

# BENNER'S AND WRUBEL'S THEORY OF EXCELLENCE AND POWER IN CLINICAL NURSING PRACTICE

\* Dr. Usha Ukande, \*\* Blessy Antony, \*\*\* Soney Toppo, \*\*\*\* Vaishali Tiwari

Nursing in acute-care settings has grown so complex that it is no longer possible to standardize, routinize, and delegate much of what the nurse does. In the past, formalization of nursing care and interchangeability of nursing personnel were considered easy answers to nurse turnover. The discretionary responsibility of nursing care for patient welfare was ignored, and little attention was paid to providing incentives and rewards for long-term careers in clinical nursing in hospitals. This is no longer tenable. Increased acuity levels of patients, decreased length of hospitalization, and the proliferation of health care technology and specialization have increased the need for highly experienced nurses. The complexity and responsibility of nursing practice today requires long-term and ongoing career development. This, in turn, requires an understanding of the differences between the experienced nurse and the novice.

Dr. Patricia Benner has developed **NOVICE TO EXPERT THEORY** in 1982. In this theory:-

- She applied the Dreyfus Model of Skill Acquisition in her work From Novice to Expert.
- Benner introduced the theory that expert nurses develop skills and understanding of patient care over time through a second educational base and a multitude of experiences.
- It states that nursing requires procedural or scientific knowledge, technical and the advancement of knowledge through practice and experience.

Dr. Benner developed a five-stage process that a nurse goes through on the journey to developing expertise in the

field. The Dreyfus Model of Skill Acquisition offers a useful tool for doing this. This model was inductively derived by two professors from the University of California, Berkeley, professors-- Stuart Dreyfus, a mathematician and systems analyst, and Hubert Dreyfus, a philosopher from their study of chess players and pilots.

Briefly, the Dreyfus model posits that, in the acquisition and development of a skill, one passes through five levels of proficiency:

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert

The levels reflect changes in two general aspects of skilled performance. One is a movement from reliance on abstract principles to the use of past, concrete experience as paradigms. The other is a change in the perception and understanding of a demand situation so that the situation is seen less as a compilation of equally relevant bits and more as a complete whole in which only certain parts are relevant. The Dreyfus model is used fairly widely (a) to provide a means of assessing and supporting progress in the development of skills or competencies, and (b) to provide a definition of acceptable level for the assessment of competence or capability. The 'expert' level does not signify that development stops, as expert practitioners need to evaluate their practice and keep up-to-date with new evidence.

\* Principal/Professor, Choithram College of Nursing, Indore, Email: usha\_mullick@yahoo.com, Mob: 9425438183

\*\* Professor, Dept. of Psychiatry Nursing, Choithram College of Nursing, Indore

\*\*\* Asso. Professor, Dept. of Obst. Nursing, Choithram College of Nursing, Indore

\*\*\*\* Asst. Lecturer, Choithram College of Nursing, Indore