The Development of a Clinical Nurse Scholar
Formative Education through Transition into
Nursing Practice

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Study Purpose

To uncover best practices in pedagogies used in baccalaureate degree nursing programs that support the development of a clinical nurse scholar.
THEORETICAL BASIS FOR THE STUDY
Who I Am

Confident
Passionate about Nursing
“Out of the Box” Thinker
Active Learner
Available for others
Flexible
Comfortable
Seek Complexity

What I Do

Give Care
• Immerse myself
• Remain vigilant
• Prioritize relationships

Evolve
• Learn from patients and families
• Keep nursing fresh
• Advance self

Share Knowledge
• Disseminate
• Model
• Teach

Reflect
• Reflect for Action
• Reflect in Action
• Reflect on Action

Lead
• Advance practice
• Develop others
• Non-hierarchical

What I Do

Seek the Unknown
Motivated
Insatiably Curious
Innovator
Risk Taker
Rule Bender
Patients/families
Work
Profession

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Methods

• Descriptive Qualitative Design
• IRB Approval
• Informed Consent
• National Purposive Sampling in the US
• Semi-Structured Interview Guide
• Audiotaped Transcribed Interviews and Focus Groups
Participants

• 29 randomly recruited Chief Academic Nursing Officers
• All participants were highly experienced and well educated
• The sample was evenly divided between public and private academic institutions and representatively distributed by region and program size in the US
FINDINGS
We are all stewards of the profession

In order to best prepare nurses as future clinical scholars, learning must focus on understanding the responsibilities of being a member of the profession.

“As a steward, you are responsible for the quality and rigor of the profession.”
Supporting Theme

*Learning Pathways are Varied*

- Best learning occurs in and outside of the classroom.
- Learning occurs in partnerships.
- Faculty need to take a more active role as coaches and role models.

“We need to embrace and help students see that there isn’t one path to what they need.”
Supporting Theme

Faculty Need to Grow Too

• The new faculty role in and outside of the classroom calls for faculty development.

“It is important that faculty development addresses what risk taking, creativity, and innovation are, and thinks about the barriers we have established through the educational culture.”
Supporting Theme

Faculty Need to Grow Too

• Faculty who do not view themselves as scholars can not model being a scholar.
• Most faculty teach the way they learned.

“Faculty often educate the way they were educated 30 years ago, and I think that this needs to change.”
Supporting Theme

New Pedagogies Need to Focus on the Development of ‘Who I am as a Clinical Scholar’

• Core values for nursing and nursing education remain unchanged.

• Curriculum for tomorrow must intentionally shape learning to balance the development of both role attributes and role processes of a clinical scholar.
“I think becoming a nurse, not learning about nursing, helps them to own their identity within the very broad definition of being a nurse... They, then, have a vision of themselves as a professional who makes a difference...”
Implications for Formative Education

• The concept of a clinical nurse scholar is not well described in the current formative education paradigm.

• While the core values of nursing remain unchanged, innovative pedagogies are needed to meet the future health care needs in emerging work environments.
The Curriculum of Tomorrow

- Must recognize faculty needs for future role development
- Identify strategies to deal with the constant expansiveness of content
- Develop alternative pedagogies for advancing the development of clinical scholars
- Intentionally shape learning to balance the development of both role attributes and role processes of a clinical scholar.
Future Research

• Replication of this study with chief nursing officers in practice settings

• Development and testing of new curricular models for the development of clinical nurse scholars in formative education
With gratitude to

The NLN Nursing Education Grant Program