

DEFINITION OF SCHOLARSHIP IN NURSING

“Scholarship in nursing can be defined as those activities that systematically advance the discipline of nursing by teaching, research, and practice through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.” (AACN, 1999, p. 3).

Discovery Scholarship

The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). The scholarship of discovery encompasses research and/or systematic investigation producing the knowledge that is the heart of all disciplines in academic life. The scholarship takes the form of primary empirical research, historical research, theory development and testing, methodological studies (participatory research), and philosophical inquiry and analysis. The scholarship increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself (AACN, 1999).

Teaching Scholarship

This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of effective teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling (adapted from AACN, 1999).

Application/Practice Scholarship

Application/practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.

Components of the scholarship of practice include:

Development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise; *professional development*, which includes self-development to improve competency beyond the basic practice of professional nursing and research in specialty practice arrangements and faculty role concepts (Brown et al., 1995); *application of technical or research skills* that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others; and *service*, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the monitoring professional staff and students, leadership roles in

developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990).

Integration Scholarship

Scholarship of integration is making creative connectedness across disciplines which results in creating comprehensive intellectual patterns and interpretation and synthesis of knowledge thus shaping a more coherent and integrated use of knowledge that builds reciprocal relationships within a broader context of interdisciplinary partnerships with capacity to respond to multi-focal, complex human problems. (AACN, 1999; Wood et al., 1998; Hofmeyer, et al., 2007; Saltmarsh et al., 2009)

Integrative scholarship includes multiple interdisciplinary relationships that encompasses reciprocal research, teaching, and community engaged scholarship (research/teaching/service/practice)) with organizations at the local regional, national and global levels. Impact of such reciprocal cooperation include project development and programs, publications, presentations, funding, and health policy.