Where is nursing in academic nursing? The visibility of the discipline on the websites of higher education institutions.

Martin McNamara*, Gerard Fealy, Ruth Geraghty
the vocabularies in which the various disciplines talk about themselves to themselves naturally fascinates me as a way of gaining access to the sorts of mentalities at work in them... the terms through which the devotees of a scholarly pursuit represent their aims, judgements, justifications, and so on seems to me to take one a long way, when properly understood, towards grasping what that pursuit is all about.

(Geertz 1983, pp. 157-158)
Background

Project is located at intersection of two research programmes

First, an analysis into the underlying principles structuring representations of contemporary academic nursing in Ireland

Second, historical development of nursing in Ireland with reference to international milestones in the evolution of nursing as a profession and discipline
Questions

- Whether and to what extent a coherent, well-articulated and distinguishable nursing standpoint or perspective is evident in the way in which nursing is presented to prospective students?

- Whether and to what extent professional nursing practice is articulated theoretically?

- Whether and to what extent different conceptions of nursing (knowledge, discipline, practice, theory, research) are evident in the way in which nursing is represented?
The nursing (epistemic) standpoint or perspective

- Articulation of professional values; e.g., patient autonomy, patient advocacy, valorisation of nursing itself - its contribution to healthcare

- Articulation of the particular perspective on human health and patients’ experiences afforded by these values and by the location of nurses and nursing in the health system

- Articulation of the needs that the standpoint makes salient
The nursing (epistemic) standpoint or perspective

- Human science discourse
- Practice orientation
- Caring
- Health orientation
Theoretical articulation of nursing

Is theory dichotomized, abstracted and isolated?

OR

Is it embedded, integrated, incorporated?
Theoretical articulation of nursing: schools of thought

- Needs
- Interaction
- Outcomes
- Caring, becoming
Theoretical articulation of nursing: concepts

- The *nursing* client
- Interactions and relationships
- Nursing process
- Environment
- Nursing therapeutics
- Health
Milestones in the evolution of nursing thought

- Health and environment
- Emergence of theory
- Theory development
- Syntax not substance
- Taking stock
Milestones in the evolution of nursing thought

- Plea for substance
- Middle-range and situation-specific theory
- Evidence-based practice
- Diversity and horizontal and vertical integration
Associated images of nurses

- Nurse as problem-solver
- Nurse as goal-directed
- Nurse as manipulator of external regulatory forces
- Nurse as embodiment of caring
Academic Identity

- a clear and distinctive focus
- a coherent theoretical base
- defined research methodologies
- clearly articulated epistemic criteria for judging the worth of scholarly output

are the necessary conditions of possibility for...
Academic Identity

These specialist communities comprise a critical, collegial mass of scholars and generate the synergy necessary to form academic identities, sustain disciplinary allegiances, establish long-term research programmes and provide coherent, distinctive, specialised and focused curricula that meet the current and projected needs of the profession.

Academic Identity

...the establishment, maintenance and reproduction of stable and distinct knowledge communities of arguers, enquirers and critics, with common values and shared theoretical discourses
Identity

- Link between what we know and who we are, between knowledge and identity
- Identities are forged by boundaries between domains of knowledge
- What are the contemporary forms of strong classification that support the link between identity and the production and acquisition of knowledge?

(Young, 2008)
Academic Identity

- resources available determine status, position and practices in a given field

- the structure of a field, one’s position within it and the trajectory by which one arrived there determine ability to harness available resources to constitute legitimated representations, relations, identities and practices

Academic Identity

- linked to the various resources of legitimacy available to academics ... for constructing ‘a sense of belonging to’ and being ‘different from’, as well as for managing ‘internal sense making and external relationships, in time, space and context’

(Bernstein & Solomon 1999, p. 271)

- different amounts and types of resources differently specialise academic identities and practice

(Maton 2007)
Languages of Legitimation

the claims made by actors for carving out and maintaining intellectual and institutional spaces within education, i.e. the proclaimed *raison d’être* that provides the conditions of existence for intellectual fields...[they] thereby represent the basis for competing claims to limited status and material resources within higher education

(Maton 2000, p. 149)
Languages of Legitimation

Nursing academics’ representations of themselves, others, and their discipline as they discursively enact their academic identities.

Claims to possess and profess legitimate academic knowledge, and bids for status and resources, are embedded in these discursive performances.
Languages of Legitimation

- Concept enables academic nursing to be ‘seen’ or constituted as an object of study
- Constructions of academic nursing may be conceptualised as the empirical manifestation of particular settings of underlying structuring principles that govern and gauge legitimacy in academia
- Emphasises the discursive practices of nursing academics, which are conceptualised as languages of legitimation performing a range of ‘building tasks’ that constitute the field

(Maton 2000, Gee 2005)
Languages of Legitimation: Structured

Languages of Legitimation

- Autonomy
- Density
- Specialisation
- Temporality

Legitimation Principles
Languages of Legitimation: Structuring

- Knowledge
- Politics
- Relationships
- Identity

Building tasks

Languages of Legitimation
Some Questions for Nursing

- What organizes our observations, focuses our enquiries, frames our communication?
- How do we understand and communicate the structure of the discipline?
- What does it mean to have a disciplinary domain and perspective?
Some Questions for Nursing

- How do we define the boundaries of the discipline?
- What grounds our disciplinary identity?
- Who provides the intellectual framework for the development of the discipline?
- Do we have coherent, systematic and theoretical curricula?
Some Questions for Nursing

- Do we have cumulative research programmes that attend to the focus and nature of inquiry in the discipline or to the primary mission of the discipline?

- How do we preserve the core of the discipline as we become more interdisciplinary?

- What should we guard as we become more interdisciplinary?

(Meleis 2007)
School of Nursing

The School of Nursing focuses on the theoretical, scientific and philosophical knowledge of human caring. The innovative person-centric approach to teaching at York University’s School of Nursing develops the future leaders in Canada’s health care system, preparing them for careers as nurses in hospitals, community health and other organizations, public health promotion leaders, nursing practice leaders, and health care managers or educators.

Read more about the School of Nursing.

» Undergraduate Programs
» Graduate Programs
» Career Paths

Upcoming Events

To Mar 31: The Kirshenblatt Memorial Scholarships
Apr 7: Women’s Health & Mental Well-Being Speakers Series
May 5: Women’s Health & Mental Well-Being Speakers Series

News

Deadline for Lillian Wright Scholarship Approaching
Application forms are due (from students) on Friday, March 26th.

Reading Week? Your Time for Academic Advice
You are three quarters of the way through the acad...

7 Study Secrets? Tips for University Success
If your grades were not what you expected this aca...

H1N1 Influenza Information

School of Nursing Faculty Sweep IPE Awards
School of Nursing Faculty Sweep IPE Awards! ▪ Nursi...

7 Study Secrets? Tips for University Success
If your grades were not what you expected this aca...
First in Nursing

Welcome to the Bloomberg Faculty of Nursing

First in nursing research and education, the Lawrence S. Bloomberg Faculty of Nursing at the University of Toronto offers the best possible educational experience.

FACULTY MATTERS
- Dean's Message
- History of the Faculty

EVENTS
- International Pain Education Symposium
  Official Satellite of the 13th World Congress on Pain
  August 26 & 27, 2010

PROFESSIONAL DEVELOPMENT
- CASPP
- RN(EO) Exam Prep Course
  Friday, April 9, 2010
  Saturday, April 10, 2010

RESEARCH IN FOCUS
- New research results from Professor Kelly Metcalfe, GMR New Investigator and a team of researchers from Women's College Hospital on genetic screening for breast cancer, released in the Journal of Clinical Oncology. more>
- Funding for Professor Cindy-Lee Dennis study, New Mothers in a New Country... more>
- Dr. Arlene Bierman's POWER Study finds gap in cancer screening in Ontario based on income... more>

NEWS
- H1N1 Influenza Preparedness
- Alumna Alice Porter receives Order of Ontario... more>
- Judith Gulton, the Frances Bloomberg International Visiting Professor, delivers lecture "The HIV Workforce Crisis: What are the Answers?" more>
- Canadian Academy of Health Sciences inducts dean of nursing... more>
- Pulse Vol. 2/ Iss. 2... more>
UTS: NURSING, MIDWIFERY & HEALTH

CENTRES
Our centres are focal points for a range of international, educational, research and consultancy activities.

FUTURE STUDENTS

Postgraduate Info Evening
Wednesday 28 April 2010

Discover the Nurse in U@UTS

Engage in Simulation@UTS
World leader in nursing education, Professor Christine Tanner leads an exclusive symposium on teaching clinical judgement through simulation technology.

News
New nursing undergraduate courses approved for 2010

UTS Nursing Midwifery and Health have been successful in revising and renewing their undergraduate courses for 2010.

2010: International Year of the Nurse
2010 is a big year for the nursing community, as we celebrate the International Year of the Nurse and reflect on the centenary of Florence Nightingale’s death.

UTS to collaborate with UCLA on nursing research
UTS: Nursing Midwifery and Health and UCLA School of Nursing intend to collaborate on research projects and grant applications to allow international, multisite studies that strengthen nursing science.

Nursing student wins NSW Institute of Sport Award
UTS Nursing student and sports scholar makes history.

UTS helps health professionals protect vulnerable children
UTS is working on two projects to help health professionals protect vulnerable children.

More news
Sydney Nursing School invites nurses and midwives, and those wanting a career in nursing and midwifery, to study with us. We offer an excellent range of nursing programs which are highly regarded by the nursing profession nationally and internationally. Our School has a reputation for academic excellence, quality teaching and innovative research, ensuring that students gain valuable knowledge and specialist skills which are current, relevant, marketable and responsive to community health care needs now and in the future.

**LATEST NEWS & EVENTS**

**Sydney Nursing School Newsletter – Summer edition 2010**

Find out about our new look with a new name, an enterprising scholarship in Vietnam, the Research Summer School, a Women's Plans Foundation Award, and more!

**Mind the Gap: rhetoric and reality**

Redundancies, nursing positions replaced with administrators, more nursing assistants. Welcome to NSW post-Carelia – Article by Professors Jill White & Mary Chiarella, in *Radius*, Dec '09

**Sydney Nursing School – A new name for a new era**

On 7 December 2009 the Senate of the University of Sydney resolved to authorise the Vice-Chancellor to authorise the Faculty of Nursing and Midwifery adopting the name Sydney Nursing School as an organisational name.
Faculties and Centres

Faculty of Art, Design and Drama
Faculty of Social Sciences
Faculty of Education and International Studies
Faculty of Engineering
Faculty of Health Sciences
Faculty of Journalism, Library and Information Science
Faculty of Nursing
Centre for Educational Research and Development
Centre for the Study of Professions
National Centre for Multicultural Education
Learning Centre
International Office

Other centres
Centre for International Education at Oslo University College (LINS)
Catherine McAuley School of Nursing and Midwifery

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Head of School:
Professor Geraldine McCarthy
Faculty of Education and Health Sciences

The Faculty of Education and Health Sciences (EHS) is an exciting development at the University of Limerick. The faculty was newly created in January 2008 as part of a substantive academic restructuring at the University. This has resulted in bringing together in a new Faculty a number of related disciplines in the Department of Education and Professional Studies, Department of Physical Education and Sports Sciences, Department of Psychology, Department of Nursing and Midwifery, Department of Occupational Therapy, Department of Physiotherapy, Department of Speech and Language Therapy and the Graduate Medical School.

Those interested in post primary teaching as well as those interested in working in the health sector will find some of the most progressive programmes in these fields as well as dedicated supervision from faculty members committed to the highest standards of teaching and quality research.

Website Last updated: March 2010
MESSAGE FROM THE HEAD OF THE SCHOOL OF NURSING AND MIDWIFERY

It is a pleasure to welcome you to the School of Nursing and Midwifery, National University of Ireland. This School has always been at the forefront of nursing and midwifery education in Ireland. Established in 1993, it was the first Irish university to introduce the pre-registration diploma programme for nursing students. Since then the number of staff and range of programmes have developed and flourished. There are now thirty-six academic staff, seven administrative staff and approximately 700 students. The School is located in Áras Moyola, a new purpose-built building with state-of-the-art lecture theatres, laboratory facilities and learning equipment.

Purpose and Mission of the School of Nursing and Midwifery

The overarching purpose of the School is to develop and promote appropriate education and research in the fields of nursing and midwifery. Indeed, the School has a strong history of producing excellent practitioners and in the past three consecutive years our students have been awarded the prestigious annual national award, the Dr. H.H. Stewart Scholarships in School of Nursing and Midwifery.

The mission statement of the School focuses on the following areas:

- To educate students who are knowledgeable, analytical, caring, client-centred practitioners who have the capacity to engage in lifelong learning and contribute to the development of health care
- To advance knowledge through quality research and scholarship that is of international standing
- To contribute to the development of the health care system, through the design and delivery of quality, dynamic educational
Department of Nursing, Midwifery & Health Studies

The Institute in partnership with the HSE Dublin North East and St John of God’s North East Services, are at the forefront of developments of Nursing & Health Studies Education and related research in Ireland. The Department of Nursing, Midwifery and Health Studies provides a range of courses at pre and post graduate level. It is also actively involved in research in Nursing and Health Care related areas. It currently has c. 500 full-time undergraduate Nursing, Midwifery and Health Studies students, c. 300 part-time students and c. 200 full-time students in other Applied Science Programmes.
Dept of Nursing & Health Science

Nursing is an interpersonal caring process that acknowledges the uniqueness of the person. The general nursing programme contains the essential elements that facilitate the development of professional knowledge, skills and attitudes necessary to meet the nursing needs of patients who are acutely or chronically ill. General nurses also have an important role in the promotion of health.

The philosophy of the Department of Nursing and Health Science is to deliver informed high quality learning experiences in an environment that exposes students to challenging and engaging teaching, supported by advanced technology and emerging research.

The healthcare services and the work trends of general nurses are changing continuously and the general nurse must be able to respond to the health needs and demands of the Irish population. Nursing practice also involves working with other professions and the general nursing programme aims to develop nurses who will act as effective members of a healthcare team at various levels of the healthcare system.

Psychiatric nursing is a specialist nursing discipline. The primary objectives are to facilitate the maximum development of the mental health of the individual who has psychiatric problems and to promote psychiatric nursing. The basis of the work of the psychiatric nurse is the relationship the nurse has with the person and their families who use the mental health services. The manner in which the psychiatric nurse develops this relationship, in partnership with those who use the services and their carers, and the skills the nurse uses within these relationships is the focus of psychiatric nursing.