



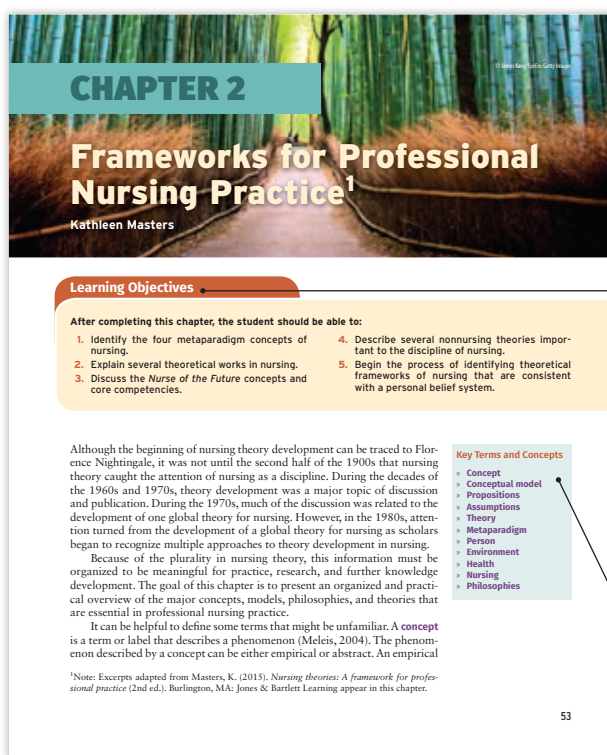
Role Development

IN PROFESSIONAL NURSING PRACTICE

FIFTH EDITION

The Pedagogy

Role Development in Professional Nursing Practice, Fifth Edition drives comprehension through various strategies that meet the learning needs of students while also generating enthusiasm about the topic. This interactive approach addresses different learning styles, making this the ideal text to ensure mastery of key concepts. The pedagogical aids that appear in most chapters include the following:



Learning Objectives

These objectives provide instructors and students with a snapshot of the key information they will encounter in each chapter. They serve as a checklist to help guide and focus study.

Key Terms and Concepts Found in a list at the beginning of each chapter, these terms will create an expanded vocabulary.

of care, an activity that predictably will increase as care systems adjust to the nursing shortage.

Communication with patients, families, nursing staff, and other health-care providers also reduces the risk of legal problems. In addition, the nurse should tailor risk prevention by being aware of the law and rules that affect the nurse's particular practice situation. Nurses holding administrative positions should know the laws and rules affecting their area of practice. In turn, they should educate nursing staff regarding their responsibilities to provide nursing care based on current law and practice standards in the setting. The practice of nursing is never static. Practice is a continuous quest involving adaptation to the current health-care environment with a commitment to making that environment as safe as possible for the patients for whom nurses care.

Nurses are generally law-abiding citizens who have a positive relationship with and respect for their profession. However, a clear understanding of the legal system and strategies for avoiding legal problems are essential. Nurses have a duty to be knowledgeable about the regulation of nursing practice. A diagram depicting the model of professional nursing practice regulation is available at https://www.nursingworld.org/~484333/globalassets/docs/cve/leadershipinstitute_competency_model_brochure.pdf.

The model depicts a triangle with four layers encapsulated within a circle. The four layers of the triangle include a foundation composed of the scope of practice, standards of practice, code of ethics, and specialty certification. Layer two of the triangle, nurse practice act and rules and regulations, rests on the first layer of the triangle. The third layer is composed of institutional policies and procedures. The final layer is self-determination of the nurse. The triangle is surrounded by quality, safety, and research. Grounding nursing practice in the components of the regulation model will assist the nurse to provide high-quality care for patients as well as assist the nurse to avoid claims of malpractice or issues resulting in disciplinary action related to nursing licensure.

CASE STUDY 15-1 • DELEGATION

As the nurse on the medical-surgical unit, you are responsible for the care of eight acute patients. You have two nursing assistants working with you on the shift. Both of the nursing assistants have worked on the unit for several years. To provide adequate care for all the patients under your care, it is necessary to delegate some of the nursing care to the nursing assistants working with you. You request that the first nursing assistant check the vital signs for Mr. Martin and you request that the second nursing assistant assess

Ms. Smith's level of pain because you have recently administered pain medication.

Case Study Questions

1. Is the delegation of the assignment to the first nursing assistant in the case study appropriate? Why or why not?
2. Is the delegation of the assignment to the second nursing assistant in the case study appropriate? Why or why not?

Conclusion

91

CRITICAL THINKING QUESTION

Think about the definitions of the metaparadigm concepts and the assumptions or propositions of each of the theories presented. Which of the theories most closely matches your beliefs?

4. Select two or three frameworks that best fit with your beliefs related to the concepts of person, environment, and nursing.
5. Review the assumptions of the frameworks that you have selected.
6. Apply those frameworks in a selected area of nursing practice.
7. Compare the frameworks on client focus, nursing action, and client outcome.
8. Review the nursing literature written by persons who have used the frameworks.
9. Select a framework and develop its use in your nursing practice.

Conclusion

As demonstrated by the descriptions of the philosophies, conceptual models, and theories presented in this chapter, there is a wide variety of perspectives and frameworks from which to practice nursing. There is no one right or wrong answer. Various nursing theories represent different realities and address different aspects of nursing (Melnik, 2007). For this reason, the multiplicity of nursing theories presented in this chapter should not be viewed as competing theories but rather as complementary theories that can provide insight into different ways to describe, explain, and predict nursing concepts and/or prescribe nursing care. Curley (2007) describes this understanding in an interesting way by comparing the multiplicity of nursing theories to a collection of maps of the same region. Each map might display a different characteristic of the region, such as rainfall, topography, or air currents. Although all the maps are accurate, the best map for use depends on the information needed or the question being asked. This is precisely the case with the nurse's choice of nursing theories for practice.

Begin with whichever theoretical framework seems to "fit," and then practice using it as you provide nursing care. "The full realization of nursing theory-guided practice is perhaps the greatest challenge that nursing as a scholarly discipline has ever faced" (Cody, 2006, p. 119). Be patient; developing your nursing practice guided by nursing theory takes time and practice. All nursing theories require in-depth study over time to master them fully (this chapter provides only a brief introduction), but the incorporation of theory into your practice can transform your nursing practice. The end result of this process will be seen in the excellent nursing care that you can provide to patients over the course of your professional nursing career.

Classroom Activities Each chapter includes classroom activities that focus on how the information in the text applies to everyday practice. Students can answer questions in a group or as individuals.

Case Studies Case studies encourage active learning and promote critical thinking skills in learners. Students can read about real-life scenarios and then analyze the situation they are presented with.

Critical Thinking Questions Review key concepts with these questions in each chapter.

Conclusion

245

Classroom Activity 8-1

Provide students with a list of measures and have students search some of the websites listed under the Healthcare Transparency heading to find

safety and quality information about your local hospital. Discuss the results in the context of quality outcomes and consumer choice.

Classroom Activity 8-2

Provide students with case studies that describe nursing errors, such as the historical case studies in Enrich (2010). Have students work in groups to either identify the root cause of the error using

a fishbone diagram and then engage in a PDCA process to plan a small-scale quality improvement initiative or identify how to prevent errors such as these using the Swiss cheese framework.

Classroom Activity 8-3

Provide small groups of students with chart audit results and appropriate clinical guidelines.

The students should work together as a team to develop a quality improvement plan.

Classroom Activity 8-4

The IHI is a quality improvement organization dedicated to sharing information to improve healthcare safety. IHI Open School has free online courses and experiential learning opportunities

available at www.ihio.org/education/ihiopenschool/Pages/default.aspx. Choose activities from the website for students to complete that meet specific course objectives.

Classroom Activity 8-5

Numerous classroom and clinical activities related to safety and quality improvement are available on the QSEN website at www.qsen.org

/teaching-strategies/strategy-search/. Choose activities from the website for students to complete that meet specific course objectives.



Role Development

IN PROFESSIONAL NURSING PRACTICE

FIFTH EDITION

KATHLEEN MASTERS, DNS, RN

University of Southern Mississippi, College of Nursing, Hattiesburg, Mississippi



JONES & BARTLETT
LEARNING



World Headquarters

Jones & Bartlett Learning
5 Wall Street
Burlington, MA 01803
978-443-5000
info@jblearning.com
www.jblearning.com

Jones & Bartlett Learning books and products are available through most bookstores and online booksellers. To contact Jones & Bartlett Learning directly, call 800-832-0034, fax 978-443-8000, or visit our website, www.jblearning.com.

Substantial discounts on bulk quantities of Jones & Bartlett Learning publications are available to corporations, professional associations, and other qualified organizations. For details and specific discount information, contact the special sales department at Jones & Bartlett Learning via the above contact information or send an email to specialsales@jblearning.com.

Copyright © 2020 by Jones & Bartlett Learning, LLC, an Ascend Learning Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

The content, statements, views, and opinions herein are the sole expression of the respective authors and not that of Jones & Bartlett Learning, LLC. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not constitute or imply its endorsement or recommendation by Jones & Bartlett Learning, LLC and such reference shall not be used for advertising or product endorsement purposes. All trademarks displayed are the trademarks of the parties noted herein. *Role Development in Professional Nursing Practice, Fifth Edition* is an independent publication and has not been authorized, sponsored, or otherwise approved by the owners of the trademarks or service marks referenced in this product.

There may be images in this book that feature models; these models do not necessarily endorse, represent, or participate in the activities represented in the images. Any screenshots in this product are for educational and instructive purposes only. Any individuals and scenarios featured in the case studies throughout this product may be real or fictitious but are used for instructional purposes only.

The authors, editor, and publisher have made every effort to provide accurate information. However, they are not responsible for errors, omissions, or for any outcomes related to the use of the contents of this book and take no responsibility for the use of the products and procedures described. Treatments and side effects described in this book may not be applicable to all people; likewise, some people may require a dose or experience a side effect that is not described herein. Drugs and medical devices are discussed that may have limited availability controlled by the Food and Drug Administration (FDA) for use only in a research study or clinical trial. Research, clinical practice, and government regulations often change the accepted standard in this field. When consideration is being given to use of any drug in the clinical setting, the healthcare provider or reader is responsible for determining FDA status of the drug; reading the package insert; reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and contraindications; and determining the appropriate usage for the product. This is especially important in the case of drugs that are new or seldom used.

16306-3

Production Credits

VP, Executive Publisher: Amanda Martin
Product Manager: Tina Chen
Product Assistant: Anna-Maria Forger
Product Specialist: Alex Schab
Senior Marketing Manager: Jennifer Scherzay
Product Fulfillment Manager: Wendy Kilborn
Composition: S4Carlisle Publishing Services

Cover Design: Kristin E. Parker
Rights & Media Specialist: John Rusk
Media Development Editor: Troy Liston
Cover Image: © James Kang/EyeEm/Getty Images
Printing and Binding: LSC Communications
Cover Printing: LSC Communications

Library of Congress Cataloging-in-Publication Data

Names: Masters, Kathleen, editor.
Title: Role development in professional nursing practice / [edited by] Kathleen Masters.
Description: Fifth edition. | Burlington, Massachusetts : Jones & Bartlett Learning, 2018. | Includes bibliographical references and index.
Identifiers: LCCN 2018023086 | ISBN 9781284152913 (paperback)
Subjects: | MESH: Nursing--trends | Nursing--standards | Professional Practice | Nurse's Role | Philosophy, Nursing
Classification: LCC RT82 | NLM WY 16.1 | DDC 610.73--dc23
LC record available at <https://lccn.loc.gov/2018023086>

6048

Printed in the United States of America

22 21 20 19 18 10 9 8 7 6 5 4 3 2 1

© Jones & Bartlett Learning, LLC. NOT FOR SALE OR DISTRIBUTION.

Dedication

This book is dedicated to my Heavenly Father and to my loving family: my husband, Eddie, and my two daughters, Rebecca and Rachel. Words cannot express my appreciation for their ongoing encouragement and support throughout my career.

CONTENTS

Preface	xii
Contributors	xv
UNIT I: FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE	1
1 A History of Health Care and Nursing	3
<i>Karen Saucier Lundy and Kathleen Masters</i>	
Classical Era	3
Middle Ages	7
The Renaissance	8
The Dark Period of Nursing	9
The Industrial Revolution	11
And Then There Was Nightingale . . .	13
Continued Development of Professional Nursing in the United Kingdom	23
The Development of Professional Nursing in Canada	24
The Development of Professional Nursing in Australia	26
Early Nursing Education and Organization in the United States	28
The Evolution of Nursing in the United States: The First Century of Professional Nursing	30
The New Century	42
International Council of Nurses	44
Conclusion	45
References	47
2 Frameworks for Professional Nursing Practice	53
<i>Kathleen Masters</i>	
Overview of Selected Nursing Theories	55
Overview of Selected Nonnursing Theories	88
Relationship of Theory to Professional Nursing Practice	90
Conclusion	91
References	93

3	Philosophy of Nursing	101
	<i>Mary W. Stewart</i>	
	Philosophy	102
	Early Philosophy	103
	Paradigms	107
	Beliefs	108
	Values	110
	Developing a Personal Philosophy of Nursing	115
	Conclusion	117
	References	119
4	Competencies for Professional Nursing Practice	121
	<i>Jill Rushing and Kathleen Masters</i>	
	Overview	121
	Nurse of the Future: Nursing Core Competencies	122
	Critical Thinking, Clinical Judgment, and Clinical Reasoning in Nursing Practice	126
	Conclusion	143
	References	145
5	Education and Socialization to the Professional Nursing Role	147
	<i>Kathleen Masters and Melanie Gilmore</i>	
	Professional Nursing Roles and Values	148
	The Socialization (or Formation) Process	150
	Facilitating the Transition to Professional Practice	155
	Conclusion	158
	References	159
6	Advancing and Managing Your Professional Nursing Career	161
	<i>Mary Louise Coyne and Cynthia Chatham</i>	
	Nursing: A Job or a Career?	161
	Trends That Affect Nursing Career Decisions	163
	Showcasing Your Professional Self	166
	Mentoring	169
	Education and Lifelong Learning	170
	Professional Engagement	174
	Expectations for Your Performance	175
	Taking Care of Self	176
	Conclusion	178
	References	178
7	Social Context and the Future of Professional Nursing	181
	<i>Mary W. Stewart, Katherine E. Nugent, and Kathleen Masters</i>	
	Nursing's Social Contract with Society	182
	Public Image of Nursing	182
	The Gender Gap	187
	Changing Demographics and Cultural Competence	190
	Access to Health Care	192

Societal Trends	194
Trends in Nursing	200
Conclusion	210
References	210

UNIT II: PROFESSIONAL NURSING PRACTICE AND THE MANAGEMENT OF PATIENT CARE **217**

8 Safety and Quality Improvement in Professional Nursing Practice **219** *Kathleen Masters*

Patient Safety	219
Quality Improvement in Health Care	229
Quality Improvement Measurement and Process	232
The Role of the Nurse in Quality Improvement	242
Conclusion	244
References	246

9 Evidence-Based Professional Nursing Practice **249** *Kathleen Masters*

Evidence-Based Practice: What Is It?	249
Barriers to Evidence-Based Practice	251
Promoting Evidence-Based Practice	252
Searching for Evidence	253
Evaluating the Evidence	256
Implementation Models for Evidence-Based Practice	260
Conclusion	263
References	264

10 Patient Education and Patient-Centered Care in Professional Nursing Practice **267** *Kathleen Masters*

Dimensions of Patient-Centered Care	268
Communication as a Strategy to Support Patient-Centered Care	272
Patient Education as a Strategy to Support Patient-Centered Care	274
Evaluation of Patient-Centered Care	290
Conclusion	291
References	293

11 Informatics in Professional Nursing Practice **297** *Kathleen Masters and Cathy K. Hughes*

Informatics: What Is It?	297
The Effect of Legislation on Health Informatics	298
Nursing Informatics Competencies	300
Basic Computer Competencies	304
Information Literacy	307
Information Management	311
Current and Future Trends	317
Conclusion	318
References	319

12	Leadership and Systems-Based Professional Nursing Practice	323
	<i>Kathleen Masters and Sharon Vincent</i>	
	Healthcare Delivery System	324
	Nursing Leadership in a Complex Healthcare System	326
	Nursing Models of Patient Care	330
	Roles of the Professional Nurse	335
	Conclusion	338
	References	339
13	Teamwork, Collaboration, and Communication in Professional Nursing Practice	341
	<i>Kathleen Masters</i>	
	Interprofessional Teams and Healthcare Quality and Safety	341
	Interprofessional Collaborative Practice Domains	345
	Interprofessional Team Performance and Communication	346
	Conclusion	352
	References	353
14	Ethics in Professional Nursing Practice	355
	<i>Janie B. Butts and Karen L. Rich</i>	
	Ethics	356
	Ethical Theories and Approaches	360
	Professional Ethics and Codes	364
	Ethical Analysis and Decision Making in Nursing	367
	Relationships in Professional Practice	374
	Moral Rights and Autonomy	379
	Social Justice	381
	Death and End-of-Life Care	386
	Conclusion	397
	References	399
15	Law and Professional Nursing Practice	405
	<i>Kathleen Driscoll and Kathleen Masters</i>	
	The Sources of Law	406
	Classification and Enforcement of the Law	408
	Nursing Scope and Standards	411
	Malpractice and Negligence	414
	Nursing Licensure	418
	Professional Accountability	425
	Conclusion	433
	References	435
	Appendix A Provisions of <i>Code of Ethics for Nurses</i>	437
	Appendix B <i>The ICN Code of Ethics for Nurses</i>	438
	Glossary	440
	Index	458

A photograph of a bamboo forest with a path leading into the distance. The path is paved and flanked by low bamboo fences. The bamboo stalks are tall and green, creating a dense canopy. The lighting is soft, suggesting a misty or early morning atmosphere. In the distance, a few people can be seen walking on the path.

PREFACE

© Jamie's Kang/EyeEm/Getty Images

Although the process of professional development is a lifelong journey, it is a journey that begins in earnest during the time of initial academic preparation. The goal of this book is to provide nursing students with a road map to help guide them along their journey as professional nurses.

This book is organized into two units. The chapters in the first unit focus on the foundational concepts that are essential to the development of the individual professional nurse. The chapters in Unit II address issues related to professional nursing practice and the management of patient care, specifically in the context of quality and safety. In the *Fifth Edition*, the chapter content is conceptualized, when applicable, around nursing competencies, professional standards, and recommendations from national groups, such as Institute of Medicine reports. All chapters have been updated, several chapters have been expanded, and two new chapters have been added in this edition. The chapters included in Unit I provide the student nurse with a basic foundation in such areas as nursing history, theory, philosophy, socialization into the nursing role, professional development, the social context of nursing, and professional nursing competencies. The social context of nursing chapter has been expanded to incorporate not only societal trends but also trends in nursing practice and education that are changing the future landscape of the profession. The chapters in Unit II are more directly related to patient care management and, as stated previously, are presented in the context of quality and safety. Chapter topics include the role of the nurse in patient safety and quality improvement, evidence-based nursing practice, the role of the nurse in patient education and patient-centered care, informatics in nursing practice, the role of the nurse related to teamwork and collaboration, systems-based practice and leadership, ethics in nursing practice, and the law as it relates to patient care and nursing. Unit II chapters have undergone revision, with a refocus of the content on recommended nursing and healthcare competencies as well as recommendations from faculty using the text in the classroom.

The *Fifth Edition* incorporates the revised *Nurse of the Future: Nursing Core Competencies: Registered Nurse* throughout each chapter. The 10 essential competencies that are intended to guide nursing curricula and practice emanate from the central core of the model that represents nursing knowledge (Massachusetts Department of Higher Education, 2016) and are based on the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice*, National League for Nursing Council of Associate Degree Nursing competencies, Institute of Medicine recommendations, Quality and Safety Education for Nurses (QSEN) competencies, and American Nurses Association standards, as well as other professional organization standards and recommendations. The 10 competencies included in the model are patient-centered care, professionalism, informatics and technology, evidence-based practice, leadership, systems-based practice, safety, communication, teamwork and collaboration, and quality improvement. Essential knowledge, skills, and attitudes (KSAs) reflecting cognitive, psychomotor, and affective learning domains are specified for each competency. The KSAs identified in the model reflect the expectations for initial nursing practice following the completion of a prelicensure professional nursing education program (Massachusetts Department of Higher Education, 2016).

This new edition has competency boxes throughout the chapters that link examples of the KSAs appropriate to the chapter content to *Nurse of the Future: Nursing Core Competencies* required of entry-level professional nurses. The competency model is explained in detail in Chapter 4 and is available in its entirety online at http://www.mass.edu/nahe/documents/NOFRN_Competencies_updated_March2016.pdf.

The *Fifth Edition* also includes applicable AACN essentials incorporated as key outcomes throughout each chapter to assist faculty with the alignment of curricular content with criteria required by accreditors. The key outcomes also demonstrate for students the link between expectations included in the competency model, the expectations embodied in the essentials document, and the chapter content. A discussion of the AACN (2008) *Essentials of Baccalaureate Education for Professional Nursing Practice* is also included in Chapter 4.

This new edition continues to use case studies, congruent with Benner, Sutphen, Leonard, and Day's (2010) Carnegie Report recommendations that nursing educators teach for "situated cognition" using narrative strategies to lead to "situated action," thus increasing the clinical connection in our teaching or that we teach for "clinical salience." In addition, critical thinking questions are included throughout each chapter to promote student reflection on the chapter concepts. Classroom activities are also provided based on chapter content. Additional resources not connected to this text, but applicable to the content herein, include a toolkit focused on the

nursing core competencies available at <http://www.mass.edu/nahi/documents/NursingCoreCompetenciesToolkit-March2016.pdf> and teaching activities related to nursing competencies available on the QSEN website at <http://qsen.org/teaching-strategies/>.

Although the topics included in this textbook are not inclusive of all that could be discussed in relationship to the broad theme of role development in professional nursing practice, it is my prayer that the subjects herein make a contribution to the profession of nursing by providing the student with a solid foundation and a desire to grow as a professional nurse throughout the journey that we call a professional nursing career. Let the journey begin.

—Kathleen Masters

References

- American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Retrieved from <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>
- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.
- Massachusetts Department of Higher Education. (2016). *Nurse of the future: Nursing core competencies: Registered nurse*. Retrieved from http://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf

Editor

Kathleen Masters, DNS, RN
Professor and Dean
University of Southern Mississippi
College of Nursing
Hattiesburg, Mississippi

CONTRIBUTORS

Janie B. Butts, PhD, RN

Professor
University of Southern Mississippi
College of Nursing
Hattiesburg, Mississippi

Cynthia Chatham, DSN, RN

Associate Professor
University of Southern Mississippi
College of Nursing
Long Beach, Mississippi

Mary Louise Coyne, DNSc, RN

Professor
University of Southern Mississippi
College of Nursing
Long Beach, Mississippi

Kathleen Driscoll, JD, MS, RN

University of Cincinnati
College of Nursing
Cincinnati, Ohio

Melanie Gilmore, PhD, RN

Associate Professor (Retired)
University of Southern Mississippi
College of Nursing
Hattiesburg, Mississippi

Cathy K. Hughes, DNP, RN

Teaching Assistant Professor
University of Southern Mississippi
College of Nursing
Hattiesburg, Mississippi

Karen Saucier Lundy, PhD, RN, FAAN

Professor Emeritus
University of Southern Mississippi
College of Nursing
Hattiesburg, Mississippi

Katherine E. Nugent, PhD, RN

Professor and Dean (Retired)
University of Southern Mississippi
College of Nursing
Hattiesburg, Mississippi

Karen L. Rich, PhD, RN

Associate Professor
University of Southern Mississippi
College of Nursing
Long Beach, Mississippi

Jill Rushing, MSN, RN

Director of BSN Program
University of Southern Mississippi
College of Nursing
Hattiesburg, Mississippi

Mary W. Stewart, PhD, RN

Director of PhD Program
University of Mississippi Medical Center
School of Nursing
Jackson, Mississippi

Sharon Vincent, DNP, RN, CNOR

University of North Carolina
College of Nursing
Charlotte, North Carolina

