Qualitative multi-method study to explore the relevance of Benner’s ‘novice to expert’ nursing theory in contemporary post-registration wound care higher education
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A qualitative multi-method study to explore the relevance of Benner’s ‘novice to expert’ nursing theory in contemporary post-registration wound care higher education. Jane Munro. EdD Candidate.

Analysis & Findings

Phase 1 CDA (Greckhamer [8] & Fairclough [9])

<table>
<thead>
<tr>
<th>CONSTRUCT</th>
<th>SUB-CONSTRUCT</th>
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</thead>
<tbody>
<tr>
<td>Ambiguity or Opportunity?</td>
<td>Variability; inconsistency in implementation; flexibility; personal interpretation; professional liability; professional vulnerability; ambiguous personal decision-making; sensibility versus variation; adaptability</td>
</tr>
<tr>
<td>Responsibility without Accountability</td>
<td>Non-enforceable; hierarchical power relationship; professional exposure; dominance; power and control; fear; uncertainty and doubt; autonomy: role ambiguity; flexibility; trust; quality control of education; no guarantees; professional liability; lack of role definition</td>
</tr>
</tbody>
</table>

Phase 2 DCA

- **Test 1-2 (Professional Body/Government Policy)**
- **Responsibility without Accountability**
- **Ambiguity or Opportunity?**
- **Test 3-5 (IME: Regulatory Policy)**
- **Responsibility without Accountability**
- **Ambiguity or Opportunity?**
- **The Public Face of the Regulator**

Discussion & Conclusion

Contemporary curriculum must therefore also furnish MDT practitioners with the necessary, cognitive, meta-cognitive and attitudinal skills, similar to those described by Wood’s [10] Build-Bridge-Extend pedagogy, to help develop practitioners abilities to, for example:
- Monitor and adjust processes as they solve problems
- Seek as much preparation as the subject/situation permits
- Be willing to take risks and search for more alternatives
- Defer judgement, overcome negative self-talk, build on other ideas

Benner’s theory will now be developed at University of the West of Scotland to reflect thesis findings. Curriculum design will also be improved using B-E-B architecture to achieve the ‘best answer’ and one subject to constraints, to assist professional accountability.

References: