Concept Map: Nursing theorists, their differences, overlaps, and similarities

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**Benner: Novice to Expert**

Altmann, T. K. (2007, May-June). An evaluation of the seminal work of Patricia Benner: Theory or philosophy. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, *25,* 114-123. Retrieved from Pro Quest Athabasca University Library

Benner’s model of novice to expert discovers and describes the unique nursing knowledge which is embedded in nursing practice. It led to the Dreyfus Model of Skill Acquisition which like Benner depends on practice to advance a nurse/student from Novice to Expert. These skills are based on education, clinical knowledge and career progression. Altman describes the theory as one where experience, coupled with knowledge and development leads to an expert nurse. The philosophical underpinnings are based of the unique knowledge of nursing coupled with the clinical practice. As nurses we develop and acquire knowledge developing expert intuition, empirical knowledge couched with clinical experience. Benners theory of development of nursing skills and Kolb’s experiential learning theories are currently being utilized as the outline for this method.

Waldner, M. H., & Olson, J. K. (2007). Taking the patient to the classroom: Applying theoretical frameworks to simulation in nursing education. *International Journal of Nursing Education Scholarship*, *4*(1), 1-14. Retrieved from http://0-web.ebscohost.com.aupac.lib.athabascau.ca

\ Waldner and Olson contend that patient simulators is a successful teaching strategy which to date has had little research to determine its effectiveness. Clinical placements are increasingly difficult to obtain. The competition among the universities for clinical residencies is fierce, and as a result simulation which is set to different levels of clinical skill and empirical knowledge is being utilized to develop a new approach to nursing education.

Constructivist

Rolloff, M. (2010, September-October). A Constructivist model for teaching evidence-based practice. *Nursing Education Perspectives*, *31(5)*, 290-293. Retrieved from EBSCO Host Athabasca University Library http://0-web.ebscohost.com.aupac.lib.athabascau.ca

Sadideem, H., & Kneebone, R. (2012). Practical skills teaching in contemporary surgical education: how can educational theory be applied to promote effective learning? *The American Journal of Surgery*, *204*, 396-401. Retrieved from http://www.mdconsult.com

The constructivist theory of learning assumes that we the learners construct knowledge to make sense of our experiences and interpretations. As learners we are actively seeking and understanding in our lives. The theory is intended to foster the development of critical thinking, the relationships between skills development, collaboration, and inquiry. The learners are are members of the team developing goals, seeking experiences to guide learning for students. Our lives up until this moment are our foundation for future knowledge acquisition.

Simulation

Waldner, M. H., & Olson, J. K. (2007). Taking the patient to the classroom: Applying theoretical frameworks to simulation in nursing education. *International Journal of Nursing Education Scholarship*, *4*(1), 1-14. Retrieved from Pro Quest

Sadideem, H., & Kneebone, R. (2012). Practical skills teaching in contemporary surgical education: how can educational theory be applied to promote effective learning? . *The American Journal of Surgery*, *204*, 396-401. Retrieved from http://www.mdconsult.com

Preceptorship Model

Happel, B. (2009). A model of preceptorship in nursing: reflecting the complex functions of the role. Retrieved from Retrieved from Pro Quest

Morgan, A., Mattison, J., & Stephens, M. (2012, March 14). Implementing structured preceptoship in an acute hospital. *Nursing Standard/ RCN Publishing*, *26*(28), 35-39. Retrieved from http://0-web.ebscohost.com.aupac.lib.athabascau.ca/

Critical Feminist Theory

Georges, J. M. (2005). Linking Nursing theory and practice a critical-feminist approach. *Advances in Nursing Science*, *28*(1), 50-57. Retrieved from http://0-web.ebscohost.com.aupac.lib.athabascau.ca