

CHAPTER 1

HISTORICAL AND CONTEMPORARY NURSING PRACTICE

LEARNING OUTCOME 1

Discuss historical factors and nursing leaders influencing the development of nursing.

Concepts for Lecture

1. Recurring themes of women's roles and status, religious (Christian) values, war, societal attitudes, and visionary nursing leadership have influenced practice. Traditional female roles of wife, mother, daughter, and sister have always included caring, nurturing, comforting, and supporting. In addition, women generally occupied subservient and dependent roles. Christian values, self-denial, spiritual calling, and devotion to duty and work had a significant impact on nursing. Examples include the establishment of houses of care and healing in early Rome, orders of knights that provided care to the sick and injured during the Crusades, the Alexian brothers who organized care for the victims of the Black Plague in the 14th century in Germany, and the Order of Deaconesses who established a small hospital and training school where Florence Nightingale received her training in nursing. War created a need for nurses, and a number of early nursing leaders emerged during wartime. Florence Nightingale is well known for her service during the Crimean War. Harriet Tubman, Sojourner Truth, Mother Biekerdyke, Clara Barton, and Dorothea Dix provided care during the American Civil War. During World War II the Cadet Nurse Corps was established, and nurses continue to volunteer to provide care in time of war. Throughout nursing's history, societal attitudes about nurses have evolved, with images such as the poorly educated woman, guardian angel or angel of mercy, doctor's handmaiden, heroine, sex object, tyrannical mother, and body expert. A look at nursing's beginnings reveals its continuing struggle for autonomy and professionalization. In the early 1990s, the Tri-Council for Nursing initiated an effort to improve the image of nursing, and the Johnson & Johnson corporation launched a "Campaign for Nursing's Future." Many nursing leaders have made contributions to nursing's history and to women's history. Florence Nightingale (1820–1910) was the founder of modern nursing. Clara Barton (1812–1912) helped establish the American Red Cross. Linda Richards (1841–1930) was the United States' first trained nurse and is credited with pioneer work in psychiatric and industrial nursing. Mary Mahoney (1845–1926) was the United States' first black professional nurse, and she worked for acceptance of blacks into nursing and the promotion of equal rights. Lillian Wald (1867–1940) was the founder of public health nursing and with Mary Brewster founded the Henry Street Settlement and Visiting Nurse Service. Lavinia L. Dock (1858–1956) worked for passage of the 19th Amendment, campaigned for legislation to allow nurses to control their profession, and, with the assistance of Mary Adelaide Nutting and Isabel Hampton Robb, founded the American Society of Superintendents of Training Schools for Nurses of the United States and Canada, the



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have the students write a paper on one of the historical or contemporary factors influencing nursing.
- Have the students write a paper about one of the historical nursing leaders.



SUGGESTIONS FOR CLINICAL ACTIVITIES

- Arrange a tour of hospital units employing advanced technologies.

precursor to the National League for Nursing. Margaret Higgins Sanger (1879–1966) is considered the founder of Planned Parenthood. Mary Breckinridge (1881–1965) established the Frontier Nursing Service and started one of the first midwifery training schools.

2. Contemporary nursing practice is influenced by economics, changing demands for nurses, consumer demand, family structure, science and technology, information and telecommunications, legislation, demographics, the nursing shortage, collective bargaining, and the work of nursing associations.

LEARNING OUTCOME 2

Discuss the evolution of nursing education and entry into professional nursing practice.

Concepts for Lecture

1. The practice of nursing is controlled from within the profession through state boards of nursing and professional nursing organizations. These groups also determine the content and type of education that is required for different levels or scopes of nursing practice. Originally, the focus of nursing education was to teach the knowledge and skills that would enable a nurse to practice in a hospital setting. However, as nursing roles have evolved in response to new scientific knowledge; advances in technology; and cultural, political, and socioeconomic changes in society, nursing education curricula have been revised to enable nurses to work in more diverse settings and assume more diverse roles. Nursing programs are increasingly based on a broad knowledge of biologic, social, and physical sciences as well as the liberal arts and humanities. Current nursing curricula emphasize critical thinking and the application of nursing and supporting knowledge to health promotion, health maintenance, and health restoration as provided in both community and hospital settings.

LEARNING OUTCOME 3

Describe the different types of educational programs for nurses.

Concepts for Lecture

1. Types of educational programs include practical or vocational nursing, registered nursing, graduate nursing, continuing education, and in-service education.

There are two types of entry-level generalist nurses: the registered nurse (RN) and the licensed practical or vocational nurse (LPN, LVN). Practical or vocational nursing programs are provided by community colleges, vocational schools, hospitals, or independent health agencies. These programs are 9 to 12 months in duration with classroom and clinical experiences, and graduates take the NCLEX-PN examination for licensure.

There are three major types of RN nursing programs: diploma, associate degree (ADN), and baccalaureate degree (BSN). Although these programs vary considerably, all RN program graduates take the NCLEX-RN® examination for licensure.

Diploma programs are hospital-based educational programs that provide a rich clinical experience for nursing students. These programs are often associated with colleges or universities. The number of diploma



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Invite nurses who have obtained master's and doctoral degrees to discuss the programs, why they decided to obtain advanced education, and their current positions.
- To provide a historical perspective, invite nurses who graduated from diploma schools in the 1960s or the Cadet Nurse Corps to discuss their education programs.
- Review the state nursing law to determine the difference between the functions of the LPN/LVN and the RN.
- Review the state nursing law to determine the qualifications necessary for licensure and license renewal.



SUGGESTIONS FOR CLINICAL ACTIVITIES

- Assign students to interview nurses who graduated from various types of education programs to determine why these nurses selected the type of nursing program attended.

nursing programs has declined steadily since a resolution by the ANA in 1965 recommended a minimum of an associate degree for the nursing profession. Associate-degree programs are usually 2-year programs offered primarily in community colleges, although some 4-year colleges also have ADN programs. Baccalaureate-degree programs are generally 4 years in duration and offer liberal arts, sciences, humanities, and nursing courses. Because of changes in the practice environment, the nurse who holds a baccalaureate degree generally experiences more autonomy, responsibility, participation in institutional decision making, and career advancement than the nurse prepared with a diploma or associate degree.

Graduate nursing programs include master's degree and doctoral programs. Master's programs generally take from 1.5 to 2 years to complete and provide specialized knowledge and skills that enable nurses to assume advanced roles in practice, education, administration, and research. Doctoral programs further prepare the nurse for advanced clinical practice, administration, education, and research.

Continuing education (CE) refers to formalized experiences designed to enlarge the knowledge or skills of practitioners. CE courses tend to be more specific and shorter.

An in-service education program is administered by an employer and is designed to upgrade the knowledge or skills of employees.

LEARNING OUTCOME 4

Explain the importance of continuing nursing education.

Concepts for Lecture

1. Continuing education (CE) refers to formalized experiences designed to enlarge the knowledge or skills of practitioners.

The purposes of CE programs include keeping nurses abreast of new techniques and knowledge, attaining expertise in a specialized area of practice, and providing nurses with information essential to nursing practice.

Some states require nurses to obtain a certain number of CE credits to renew their licenses.

LEARNING OUTCOME 5

Describe how the definition of nursing has evolved since Florence Nightingale.

Concepts for Lecture

1. Florence Nightingale defined nursing nearly 150 years ago as “the act of utilizing the environment of the patient to assist him in his recovery” (Nightingale, 1860–1969).
2. Virginia Henderson wrote, “The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will, or knowledge, and to do this in such a way as to help him gain independence as rapidly as possible” (Henderson, 1966, p. 3).
3. In the latter half of the 20th century, a number of nurse theorists developed their own theoretical definitions of nursing. Common themes to many of these definitions include that nursing is: caring; art; science; client centered; holistic; adaptive; a helping profession; or concerned with health promotion, health maintenance, and health restoration.

4. Professional nursing associations have also examined nursing and developed their definitions of it. In 1973, the ANA described nursing practice as “direct, goal oriented, and adaptable to the needs of the individual, the family, and community during health and illness” (ANA, 1973, p. 2). In 1980, the ANA changed this definition of nursing to: “Nursing is the diagnosis and treatment of human responses to actual or potential health problems” (ANA, 1980, p. 9). In 1995, the ANA recognized the influence and contribution of the science of caring to nursing philosophy and practice. Their most recent definition of professional nursing is much broader and states: “Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA, 2003, p. 6).

LEARNING OUTCOME 6

Identify the four major areas of nursing practice.

Concepts for Lecture

1. Four major areas within the scope of nursing practice are promoting health and wellness, preventing illness, restoring health, and caring for the dying. Promoting health and wellness involves behaviors that enhance quality of life and maximize personal potential by enhancing healthy lifestyles. The goal of illness prevention is to maintain optimal health by preventing disease. Restoring health includes providing direct care, performing diagnostic and assessment procedures, consulting with other health care professionals, and teaching and rehabilitating clients. Care of the dying involves comforting and caring for dying clients, assisting clients to live as comfortably as possible until death, and helping support persons cope with death.

LEARNING OUTCOME 7

Identify the purposes of nurse practice acts and standards of professional nursing practice.

Concepts for Lecture

1. The common purpose of nurse practice acts is to protect the public. Nurse practice acts regulate the practice of nursing in the United States and Canada and are unique in each jurisdiction. Establishing and implementing standards of practice are major functions of a professional organization.
2. The purpose of the American Nurses Association Standards of Practice is to describe the responsibilities for which nurses are accountable. These standards are generic in nature, by using the nursing process as a foundation, and provide for the practice of nursing regardless of area of specialization. Nursing specialty organizations further develop standards for nurses practicing in specialty roles.

LEARNING OUTCOME 8

Describe the roles of nurses.



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Invite a panel of nurses whose positions represent the four major areas within the scope of practice to discuss their responsibilities.



SUGGESTIONS FOR CLINICAL ACTIVITIES

- Arrange for groups of students to visit an outpatient clinic, an inpatient unit, a rehabilitation unit, and a hospice unit. Have the students report on the types of nursing activities observed on the various units.



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Obtain copies of the state's nurse practice act for the students. Have the students compare the nurse practice act with the ANA's scope and standards of practice.
- Have the students compare the state nurse practice act with the nurse practice act from another state.
- Have the students obtain standards of practice from a nursing specialty organization and compare these with the ANA standards and the nurse practice act.



SUGGESTIONS FOR CLINICAL ACTIVITIES

- Ask the students to give examples of how the ANA standards of care are operationalized on the clinical unit.



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Ask the students to give examples of how nurses enact these roles.
- Invite a group of nurses to discuss how they enact these roles.

Concepts for Lecture

1. Nurses assume a number of roles, often concurrently, while providing care to clients. These roles include caregiver, communicator, teacher, client advocate, counselor, change agent, leader, manager, case manager, and research consumer. As caregivers, nurses perform activities that assist the client physically and psychologically. As communicators, nurses communicate with clients, support persons, other health care professionals, and people in the community. As educators, nurses educate clients about their health and health care procedures, teach unlicensed assistive personnel, and share expertise with other nurses and health care personnel.

As client advocates, nurses act to protect clients. They represent clients' needs and wishes to other health professionals and assist clients to exercise rights and speak up for themselves.

As counselors, nurses provide emotional, intellectual, and psychological support to help clients recognize and cope with stressful psychological or social problems, develop improved interpersonal relationships, and promote personal growth.

As change agents, nurses not only assist clients to make modifications in behavior but also act to make changes in the health care system.

As leaders, nurses influence others to work together to accomplish specific goals whether working with individual clients, other health professionals, or community groups.

As managers, nurses manage care for individuals, families, and communities. They delegate nursing activities to ancillary personnel and other nurses, supervising and evaluating their performance.

As case managers, nurses work with multidisciplinary health care teams to measure effectiveness of case management plans and to monitor outcomes. As research consumers, nurses are aware of the process of research, are sensitive to protection of the rights of human subjects, participate in the identification of researchable problems, and discriminately use research findings to improve client care.



SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have students "shadow" a nurse, observing how the nurse enacts the various roles.

LEARNING OUTCOME 9

Describe the expanded career roles of nurses and their functions.

Concepts for Lecture

1. Expanded career roles such as nurse practitioner, clinical nurse specialist, nurse midwife, nurse educator, nurse researcher, and nurse anesthetist require advanced education in these roles and allow greater independence and autonomy.

Nurse practitioners specialize in areas such as care of adults, pediatrics, family practice, school nursing, or gerontology. They provide care for clients with nonemergent acute or chronic illness, provide ambulatory care, and practice in health care agencies or community-based settings.

Clinical specialists are experts in a specialized area of practice and provide direct care, educate clients and other health care professionals, provide consulting services, conduct research, and manage care.

Nurse midwives give prenatal and postnatal care and manage deliveries in normal pregnancies.

Nurse educators are responsible for classroom and clinical education, frequently have expertise in a particular area of practice, and



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Invite a panel of nurses in expanded roles to discuss their education, roles, and responsibilities.
- Have each student write a short paper on an expanded role of interest to the student.
- Have the students explore the scope and standards of practice for one of the expanded roles.
- Ask the students to investigate the educational and licensing requirements for one of the expanded nursing roles.



SUGGESTIONS FOR CLINICAL ACTIVITIES

- Assign the students to observe a nurse functioning in an expanded role. Have the students share their observations with the clinical group.

are employed in nursing programs at educational institutions and in hospital staff education.

Nurse researchers investigate nursing problems to improve nursing care and to refine and expand nursing knowledge. They are employed in academic institutions, teaching hospitals, and research centers.

Nurse anesthetists carry out preoperative visits and assessments, and administer anesthesia for surgery under the supervision of a physician prepared in anesthesiology.

LEARNING OUTCOME 10

Discuss the criteria of a profession and the professionalization of nursing.

Concepts for Lecture

1. Criteria of a profession include requirements for prolonged and specialized education to acquire a body of knowledge pertinent to the role to be performed, an orientation toward service, ongoing research, a code of ethics, autonomy, and a professional organization.

Nursing is gaining recognition as a profession, and, as such, is striving to meet the characteristics of a profession.

Nursing is establishing a well-defined body of knowledge and expertise through the use of nursing conceptual frameworks, which give direction to nursing practice, education, and ongoing research.

Nursing has a tradition of service to others guided by rules, policies, and a code of ethics.

Research in nursing is evolving with federal funding and professional support establishing centers for nursing research with an increased focus on research pertaining to practice-related issues.

The nursing profession places a high value on the worth and dignity of others, requiring integrity of its members regardless of personal cost. Nursing has established its own code of ethics and has set up means to monitor professional behavior.

To be autonomous, a profession must regulate itself and set standards for its members. It must have legal authority to define the scope, function, and roles of the profession and to determine its goals and responsibilities. The nursing profession is striving to achieve autonomy in the formation of policy and in control of its activity through professional organizations and nursing regulatory bodies.

LEARNING OUTCOME 11

Discuss Benner's levels of nursing proficiency.

Concepts for Lecture

1. Patricia Benner (2001) describes five stages of nursing proficiency: novice, advanced beginner, competent, proficient, and expert.

A novice has no experience. Performance is limited, inflexible, and governed by rules and regulations rather than by experience.

An advanced beginner demonstrates marginally acceptable performance, recognizes meaningful aspects of a real situation, and has experienced enough real situations to make judgments about them.

A competent nurse has 2 to 3 years of experience, demonstrates organizational and planning abilities, and is able to differentiate important factors from less important aspects of care, coordinating multiple complex care demands.



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have the students debate whether nursing is a profession.
- Have the students compare nursing with another profession, using the criteria of a profession.



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Invite a new nursing graduate to discuss the "real" world of nursing. Ask the graduate to discuss the differences seen between the novice nurse and more experienced nurses.
- Have the students relate Benner's stages to a previous experience, for example, beginning a new job or starting college.



SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have the students observe various nurses on the clinical unit and try to determine at which stage of Benner's model the nurses are functioning.

A proficient nurse has 3 to 5 years of experience, perceives situations as a whole, uses maxims as guides for what to consider in a situation, has a holistic understanding of the client, and focuses on long-term goals.

An expert nurse's performance is fluid, flexible, and highly proficient, no longer requiring rules, guidelines, or maxims to understand a situation. The expert nurse demonstrates a highly skilled, intuitive, analytic ability in new situations, often taking action because "it felt right."

LEARNING OUTCOME 12

Describe the factors influencing contemporary nursing practice.

Concepts for Lecture

1. Factors influencing contemporary nursing practice include economics, consumer demands, family structure, science and technology, information, telecommunications and telenursing, legislation, demography, the nursing shortage, collective bargaining, and nursing associations.

LEARNING OUTCOME 13

Explain the functions of national and international nurses' associations.

Concepts for Lecture

1. The American Nurses Association (ANA) is the national professional organization for nursing in the United States. Purposes of the organization are to foster high standards of nursing practice and to promote the educational and professional advancement of nurses so that all people may have better nursing care.

The Canadian Nurses Association (CNA) is the national nursing association in Canada. It develops standards and a code of ethics, prepares licensure examinations, and offers research grants, fellowships, and scholarships to Canadian nurses.

The National League for Nursing (NLN) is an organization of individuals and agencies. Its purpose is to foster the development and improvement of all nursing services and nursing education. Non-nurses may become members of the NLN. The National League for Nursing Accrediting Commission (NLNAC), an independent body within the NLN, provides voluntary accreditation for educational programs in nursing.

The International Council of Nurses (ICN) is a federation of national nurses' associations working together for the mission of representing nursing worldwide, advancing the profession, and influencing health policy.

The National Student Nurses' Association (NSNA) is the official professional organization for nursing students.

The Canadian University Student Nurses Association is similar to the NSNA.

Sigma Theta Tau, International is the international honor society in nursing. Its purpose is professional rather than social, with membership attained through academic achievement.



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have students develop a paper on one of the factors influencing contemporary nursing practice describing how nursing has been influenced in the past by this factor and how it is likely to be influenced in the future.



SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have the students debate the following topic: All nurses should join and participate in the ANA or CNA, and all nursing students should join and participate in the NSNA or the Canadian University Student Nurses Association.
- Have the students write a short paper on one of the professional nursing organizations, describing membership requirements, cost of membership, benefits of membership, the organizational chart, and purposes of the organization.
- Invite members of several nursing organizations to discuss their organizations.