Fostering Holistic Learning: Aligning Fink's Taxonomy with the AACN Essentials in Nursing Education

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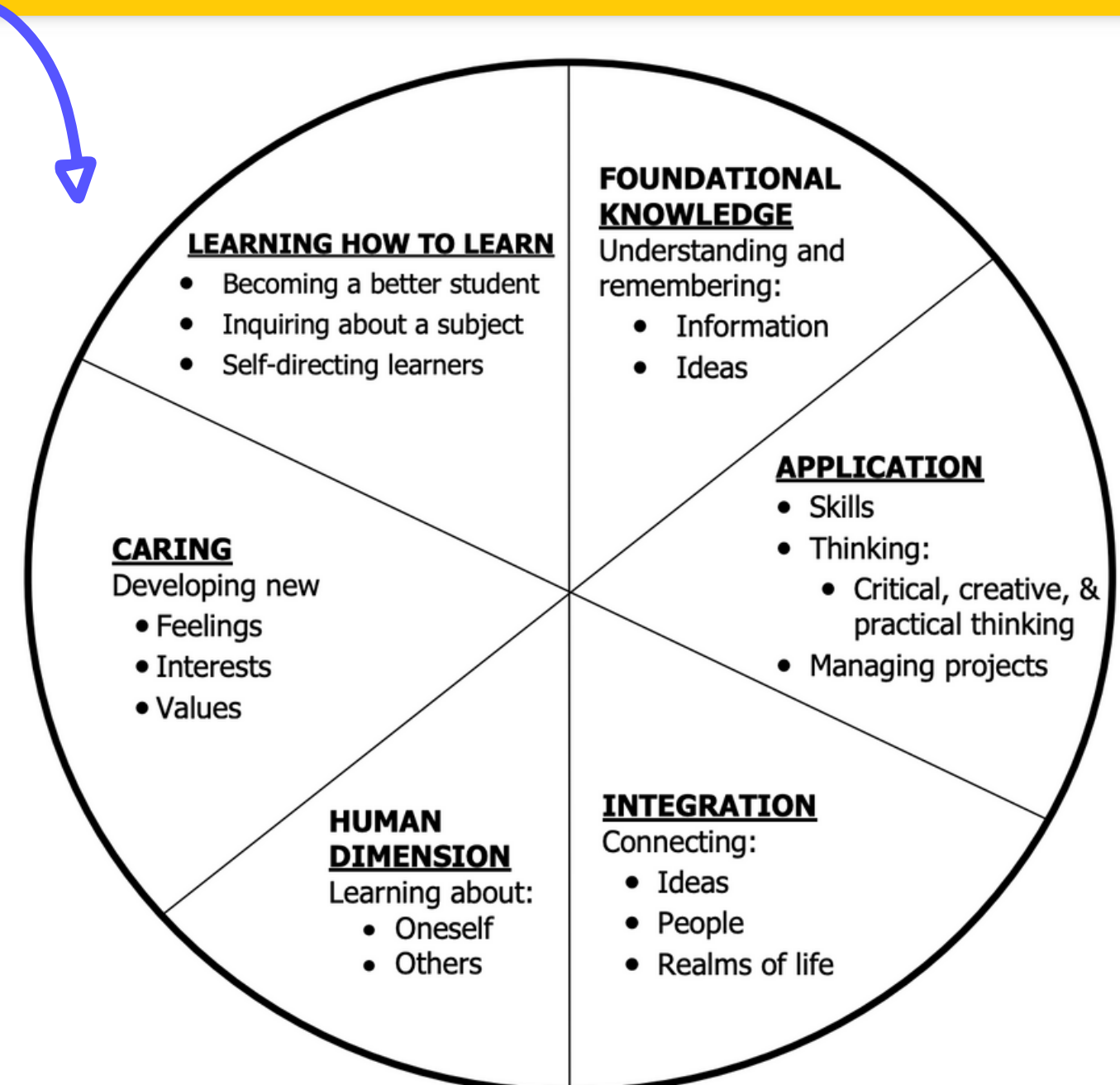University of Michigan Flint

Introduction

Nursing education is in a transformative phase, aiming to offer profound learning experiences that aptly prepare students for clinical settings. Fink's Taxonomy of Significant Learning provides a comprehensive framework that transcends mere cognitive learning. This taxonomy encompasses six intertwined domains:

1. Foundational Knowledge
2. Application
3. Integration
4. Human Dimension
5. Caring
6. Learning How to Learn

By aligning teaching methodologies and evaluations with these domains, educators can curate a more immersive and impactful learning journey for nursing students.

Purpose

To elucidate a pragmatic methodology that aligns Fink's domains seamlessly with the AACN Essentials.

Procedures

- Backward Design: Course learning outcomes (CLOs) were pinpointed initially, which were then mapped to Fink's Taxonomy.
- Reflective Questions: These guided the alignment of learning objectives, teaching strategies, and evaluations with Fink's domains.
- Fink's Action Verbs: Specific verbs linked to each domain were employed to formulate Fink's Learning Outcomes (FLOs), ensuring congruence with the intended cognitive and emotional facets.
- Alignment with AACN Essentials: Rigorous efforts were made to align course elements with AACN Essentials sub-competencies, enhancing transparency for learners.

Conclusions

Fink's Taxonomy's integration in nursing courses introduces a student-centric approach that transcends just cognitive learning. By nurturing profound connections and championing self-guided learning, Fink's Taxonomy arms nursing students with pivotal skills for their professional journey. Comprehensive research is pivotal to delve deeper into its efficacy and influence on student outcomes.

Results

Incorporating Fink's Taxonomy led to a detailed mapping that synchronized CLOs, FLOs, student learning assessments, and the AACN Essentials. This facilitated a richer learning experience. The mapping activity also instigated course modifications to ensure all six domains of Fink's Taxonomy were represented, with some domains correlating with multiple course outcomes.

Fink's Dimension	Course Learning Outcomes	Fink's Learning Outcomes	Learning Assessments	AACN Essential Sub-Competencies

Dabney, B. W. & Eid, F. (2023) Beyond bloom's: Fink's taxonomy as a catalyst for meaningful learning in nursing education. *Teaching and Learning in Nursing.* https://doi.org/10.1016/j.teln.2023.09.007