

# A New Model to Advance Scholarship in Nursing Education

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# Conflicts of Interest and Disclosures

*Neither the planners or presenters have any real or perceived vested interests that relate to this presentation*

# Objectives

- *Discuss the strengths and limitations of prior theoretical work to support the Practice of Teaching, Scholarship of Teaching and Learning (SOTL), and Research in Nursing Education today.*
- *Articulate a new model to:*
  - *Define the Practice of Teaching, SOTL, and Research in Nursing Education.*
  - *Describe how the Practice of Teaching, SOTL, and Research in Nursing education each contribute to advance the discipline.*
- *Demonstrate application of the new scholarship model with examples to clarify the difference between Practice of Teaching, SOTL, and Research in Nursing Education.*
- *Discuss innovative uses of a new model to advance the science of nursing education.*

# **INSIGHTS FROM HISTORY TO SUPPORT ADVANCEMENT IN NURSING EDUCATION**

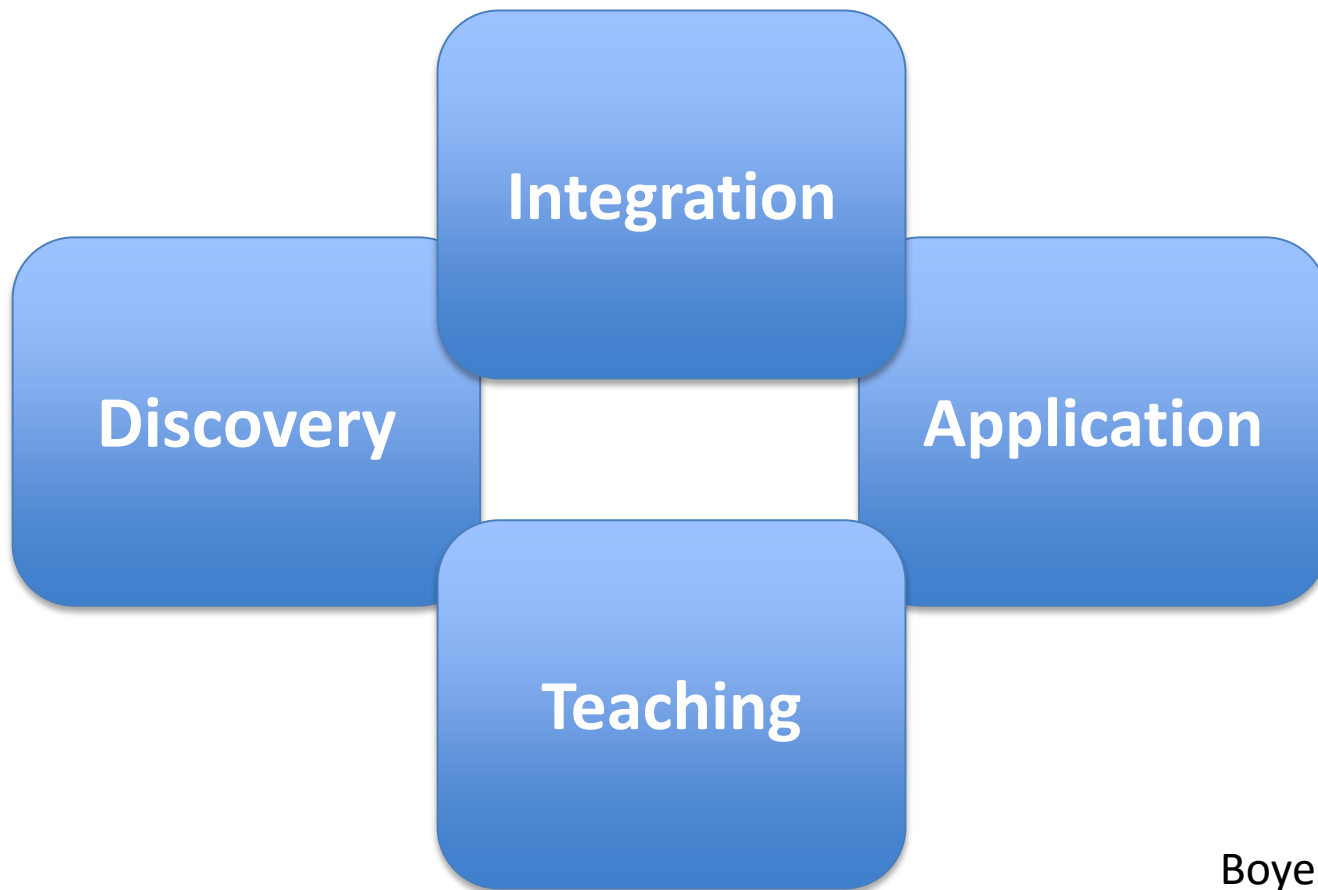
# Strengths of Prior Theoretical Work to Support Scholarship

## Boyer

- Questions how students learn/teachers teach
- Questions about what it takes to be a scholar, diversity, and ways to “*keep faculty intellectually alive*”

(Boyer, 1991, p. 54)

# Boyer Model of Scholarship



Boyer, 1991

# Boyer's Model

*“Mosaic of talent on the campus”* (Boyer, 1991, p. 51)

- Discovery
- Interpretation
- Application (field work)
- Scholarship of Teaching

All carefully assessed and rewarded

# SOTL has Evolved Since Boyer's Work

## Advancing the Science / Growing Expectations for

- Students (Master's, DNP, and PhD)
- Faculty, especially those seeking promotion and tenure



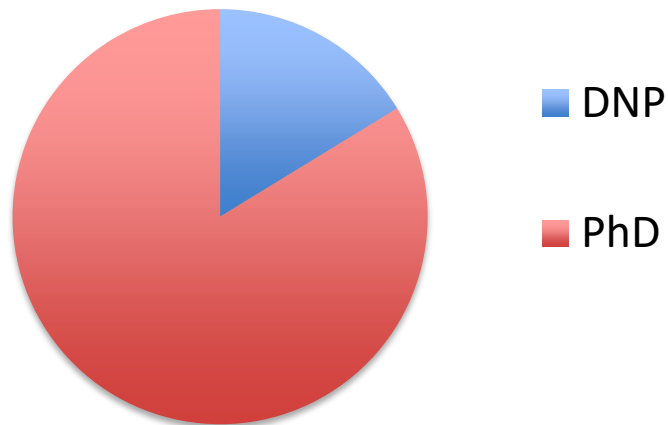
# Growing Ambiguity

- Practice of Teaching
- Scholarship of Teaching and Learning (SOTL)
- Research in Nursing Education

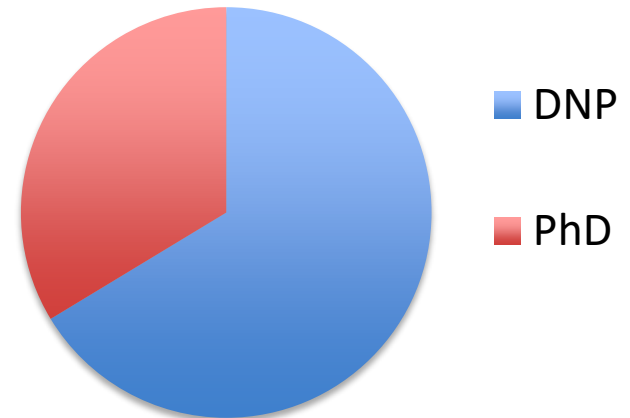
# Over the Years

- Doctorate in nursing practice (DNP)
- Expanded roles/expectations across levels

**Program Statistics 2006**



**Program Statistics 2014**



AACN, 2015

# Nursing Education Needs a Current Model to Enable Advancement and Success at All Levels



NLN, 2006

# **SCHOLARSHIP: A NEW MODEL TO PROMOTE FACULTY AND STUDENT SUCCESS IN NURSING EDUCATION**

# Development of a Science

- No agreement on the definition of *science*
  - “science is a coherent body of knowledge composed of research findings and tested theories for a specific discipline” (Burns & Grove, 2000, p. 10).
- A science is defined by both its *methods* and the *knowledge* produced.
- A science is judged by the value and extent of its contributions to the larger field, to society, etc.

# Development of Scientific Disciplines

- Shneider (2009) proposed revisions to Kuhn's (1962) work, *The Structure of Scientific Disciplines*
- Shneider outlines 4 stages through which scientific fields pass as they mature:
  - Introduction of language to describe phenomena of interest
  - Development of methods and tools to study phenomena
  - Approaching steady state; refinements in methods
  - Steady state; few new major discoveries but field can still be relevant

# Key Questions

- What is required to develop a robust *science of nursing education*?
  - What type and how much *knowledge*?
  - What type and how much *research*?
  - What types of *research methods*?
  - What is the role of the *researcher*?
  - What is the role of the *practitioner*?

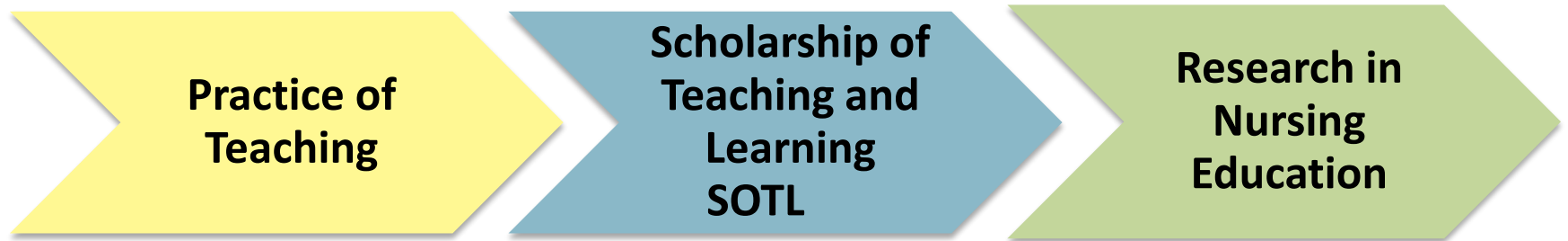
# A New Model of Scholarship

A new model is needed to support all levels of scholarship in nursing education

- Practice of Teaching
- SOTL
- Research in Nursing Education



# A New Model to Support Scholarship at All Levels and Advance the Science of Nursing Education



# A New Model of Scholarship to Guide Faculty & Students

## **Faculty**

To understand expectations for scholarship and research which is often associated with promotion and tenure

- Many times faculty projects fall into one category when the intent is another

## **Graduate Students**

To understand expectations for academic progression and/or completion

- Although program expectations vary, student work should be consistent by level of study (Masters, PhD, DNP)

# Assumptions of the New Model

1. Increasingly generalizable and trustworthy knowledge from research is needed to advance the science of nursing education. This knowledge is developed through a multi-paradigmatic approach that values quantitative, qualitative, and mixed methods research.
2. A robust science is developed over time using multi-site designs of increasing sophistication.
3. The science is developed through the combined efforts of those in both researcher and educator roles.
4. Formal educational preparation provides the foundation for role enactment and development.
5. Role and career development occur on a continuum with measureable advancement and growth over time.

# NURSING EDUCATION SCIENCE

Meta-Analysis / Systematic Review

Multi-Site Experimental Designs

Randomized Experimental Designs

Quasi-Experimental  
Intervention Designs

Meta-Synthesis

Rigorous Single-Site Evaluation Designs

Group Studies

Case Studies

Single Informant

Scholarly Teaching

Quantitative

Qualitative

Mixed Method

MS DNP PhD TEAM

Practice of Teaching

Scholarship of  
Teaching and Learning  
SOTL

Research in Nursing  
Education

# **SEEING IS BELIEVING: HOW A NEW MODEL CAN SUPPORT SCHOLARSHIP IN NURSING EDUCATION**

# **EVIDENCE-BASED PRACTICE KNOWLEDGE ASSESSMENT IN NURSING (EKAN)**

# EKAN Examples

## Research in Nursing Education

- EKAN Development
  - Large, multi-site studies to establish psychometric performance in different settings and populations
  - Validation studies to establish psychometric performance of a translated instrument

# EKAN Examples

## Scholarship of Teaching and Learning

- Study of modules, courses, curriculum, or organizational structures to facilitate quality improvement
  - Descriptive, cross-sectional measurement
  - Pre/post type measurements
  - Multi-site study of EBP knowledge of RNs working in hospitals
  - Longitudinal measurement to track EBP knowledge development over time



# EKAN Examples

## **Practice of Teaching**

- Utilization of evidence in
  - Courses
  - Programs
  - Learning experiences

# DML Examples

## Research in Nursing Education

- Initial development and testing of a new intervention (DML)
- Repeated study by original investigator with larger sample from different schools of nursing
- Study repeated again by different research team using same intervention and design with different measurement/instrumentation

# DML Examples

## Scholarship of Teaching and Learning

- School of Nursing faculty took published reports of DML and developed an implementation plan for use in their school. Outcomes measured and reported at Nursing Education Conference.
- Two faculty from a different school attended that presentation, reviewed the original reports and translated into debriefing plan at their school. Outcomes measured and published as a teaching innovation.

# DML Examples

## Practice of Teaching

- School of Nursing simulation coordinator learns about DML at a conference and takes back to the school where aspects of it get used to revise how debriefing is done with prelicensure students in simulation.

# Other Applications of the Model

# Moving Forward

- What does this mean?
- So What? Who Cares?
- Why is this important for the Discipline of Nursing?

# Summary

Benefits of a new model to enable scholarship at all levels

- Practice of Teaching
- Scholarship of Teaching and Learning (SOTL)
- Research in Nursing Education

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# Questions

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