

Exploring, What is a “Nursing Expert”

Danielle Hibbard, SN | Shelley-Rae Pehler, PhD, RN | College of Nursing and Health Sciences



INTRODUCTION

The goal of this project was a review of the nursing literature to determine if Fehring's (1994) criteria remains relevant in defining nurse expert for the purposes of nursing diagnosis validation.

NURSING DIAGNOSES

“A nursing diagnosis is a clinical judgment concerning a human response to health conditions/life processes, or a vulnerability for that response, by an individual, family, group or community. A nursing diagnosis provides the basis for selection of nursing interventions to achieved outcomes for which the nurse has accountability” (Herdman, T.H., & Kamitsuru, S., 2014).



WHY VALIDATE NURSING DIAGNOSES?

To ensure:

- The diagnosis is still relevant in clinical practice.
- Nursing diagnoses align with cultural settings different from that in which they were originally created.
- Validate that the proposed phenomenon is seen in clinical practice.

BACKGROUND

The North American Nursing Diagnosis Association International (NANDA-I) were the first leaders in standardized nursing language. While they require expert opinion for acceptance, publication, and inclusion in the NANDA-I taxonomy, they do not provide guidelines for what is a nursing expert.

Fehring published expert criteria in 1980's. The Fehring model is used in 71% of the validation studies in this literature review. According to the Fehring model, nursing experts have a minimum of a Master's Degree in nursing as well as obtaining a score of at least 5 from the following chart.

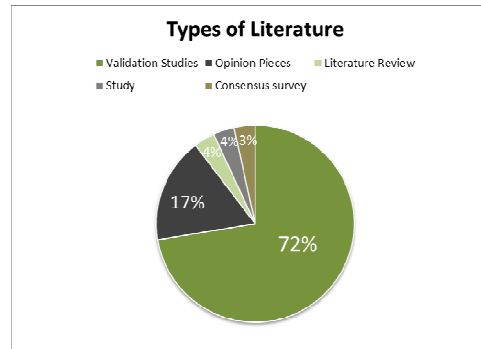
Table 3. Fehring Validation Model Expert Rating System

	Points
Master's degree in nursing	4
Master's degree in nursing with a thesis in content relevant to the diagnosis of interest	1
Published research on the given diagnoses or relevant content	2
Published article on the diagnoses in a refereed journal	2
Doctoral dissertation on diagnosis	2
Current clinical practice of at least 1 year duration in an area relevant to the diagnoses of interest	1
Certification in an area of clinical practice relevant to the diagnosis of interest	2

METHODS

LITERATURE REVIEW

Additional literature built on an earlier project using the search terms “nursing diagnosis” AND “content validation” in EBSCO (CINAHL).



- N=29 journal and research articles
- Of the 21 validation studies, 15 referenced Fehring. However, 12 used a modified version of the Fehring model.
- 14 articles were published within the last 5 years
- Classic literature dated back to 1985

DISCUSSION

FINDINGS

Of the validation studies that referenced Fehring

- 80% of them used a modified version of the Fehring model. Some of these modifications included:
 - Teaching experience related to nursing diagnoses an/or relevant content
 - Increased number of years of clinical experience
 - Participation in research in the area of interest
 - The use of NANDA-I terminology in clinical practice
 - Published abstracts with relevant content
 - Self rated knowledge of nursing diagnoses
 - Ability to demonstrate knowledge of the nursing process

WHAT THIS MEANS

Most of the content validation studies that used a modified version of the Fehring model were done in countries outside of the United States. In these countries there is a lack of master's programs for nursing so those types of nurses are difficult to find and contact. Therefore, many of these studies increased the number of years of experience in a clinical setting or teaching setting to prove expertise.

EXPERT CLINICAL ADVISORY PANEL

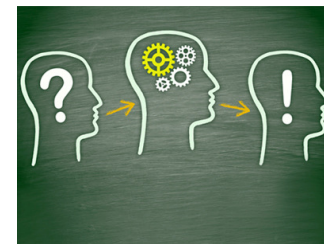
While NANDA-I has not provided criteria for a nurse expert to be used in content validation studies, they have established an expert clinical advisory panel. This panel created in 2014 is a bank of volunteers who are recognized, contemporary clinical experts. The Diagnostic Development Committee (DDC) looks to this panel for advice on relevant clinical issues and up-to-date evidence specifically related to new and existing diagnoses. Panelists hail from numerous different countries which allows for a diverse perspective to be taken into account.

HONORS SYNTHESIS

The nursing honors program allows students to focus on a specified area of nursing while improving their independent critical thinking skills. Through this program this author has studied the area of maternal child nursing which utilizes standardized nursing languages. This project has allowed for further knowledge to be gained pertaining to standardized languages.

Additional skills learned through this project include:

- The ability to search the literature for relevant content
- The ability to critically analyze research and draw conclusions
- Knowledge about the development, validation, and acceptance of nursing diagnoses.
- A deeper understanding concerning the use and validity of nursing diagnoses that will be used in future practice.



REFERENCES & ACKNOWLEDGEMENTS

REFERENCES

[NANDA-I Logo]. Retrieved 4/13/2015 from: <http://nanda.host4kb.com/article/AA-00420/0/Can-i-republish-part-or-all-of-the-NANDA-I-terminology-e.g.-the-list-of-nursing-diagnosis-labels-or-specific-diagnoses-in-other-textbooks-or-enter-the-terms-into-our-electronic-health-record-or-other-computerized-application-Could-I-translate-it-into-my-own-language.html>

Table 3. Adapted from "The fehring model," by R. Fehring, *Symposium on Validation Models*, pg. 59. 1994.

[Critical Thinking]. Retrieved 4/13/2015 from: <http://www.nursetogether.com/critical-thinking-make-the-time-to-do-it>

Herdman, T.H., & Kamitsuru, S. (Eds.). (2014). *NANDA International nursing diagnoses: Definitions & classifications, 2015-2017*. (10th edition). Oxford: Wiley Blackwell.

ACKNOWLEDGEMENTS

We would like to thank ORSP and NANDA – I for funding this project.