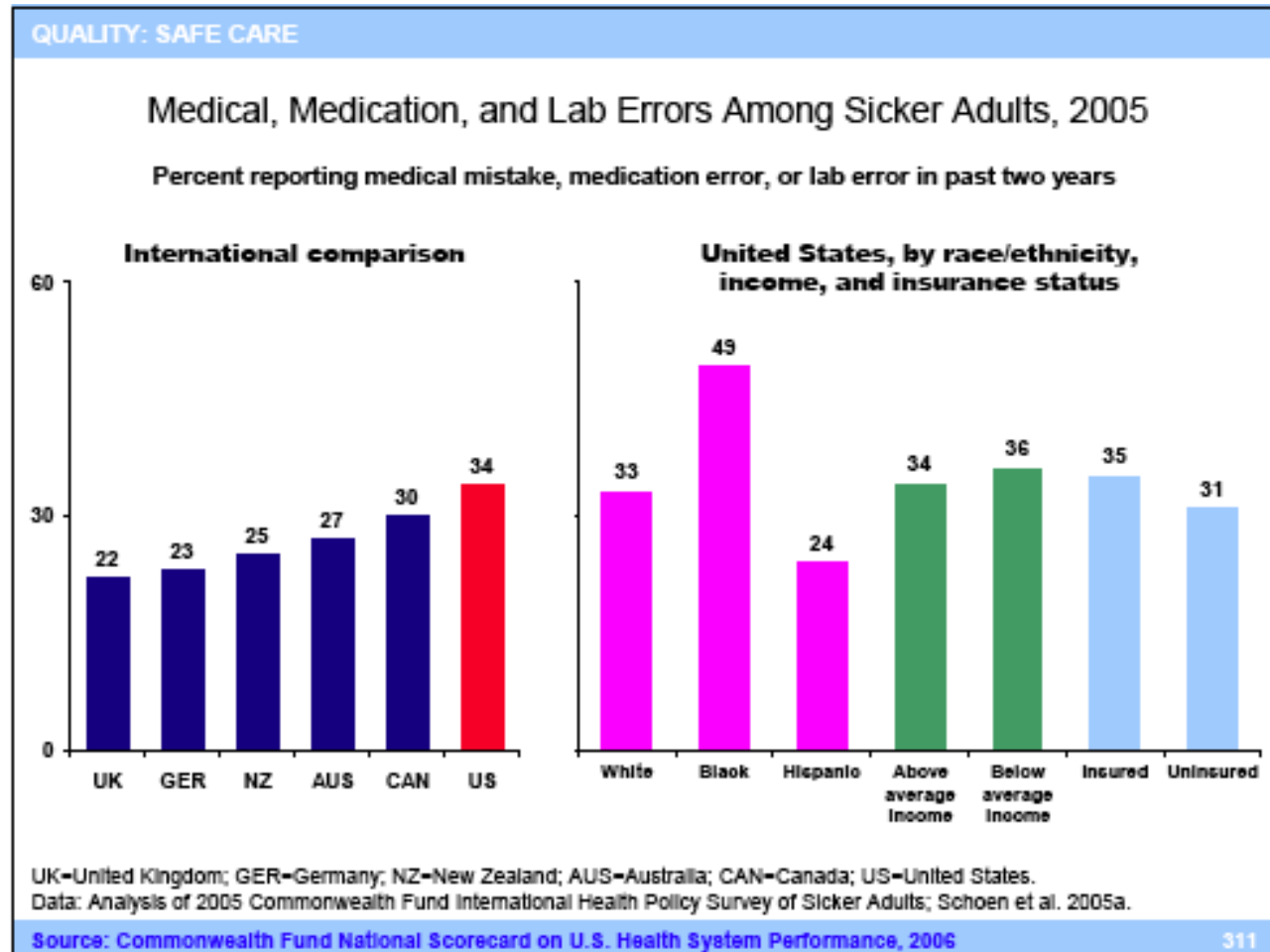
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# Leading change in Health Professional education: Key documents

- IOM Quality Initiative began in 1996 with
  - [America's Health in Transition: Protecting and Improving Quality](#) (1996)
- [To Err is Human: Building a Safer Health System](#) (1999)
- [Crossing the Quality Chasm: A New Health System for the 21st Century](#) (2001)
- [Health Professions Education: A Bridge to Quality](#) (2003)
- Benner et al (2009) *Educating nurses—Call for radical transformation*

# Medical, Medication, Lab Errors



# Public Health Arena: Similar Issues

- Early 2000's SARS and Walkerton surfaced issues with quality in Public Health in Canada.
- Building the Public Health Workforce for the 21 st Century (2005)
- Advocacy for a competency-based approach to health professional care
- Similar issues and initiatives in the US
  - eg Quad Council initiative to develop PHN Competencies  
<http://www.achne.org/i4a/pages/index.cfm?pageid=3292>

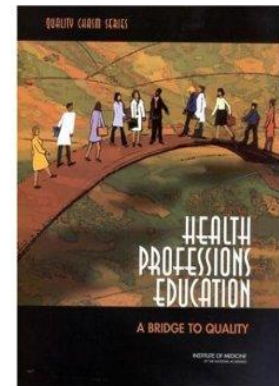
# Quality of Health Care and Professionalism in Question

- Growing evidence of system-level influences on patient/population health outcomes.
- Medical, medication, and lab errors.
- Public health quality of care issues.
- Differences in quality of care and health outcomes across countries.
- Emerging awareness of deficits health professional education.
- Catalyst to numerous white papers



# Institute of Medicine (2003): A bridge to quality:Key points

- All health professionals should be educated to:
  - Practice patient/family-centered care;
  - Practice as members of an **interdisciplinary team**;
  - Implement **evidence-based practice**;
  - Foster **quality improvement** approaches;
  - Demonstrate informatics competencies.



• Institute of Medicine report-health professions education: A bridge to quality-  
[http://findarticles.com/p/articles/mi\\_qa4102/is\\_200308/ai\\_n9262559/](http://findarticles.com/p/articles/mi_qa4102/is_200308/ai_n9262559/) 2013/04-10

# Practice patient/family-centered care (IOM,2003)

# Work in interdisciplinary teams

- Cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.



k11192052 fotosearch.com



# Implement evidence-based practice

- Integrate best research with clinical expertise and patient values for optimum care
- Participate in learning and research activities to the extent feasible.

eg Joanna Briggs Institute – 80 Centers around the world eg  
Queen's University (Nursing) Joanna Briggs Institute



# Demonstrate informatics competencies



# Catalyzed the Competency Movement

- Goudreau, Pepin, et al (2009) competency is: “a complex *know-how* . . . based on combining and mobilizing knowledge, skills, attitudes, and external resources and then applying them appropriately to specific types of situations” (p.1).
- Competency education develops focused and desirable qualities in health professionals.
- Competencies guide to performance standards.
- Competencies used for clinical performance evaluation.

# What are the implications for nursing education?

- Social accountability of health professional education.
- Patient and family interests and perspectives at the centre of practice.
- Inter-professionalism.
- Integrity, innovation, and excellence.
- Life Long Learning.
- Learner – centred pedagogies to model patient-centred care principles.
  - How you teach is what you teach!
- Competency-based curricula.

# Benner et al 2009

- Benner's comment on the 2009 Carnegie Study

<http://www.youtube.com/watch?v=Y5JGJVVN3KI>

# Group discussion: Interview with Benner

What struck you, puzzled you, and/or resonated with you about Benner's discussion of her study on the YouTube Clip?

# Nursing Education 21st century: Time for Transformation

- Nurse leaders call for transformation of nursing education
- In Canada
  - Pringle et al (2004) Nursing Education in Canada: Historical Review and Current Capacity
  - CNA 2006 Toward 2020: Visions for Nursing (Villeneuve & MacDonald, 2006)
  - CNA National Expert Commission (2012)
  - Dalhousie Think Tank: Response to CNA National Expert Commission (MacMillan, 2013)
- In US Institute of Medicine (2008) and Benner et al 2009



# Recommendations: CNA 2006 Toward a Vision 2020

- Transform curricula to meet population health and care needs
- Develop models for inter-professional nursing education
- More seamless education allowing nurses to build on previous experiences and education
- Mix of professional and academic graduate education options to meet leadership needs

(Villeneuve & MacDonald, 2006)

# Transformation of Nursing Education: A cacophony of voices

- Address the practice/ academic gap.
- Relevance of baccalaureate education to the current workplace is a concern of practicing nurses and employers.
- Position practice as the foundation of baccalaureate education scaffolding theory around it
- Focus on fundamentals of nursing
- Prepare nurses for a 30 year career
- Prepare a different kind of nurse for this health care system
- Prepare nurses to use information and technology
- Prepare health care leaders- grow graduate programs
- Attract aboriginal students AND SO ON!

# What type of nursing professionals are needed?

- Education?
- Scope of practice?
- Roles?
- Responsibilities?
- Social contracts?
- Career tracks?
- Performance expectations?

# Pedagogical Considerations: Teaching & technology

- New and emerging technologies affecting health and higher education:
  - Simulation education
  - Nursing informatics
  - On-line learning
  - Blended learning
  - MOOCs: Massive Open On-line Courses
  - Lap top/iphone generation
    - Innovations for teaching large classes to learners using lap tops,ipads and iphones in class
  - Use of other technologies for learning eg clickers

# Rethink Nursing Education

- Rote learning, an education tradition, introduces content but does not develop:
  - Respect for patients' experiences, critical thinking/critical inquiry, Collaborative learning
- How can nurse educators teach in this new age of technology?
- How do nurse educators prepare students for:
  - Accountable, evidence-based, ethical & interdisciplinary practice
  - Systems-level thinking
- How do nurse educators prepare learners to:
  - Be literate with information & technology, systems-level thinkers, political, innovative & creative
  - Value diversity

# Dalhousie Think Tank Questions: Nursing & Nursing education

- What is Nursing's mandate/social contract?
- What should it be in a transformed system?
- How to prepare a nurse for a career for life?
- What innovative education and partnerships can be identified to lead the way?
- How can education prepare nurses to practice safely and to advocate for safety, quality practice, and change?

MacMillan, K. (2013). Proceedings of a think tank on the future of undergraduate nursing education in Canada. Halifax Dalhousie University School of Nursing.

# Nurse Researchers: Implications

- What kind of knowledge does nursing need?
- What nursing education questions need to be examined and why?
- What research methods should we use and why?
- What pedagogies should be researched to provide evidence for teaching practice and why?
- Given pending changes, what nursing education interventions might be appropriate to investigate?
  - Simulation
  - Formation of professionals
  - Use of web-based technology
  - Interprofessional education models





# Nursing Education Research: Thoughts arising

- Align research with current thinking and issues in nursing and nursing education to avoid reproducing the past
- Research:
  - Social and economic trends;
  - Innovations that develop knowledge for practice;
  - Situated and student-centred strategies;
  - Link between competency-based education and quality care.
- Use methods that foster knowledge translation such as participatory methods.
- Use innovative methods such as narrative inquiry to explore topics such as ethics in practice

# Your suggestions for Nursing Education Research

Thank you for you kind attention!