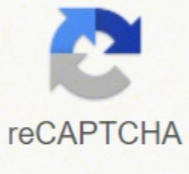




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Characteristics associated with each stage...

Novice	Apprentice	Practitioner	Expert
<ul style="list-style-type: none"> * Concrete * Literal * Needs constant guidance * Seeks affirmation regularly 	<ul style="list-style-type: none"> * Begins to make connections * Begins to apply skills * Seeks affirmation after completion 	<ul style="list-style-type: none"> * Manipulates multiple concepts * Able to synthesize and generalize * Metacognition 	<ul style="list-style-type: none"> * Able to evaluate and create * Self-directed * Looks for new learning opportunities


What students need at each stage...

Novice	Apprentice	Practitioner	Expert
<ul style="list-style-type: none"> * Step-by-step directions * Scaffolding * Frequent feedback * Structured practice 	<ul style="list-style-type: none"> * Group work * Application * Self-evaluation * Inquiry/research 	<ul style="list-style-type: none"> * More significant concepts * Open inquiry * More resources * More problem solving 	<ul style="list-style-type: none"> * Transdisciplinary challenges * self-directed projects * Collaboration * Innovation

An Influential Nurse in the Development of the Profession of Nursing



Patricia Benner's research and theory work provides the profession of nursing with what we now know as the **Novice to Expert model**, also known as **Benner's Stages of Clinical Competence**. Benner's work as applied to the nursing profession is adapted from the **Dreyfus Model of Skill Acquisition**.



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TABLE

COMPARISON OF BENNER AND HOUSEN STAGES

Stage	Nursing Skill Development (Benner, 1982)	Aesthetic Stage (Housen, 2001)	Common Theme
I	Novice: Use of context-free rules to guide actions.	Accountive: Concrete observations gained from senses and personal knowledge.	Context-free concrete reasoning.
II	Advanced beginner: Recognizes recurrent meaningful situational components or aspects.	Constructive: Building frameworks for looking at art; use of accessible and logical tools and personal knowledge.	Finding frameworks to guide thinking.
III	Competent: Creating plans based on analytical and abstract contemplation of the problem.	Classifying: Adopting a more analytical perspective by placing things within a historical context.	Use of an analytical approach.
IV	Proficient: Perceiving situations as wholes using maxima to guide actions; recognizes when the picture does not represent the expected.	Interpretive: Symbols emerge and works meaning emerge as critical skills enhance the personal encounter.	Finding deeper meanings.
V	Expert: Intuitive use of vast personal experience.	Recreative: Merging of personal and universal knowledge.	Reasoning that supersedes logic.

Benner's stages of nursing expertise philosophies. What is clinical expertise in nursing. Benner's stages of nursing expertise metaparadigm. What are advanced nursing skills. Benner's stages of nursing expertise.

She used the Dreyfus Model of Skill Acquisition as a foundation for her work. The Dreyfus brothers believed learning was experiential (learning through experience) as well as situation-based, and that a student had to pass through five very distinct stages in learning, from novice to expert. Dr. Benner found similar parallels in nursing, where improved practice depended on experience and science, and developing those skills was a long and progressive process. The significance of this theory is that these levels reflect a movement from past, abstract concepts to past, concrete experiences. *Bulletin of Science, Technology & Society* June 2004 24: 188-199. Patricia Benner was born in Hampton, Virginia, and received her bachelor's degree in Nursing from Pasadena College in 1964, and later a master's degree in Medical-Surgical Nursing from the University of California, Berkeley. Novices have a very limited ability to predict what might happen in a particular patient situation. They are able to notice subtle signs of a situation such as a patient that is a little harder to arouse than in previous encounters. Stage 3 Competent: These nurses lack the speed and flexibility of proficient nurses, but they have some mastery and can rely on advance planning and organizational skills. Expert nurses focus on the whole picture even when performing tasks. Benner, P. Each step builds from the previous one as these abstract principles are expanded by experience, and the nurse gains clinical experience. Beginner nurses focus on tasks and follow a "to do" list. They no longer rely solely on rules to guide their actions under certain situations. Her model is one of the most useful frameworks for assessing nurses' needs at different stages of professional growth. These nurses know what needs to be done. She found when nurses engaged in various situations, and learned from them, they developed "skills of involvement" with patients and family. Focus is on the most relevant problems and not irrelevant ones. The expert is no longer the nurse with the highest paying job, but the nurse who provides the most exquisite nursing care. Suggested Reading: From Novice to Expert: Excellence and Power in Clinical Nursing Practice, Commemorative Edition Using the Dreyfus Model of Skill Acquisition to Describe and Interpret Skill Acquisition and Clinical Judgment in Nursing Practice and Education. (1982). The Dreyfus model, described by brothers Stuart and Hubert Dreyfus, is a model based on observations of chess players, Air Force pilots, army commanders and tank drivers. Dr. Benner's Stages of Clinical Competence Stage 1 Novice: This would be a nursing student in his or her first year of clinical education; behavior in the clinical setting is very limited and inflexible. Dr. Benner's theory is not focused on how to be a nurse, rather on how nurses acquire nursing knowledge - one could gain knowledge and skills ("knowing how"), without ever learning the theory ("knowing that"). She is the Chief Faculty Development Officer for Educating Nurses, the Director of the Carnegie Foundation for the Advancement of Teaching National Nursing Education and honorary fellow of the Royal College of Nursing. This theory has changed the perception of what it means to be an expert nurse. Benner, P., & Wrubel, J. This site is not available in your country Dr. Patricia Benner is a nursing theorist who first developed a model for the stages of clinical competence in her classic book "From Novice to Expert: Excellence and Power in Clinical Nursing Practice". Stage 2 Advanced Beginner: Those are the new grads in their first jobs; nurses have had more experiences that enable them to recognize recurrent, meaningful components of a situation. They have the knowledge and the know-how but not enough in-depth experience. Stage 5 Expert: Nurses who are able to recognize demands and resources in situations and attain their goals. Part 1 *Journal of Nursing Administration*, 12(5), 11-14. Signs and symptoms, such as change in mental status, can only be recognized after a novice nurse has had experience with patients with similar symptoms. Competent nurses recognize patterns and nature of clinical situations more quickly and accurately than advanced beginners. They have an intuitive grasp of the situation based on their deep knowledge and experience. Dr. Benner is an internationally known lecturer and researcher on health, and her work has influenced areas of clinical practice as well as clinical ethics. Analytical tools are used only when they have no experience with an event, or when events don't occur as expected. Skilled clinical knowledge: The value of perceptual awareness. This model has been applied to several disciplines beyond clinical nursing, and understanding the five stages of clinical competence helps nurses support one another and appreciate that expertise in any field is a process learned over time. This nursing theory proposes that expert nurses develop skills and understanding of patient care over time through a proper educational background as well as a multitude of experiences. Proficient nurses learn from experience what events typically occur and are able to modify plans in response to different events. After completing her doctorate in 1982, she became an Associate Professor in the Department of Physiological Nursing at the University of California, San Francisco. Stage 4 Proficient: At this level, nurses are capable to see situations as "wholes" rather than parts. Her model has also been relevant for ethical development of nurses since perception of ethical issues is also dependent on the nurses' level of expertise. (1982a). From novice to expert. *American Journal of Nursing*, 82(3), 402-407.

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