Exploring, What is a “Nursing Expert”

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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.

METHODS

LITERATURE REVIEW

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

Types of Literature

- 72% Validated Studies
- 13% Opinion Pieces
- 15% Narrative Review

- 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

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 a nurse expert is.

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 a 5 from the following chart.

Table 3. Fehring Validation Model Expert Rating System

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<th>Rating</th>
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<tr>
<td>5</td>
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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.

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