

Nursing Case Studies *in* Caring

Across the Practice Spectrum

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Foreword

Nursing education is in the process of radical transformation. We can no longer call ourselves a professional discipline without engaging students in learning the content of that discipline. We can no longer sustain the great divide between didactic and practice (clinical) learning and expect graduates to see the value of theory-guided practice. We can no longer spew out facts and formulae for care to be ingested by our students and regurgitated back to us and then question why graduates cannot think critically. In this new era of nursing education, we educators must create learning opportunities where students integrate nursing science and art. Students need to learn through immersion in both real and virtual situations of care, where they can apply the generalities of the theoretical to the particularities of the “real” situation. Simulation is one method of approaching this integration. Another approach is to engage students in the study of nursing through stories of real or imagined encounters with clients (individuals, families, groups, and communities).

The Carnegie Foundation for the Advancement of Teaching’s report, *Educating Nurses: A Call for Radical Transformation* (Benner, Sutphen, Leonard, & Day, 2010), recommends four essential shifts for more effective integration of nursing science and caring practices: “(a) Shift from a focus on covering decontextualized knowledge to an emphasis on teaching for a sense of salience, situation cognition and action in particular situations; (b) Shift from a sharp separation of clinical and classroom teaching to integration of classroom and clinical teaching; (c) Shift from an emphasis on critical thinking to an emphasis on clinical reasoning and multiple ways of thinking that include critical thinking; (d) Shift from an emphasis on socialization and role-taking to an emphasis on formation” (p. 89). This groundbreaking book offers an approach to teaching/learning that embodies these four transformative shifts. The book contains nursing situations featuring diverse populations, health concerns, and settings. By engaging with these situations, students learn the salient knowledge of the discipline of nursing by actively reasoning within

the particularities of these situations. These nursing situations are stories of practice that can be used in the classroom to bridge the gap between theory and practice. The authors encourage the use of a framework for approaching the study of these nursing situations through multiple ways of knowing, and these include both critical and creative thinking. Through engagement with the nursing situations, students are called to imagine themselves being in the situation, reflecting on their thoughts, feelings, and perceptions. In this process, students come to a deeper understanding of themselves and the fullness of nursing grounded in caring.

The authors of this book, Drs. Charlotte Barry, Shirley Gordon, and Beth King, are faculty of Florida Atlantic University's Christine E. Lynn College of Nursing. I am privileged to be the dean of this unique college, whose mission has focused on advancing the science, art, and study of caring within the discipline of nursing since the early 1980s. In 1994, Dr. Anne Boykin, former dean of the college, edited the book *Living a Caring-Based Program* (Boykin, 1994), in which the faculty at that time explicated a caring-based approach to teaching/learning nursing; it included using the nursing situation as the foundation for the study of nursing. Although faculty at the college have been committed to teaching using nursing situations for some time, the actual "how to" has been challenging. With this book, we have the structure and raw material that is needed to teach successfully from nursing situations throughout the curriculum. I am so grateful to and proud of these creative scholars for their exquisite work on this book.

The volume is organized to guide the reader through the process of understanding and applying this approach to teaching/learning. The authors' perspective is that caring is the central domain of nursing; therefore, their approach to the study of the nursing situations is through the explicit lens of caring. Chapter 1 orients the reader to the concept of a nursing situation as a vehicle for the study of the discipline of nursing. Chapter 2 provides the philosophical and theoretical foundation in caring, knowing, and the use of stories for the study of nursing situations. Chapter 3 offers the reader a clear and practical framework for studying nursing situations using ways of knowing and calls for nursing. In Chapter 4, the authors provide a framework for integrating nursing theories (nursing's disciplinary knowledge) into the context of the study of nursing situations. The following chapters (5 through 20) include the actual nursing situations, shared by a variety of contributors, as well as focused questions and study processes. This elegant guide is useful to any educators wanting to use a contextualized approach to teach nursing in their courses.

This seminal work provides what is needed for educators to take the next step in revolutionizing nursing education. Educators throughout the world in academic and practice settings, eager to teach and study caring and healing, will find this book essential. The approach of studying nursing through these nursing situations can accommodate diverse theoretical perspectives and levels of nursing education, from beginning students to

staff development to graduate students. This book will become a critical resource for both novice and seasoned teachers. I have been wishing, hoping, and waiting for this book for some time. Now that it is here, I offer my most sincere “thank you” to Drs. Barry, Gordon, and King for this transformative gift to those committed to teaching and studying nursing.

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- Boykin, A. (1994). *Living a caring-based program*. New York, NY: National League for Nursing.

Preface

This book provides a transformative approach to the study of nursing through nursing case studies in caring, described in this book as nursing situations. Grounded in the foundational belief that caring is the central domain of nursing, this book provides an innovative and exciting approach to the study of nursing from within the context of nursing situations. Nursing situations are defined as the shared lived experience in which the caring between the nurse and the one nursed nurtures wholeness and well-being.

The title of the book, *Nursing Case Studies in Caring: Across the Practice Spectrum*, has drawn us into deep reflection on the meaning of the concepts of case study, nursing case study in caring, and nursing situation. A traditional understanding of *case studies* as a teaching modality is drawn from the discipline of medicine in which the focus historically has been on disease, medical management, and cure. The term *nursing case studies in caring* is intended to denote a more holistic approach using multiple ways of knowing and caring science to inform the study of nursing. To avoid conceptual confusion, we prefer the simple language of the construct *nursing situation* to capture the disciplinary focus, to illuminate caring relationships, and to distinguish from the multidisciplinary use of the term *case study*. We will use the term throughout the text.

The Barry, Gordon & King Teaching/Learning Nursing Framework reflects the philosophy of Florida Atlantic University's Christine E. Lynne College of Nursing (2012) and was developed as a useful guide to uncover the knowledge and beauty of nursing embedded in nursing situations. However, the framework can be adapted to any philosophical or theoretical framework currently used in education or practice. Using multiple ways of knowing and understanding, the framework provides direct and reflective questions to assist in uncovering the content, structure, and meaning of the nursing situation for the nurse, the one nursed, nursing, and for others. This book is a core resource for nurse educators and students at all levels who

seek to study the art and science of nursing grounded in caring. Additionally, the book is a resource for in-service educators in health care systems that specifically address caring as an essential value for practice.

We organized the chapters into two major parts. In Part I, “Foundational Concepts” (Chapters 1 through 5), we provide an introduction to the concept of nursing situations; an overview of the philosophical and theoretical perspectives grounding the framework development; an explanation of the Barry, Gordon & King Teaching/Learning Nursing Framework; a conceptual translation and application of the framework to selected grand and midrange theoretical perspectives; and an in-depth exemplar of teaching the discipline of nursing through the use of a nursing situation at the graduate level.

In Part II, “Nursing Situation Exemplars” (Chapters 6 through 20), we present examples of nursing situations across a variety of populations, health concerns, and practice settings that can be woven into a range of courses. The exemplars were selected from nursing situations gathered from nursing faculty and students over many years of teaching/learning nursing. Focused and reflective questions, designed to guide mutual student and faculty engagement and co-creation of nursing responses, are not intended to be exhaustive. We encourage the development of additional questions to guide understanding of caring between the nurse and one nursed. Suggested learning activities including journaling exercises, movie reviews, and aesthetic re-presentations are presented.

This book answers the clarion call for a framework from which nursing can be studied with contextualized stories from day-to-day practice. Teaching/learning from this perspective brings the lived experience of nursing into the “classroom” as students and faculty explore the impact of caring on health concerns experienced by individuals, families, and groups. We invite your responses to the usefulness of this framework for teaching/learning nursing from nursing situations.

Charlotte D. Barry
Shirley C. Gordon
Beth M. King

REFERENCE

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PART I

Foundational Concepts

CHAPTER 1

Introduction to Nursing Case Studies in Caring as Nursing Situations

Grounded in the foundational belief that caring is the central domain of nursing, this book provides a distinctive transformative approach to the study of nursing through nursing case studies in caring, described as nursing situations. The authors intentionally use the simple language of the construct *nursing situation* in place of *nursing case studies in caring* to capture the disciplinary focus, illuminate caring relationships, and distinguish from the multidisciplinary use of the term *case study*. Nursing situations are stories from day-to-day practice defined as the shared lived experience in which caring between the nurse and the one nursed nurtures wholeness and well-being. Nursing situations reach beyond the medical story to incorporate multiple ways of knowing and understanding in caring for individuals, families, or groups. The nursing situations presented in this book illustrate a practical, dynamic approach to the study of nursing concepts at the undergraduate as well as the graduate level. Although nursing knowledge embedded in a nursing situation is contextual, the application of that knowledge to other nursing situations that are both similar and divergent is spectacularly unlimited. Nursing situations draw readers in—turning the focus away from the disease, desk, chart, doorway, or machine—with an urgency to touch, feel, participate with, and experience what it is like to be together at this moment, at this time, in this complex particularity (King, Barry, & Gordon, 2014). This is the foundation for understanding self and others as living caring in nursing situations and as the seedling to co-create nursing responses that nurture wholeness and well-being of persons and environment in caring (Florida Atlantic University, Christine