Defining Scholarship for Today’s Nurse Educator

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Disclosures

- **Absence of Conflict of Interest Statement**
  As planner and presenter of this educational activity, I (Joyce Whitlatch) have no bias or conflict of interest.

- **Off-label product usage**
  I attest that I will not discuss off-label usage of products.

- **Commercial support**
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Expected Outcomes:
- Increases awareness, interpretation and discussion of: What qualifies as a **scholarly activity** versus what qualifies as **scholarship**
- Facilitate recognition of faculty work
Purpose

• To define the four standards of scholarship using the Boyer Model

• To suggest scholarly activities that fit within each standard of scholarship
Population of Interest

• Discussions with nursing colleagues reveal a need to define scholarship and scholarly work

• Nursing educators are unfamiliar with how to prepare for promotion, tenure, merit reviews and/or the Certified Nurse Educator Examination
Expected Outcomes

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Background

Current academic systems recognize and reward faculty scholarship in basic research and resident teaching.

AACN defines scholarship in nursing as activities that systematically advance the teaching, research and practice of nursing through rigorous inquiry and must be:

- Significant
- Creative
- Documented
- Replicated
- Peer-reviewed
Background (continued)

• Nurse educators have suggested the need for a model to help navigate the scholarship path

• A gap exists between need for scholarship and scholarship productivity by nurse educators
Scholarship

• Discovery
• Teaching
• Application
• Integration
Scholarship Model

**Discovery**
Inquiry that generates new, and tests existing knowledge

**Teaching**
Inquiry that produces knowledge to facilitate learning

**Application**
Inquiry generated through practice in service to the profession

**Integration**
Interdisciplinary inquiry

- **Healthcare Systems**
- **Analysis of Health Policy**
- **Interdisciplinary Programs**
- **Integrative Education Models**
- **Service Knowledge Development**
- **Professional Development**
- **Innovative Learning Environments**
- **Practice Knowledge Development**
- **Course Development**
- **Teaching Strategies**
- **Course Evaluation**
- **Faculty Evaluation**
- **Curriculum Evaluation**
Discovery

- Traditional definition of scholarship
- Discovering new information/models/theories
- Philosophical inquiry, analysis, research (empirical and historical)
- Interdisciplinary, collaborative
- Tests existing knowledge
- Theory Development
Teaching

• Participate in innovative teaching and evaluation methods
• Employ best practices to develop skills and disseminate knowledge
• Involvement in Innovations that demonstrate the expertise of the faculty member
• Informal or formal teaching
• Includes teaching, advising, mentoring others
• Inquiry that produces knowledge to facilitate learning
Application

• Searching new knowledge to solve real world problems

• Serve the interests of the larger community

• Inquiry generated through practice in service to the profession
Integration

• Integration of knowledge from different sources and/or disciplines

• Combines findings from different disciplines, connecting ideas

• Identify trends viewing knowledge from new lens

• Participate in interdisciplinary work through discovery, teaching, or practice
Implications for Nurse Educators

• Nurse educators will be guided in activities that meet criteria for increase in rank and promotion.

• By engaging in scholarship activities, nurse educators will support the values of a profession committed to both social relevance and scientific advancement.
Implications for Nurse Educators (continued)

• Nurse educators will participate in individual career planning as guided by knowledge of recognized scholarly activities

• Nurse educators will advance the art and science of nursing education through rigorous inquiry, peer review and dissemination of scholarly work
Questions?
References
