

Nursing models

Application to practice

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by

**John Cutcliffe, Hugh McKenna and
Kristiina Hyrkäs**

with a contribution by Professor Phil Barker



A division of MA Healthcare Ltd

Quay Books Division, MA Healthcare Ltd, St Jude's Church, Dulwich Road, London
SE24 0PB

British Library Cataloguing-in-Publication Data
A catalogue record is available for this book

© MA Healthcare Limited 2010
ISBN-13: 978-1-85642-379-3

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Printed by CLE, Huntingdon, Cambridgeshire

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Preface

Anyone who studies history will be able to speak to the singularity of ‘in-vogue’ phenomena, concepts, and/or behaviours; and the history of nursing (or perhaps more accurately nursing science) is no exception. This notion of being ‘in vogue’ captures the idea that some things are said to be in accordance with current ‘social’ fashions or trends; or in the case of nursing, in accordance with nursing fashions or trends. One could construct a cogent case today in 2009 that one such in-vogue concept in nursing is ‘evidence-based’ (or more accurately ‘evidence-informed’) practice. In the UK in the 1980/90s it could be suggested that the so-called ‘nursing process’ was then the ‘in-vogue’ idea. Another phenomenon that might be so categorised (perhaps more so in the USA) could be the so-called ‘nursing diagnosis’. It seems that concepts, practices and phenomena such as these become an integral part of the everyday parlance of nurses and nursing; although it also seems to be the case that the ‘timespan’ of being the in-vogue concept of the day is always limited. It is difficult to examine the history of nursing without seeing evidence that nursing models once occupied the position of being the in-vogue concept of the day, although it is equally accurate to purport that the halcyon days of nursing models are behind us.

It has often been pointed out that nursing models and nursing theory are of limited value if they do not influence practice, and practice without theory is baseless. (Here the authors deliberately conflate the terms nursing theory and nursing models, although we acknowledge and recognise that some nurse theorists would not agree with this stance.) It is therefore surprising that many clinical nurses in the 21st century still do not see the importance of nursing theories. It was not always so, as we pointed out above; there are arguably at least two periods of time in the history of nursing when nursing models were in vogue. In the 1950/60s and then again in the 1980s such models were appreciated, analysed and applied. They underpinned care plans and curricula. However, they were often imposed by managers and implemented rigidly and bureaucratically. These may be some of the reasons why clinical nurses today place less value on nursing models. Whatever the reasons, it is evident that they did indeed appear to ‘fall out of favour’ (just as all in-vogue concepts do).

However, the authors of this book argue that wholesale rejection of nursing models is problematic at best and deleterious to the discipline of nursing at worst. Yet creating another book that examines nursing models, in a climate where they are not currently in vogue; and when there are already in existence some fine examples of scholarly works that appear to focus on the theoretical dimensions of nursing models, would seem the

height of folly. Therefore this book deliberately and purposefully adopts a different emphasis. The authors believe that this book can help revitalise the centrality of nursing theories/models for patient care. It does this by showing how models can influence the way nurses think and act and how the care of patients, their families and communities can be enhanced as a result. Most especially, while acknowledging and valuing the theoretical underpinnings and origins of nursing models, the book focuses on the application of nursing models in clinical practice. Given that nursing is a pragmatic, practice-orientated discipline, it is in such application that the value and utility of nursing models are best experienced.

*John Cutcliffe
Hugh P. McKenna
Kristiina Hyrkäs*

Foreword

Callista Roy, PhD, RN, FAAN

The demands of the 21st century challenge nurses to use knowledge to contribute to the health of individuals and the good of society. As a discipline nursing has made great strides in recent decades in knowledge-based practice as theoretical frameworks were developed to guide practice and research. Good, up-to-date literature that reflects these developments makes an important contribution to the use of knowledge in practice. This book makes a significant contribution to the available literature. First, it is a fresh conceptualisation of a book on nursing models. It initially offers a clear and direct discussion of what models are, which can be useful for the neophyte who does not have this background or for the experienced scholar searching for the words to articulate the meaning and significance of nursing models. Higher level concepts such as paradigms are explained and integrated into the reader's understanding. A brief history provides a context for appreciating the work that has gone before and the challenges that lie ahead.

Secondly, it is a privilege to introduce this book because the design of the chapters allows for in depth applications to many areas of nursing practice. By selecting seven major models the authors succeed in describing and critiquing each model in sufficient detail and clarity for both beginners and advanced readers. By limiting the number of models covered, it is possible to go into depth both on the theoretical application to practice and to give case studies as well as pertinent literature reviews of use of the model in practice as well as in research. The authors provide a teaching instrument that is greatly needed in nursing education in both academic and clinical settings. They have managed to provide the emphasis that is needed to move theory-based practice to a new level.

The chapter authors as a group have responded to the challenge of taking a broad theoretical perspective on nursing practice for individuals, families, and communities. At the same time the details of specific theoretical approaches are addressed. The reader obtains a more comprehensive view of theory-based practice by comparing how each model approaches given clinical situations in settings from the hospital to the home and community. The authors handle issues of different healthcare systems and different cultures in a straightforward manner so that the flow of thought is not interrupted. The work can provide the basis for highlighting the role of nurses in interdisciplinary team approaches to the increasingly complex health challenges of our time.

Foreword

Alison J. Tierney, PhD, FRCN, CBE

It is a privilege to have the Roper-Logan-Tierney model for nursing, with which I am connected, included, along with six other well-known nursing models, in this book. It is now nearly a decade since I worked with the late Nancy Roper and our colleague Win Logan to write the monograph that provides a final account of our model, published in the year 2000, exactly 20 years after its original launch in *The Elements of Nursing* (1980). Over the years, this book went through several new editions, it was translated into many different languages, and our model became widely known around the world. Although we now leave others to use and develop our model in ways they find appropriate and helpful, it is still exciting to come across new references to our work.

It takes skill to produce a book that at one level is suitable for nursing students at the beginning of their studies and yet, at another, has sufficient depth and detail to satisfy more advanced students and even experienced practitioners. Each of the chapters that focuses on a particular model starts with a brief history of that model and a profile of the person/s who developed it. Then, in describing each model and analysing its essential parts, the authors draw on the opening chapters in which the nature of nursing models and nursing theory are dissected and discussed. These opening chapters are, in their own right, valuable, but their underpinning of each of the model chapters – and the iteration of nursing's metaparadigm concepts – is one of the great strengths of the book. Each of the model chapters is brought to a close with examples and/or case studies to demonstrate application of the model and a review of contemporary literature pertaining to the model, the latter providing evidence of its clinical, empirical and theoretical impact.

However, the real challenges, for the authors of this book and for its readers, come in the final chapter, which addresses the question of how a nursing model can be critiqued. The ideas of the late 1980s and early 1990s for the evaluation of nursing models are still pertinent, in particular the ideas and framework developed by Jacqueline Fawcett. However, the authors of this book recognise that evaluation of nursing models now needs to be reconsidered in the contemporary context in which the concept of evidence-based practice has come to dominate nursing and healthcare. At the same time, as the authors describe, there is now a much wider range of research methodologies available for the purpose of evaluation, including the mixing of quantitative and qualitative methods. These advancements in research should be used to advantage, this book argues, in any contemporary evaluation of nursing models.

Acknowledgements

John Cutcliffe: I am indebted to the unswerving support of my wife Maryla and my family.

This book is dedicated to my first daughter, Natalia Faith, who brings added meaning to life. It is also dedicated to the instructors, authors, peers and students who have discussed and debated matters related to nursing models – you have my most profound thanks.

Kristiina Hyrkäs: This book is dedicated to my family, colleagues and to those nurses whose insightful observations and questions have stimulated my writings about nursing theories and models in practice.

Hugh McKenna: I would like to acknowledge the unstinting support of my wife Tricia, my son Gowain and my daughter Saoirse. I would also like to thank the many students whose perceptive questions over the years have had the desired ripple effect in developing my thinking about nursing models and theories.

To Sister Callista Roy and Alison Tierney we offer our deepest gratitude not only for the fine forewords you kindly provided, but for your seminal contributions to nursing science.

To Jessica Anderson, whose copy editing made this process very enjoyable and to Maria Anguita, whose patience and guidance have been invaluable, we thank you.

John Cutcliffe is currently an Adjunct Professor at the University of Ulster (UK), and the University of Malta; most recently he held the 'David G. Braithwaite' Endowed Professorial Chair of Nursing at the University of Texas (Tyler), USA.

He has written more than 150 papers and eight books and has over \$4 million of extra-mural research funding as Primary/Co-Investigator. In 2003 he was recognised by the Federal Government of Canada and cited as one of the top 20 'Research Leaders of Tomorrow' for his research focusing on hope and suicidology. In 2004, he was nominated for a Canadian Research Chair in Suicidology and was given the highest research rating, 'outstanding', from the independent reviewers. He has recently served as the national Canadian Representative for the International Association of Suicide Prevention and the Director of the International Society of Psychiatric Nurses: Education and Research Division: he is also an Assistant Editor for the *International Journal of Nursing Studies* and an Associate Editor for the *International Journal of Mental Health Nursing*.

Hugh McKenna is a Professor and Dean at the University of Ulster and he holds several adjunct appointments.

He has over 200 publications including nine books and over £2.5 million in grants. He has supervised 14 PhD students to successful completion and chaired the UK Government's assessment of nursing. He has also researched, taught and written on nursing theories and models. He is an editor of the *International Journal of Nursing Studies* and has received many prestigious awards including Fellow of the Royal College of Nursing, Fellow of the European Academy of Nursing, Fellow of the Royal College of Surgeons of Ireland, International Fellow of the American Academy of Nursing, and Commander of the British Empire (CBE).

Both John Cutcliffe and Hugh McKenna are currently working with colleagues from Dublin City University and the University of Toronto on an international programme of research focusing on suicide, more specifically on suicide following discharge and suicide in young men. They have a number of future collaborations planned with regard to mental health nursing and on-line learning.

Kristiina Hyrkäs is at present Director of the Center for Nursing Research and Quality Outcomes at Maine Medical Center, Portland, Maine, USA. She is also an Adjunct Professor of Nursing at the University of Southern Maine, College of Nursing and Health Professions.

She is currently supervising three PhD students and many hospital-based research, quality improvement and evidence-based practice projects. She is one of the editors for the *Journal of Nursing Management*, and an editorial board member for another international journal.

She co-chairs the publication committee of the International Network for Doctoral Education in Nursing and reviews manuscripts for 12 academic journals using three different languages. She has published 50 articles in peer reviewed journals, nine book chapters and four books.

