

Textbook Selection in Nursing Education: An Updated Perspective



VITERBO
UNIVERSITY

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Introduction

Textbook selection process largely unexplored, often left to trial and error or publisher influence.

Nursing faculty often enter academia without expertise in textbook selection, even with graduate work focused on education.

Literature Review

- 1970s-1980s: Recommendations for textbook review and adoption emerged.
- Minimal focus since then, with sporadic analyses of specific content.
- Lack of recent studies highlight evolving needs for an updated perspective on textbook selection.

Methodology

RESEARCH QUESTION: *What characteristics in a nursing textbook are prioritized by faculty in baccalaureate nursing programs*

DESIGN: Cross-sectional descriptive national survey.

SAMPLE: Faculty from traditional, accelerated, and RN to baccalaureate nursing programs

DATA COLLECTION:

Survey: Qualtrics survey: 51 textbook characteristics

Survey Distribution: Posted invitations:

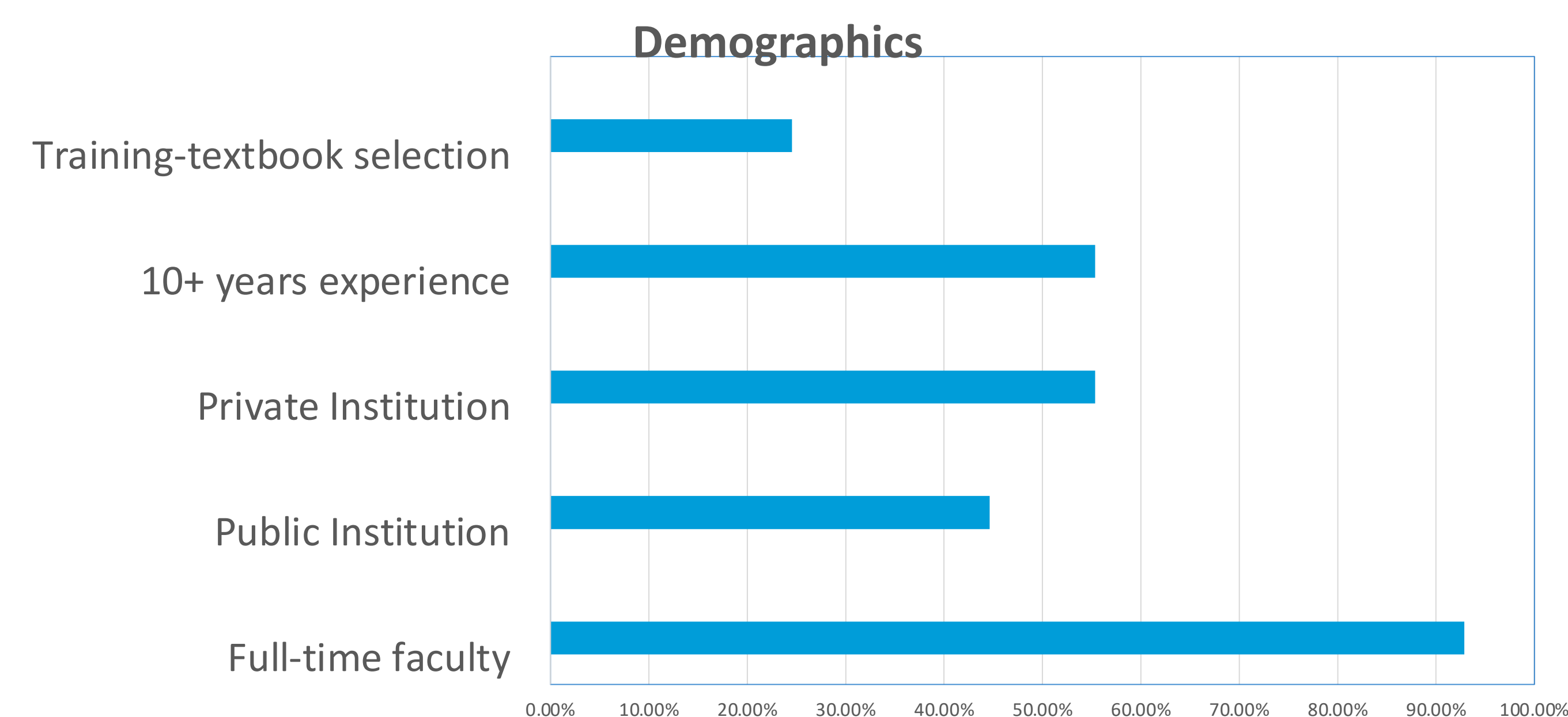
- American Association of Colleges of Nursing (AACN) member community discussion board
- Teachers for Transforming Nursing Education Facebook site

IRB approved

Results

N = 59 faculty from diverse areas of the US

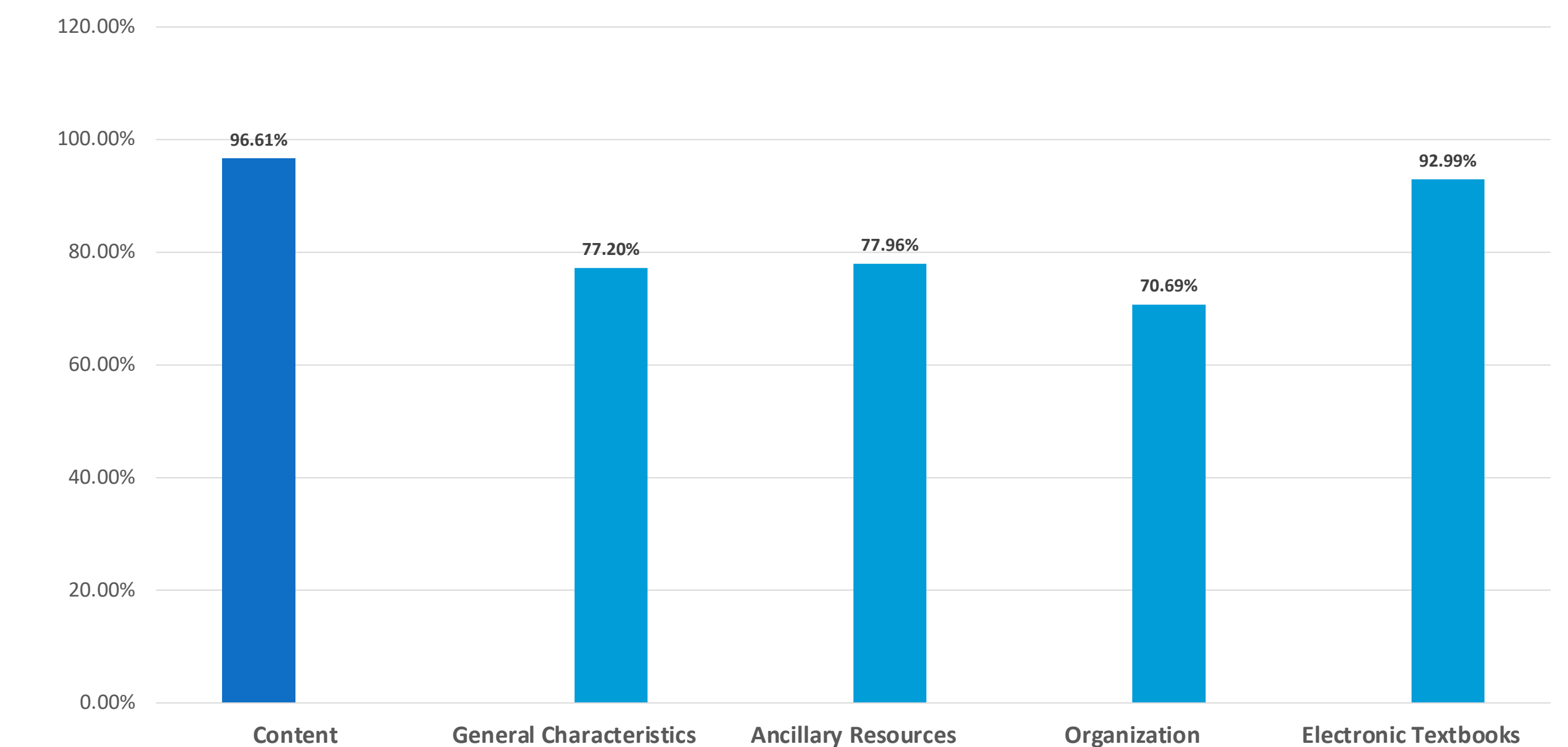
Results



SURVEY TOPICS:

- **Content:**
 - Readability; DEI (Diversity, Equity, Inclusion); Clinical Practice Application, BSN Leveling; Currency; Builds on Prior Learning; Emphasizes Clinical Judgment & Competencies
- **General Characteristics:**
 - Publisher; Author; Material Quality; Availability; Teaching Style Alignment
- **Ancillary Resources:**
 - Test Bank; PowerPoint Slides; Teaching/Learning Strategies; Student Guide/Workbook; Online Resources; LMS Integration
- **Organization:**
 - Beginning: Table of Contents
 - Middle: Summaries; Critical Points; Reviews; Nursing Process
 - End: Resources, Appendices, Index, Practice Answers
- **Electronic Textbooks:**
 - Navigation; Access Duration; Downloadable/WIFI; Hyperlinks; Highlighting; Practice/Adaptive Tests; Audible Function; Content Updates

Priorities: Textbook Selection Characteristics



OVERALL PRIORITIES (ratings as very high or high)

- Content: emphasis on clinical judgment (96.61%) & application to practice (91.52%)
- General characteristics: alignment with teaching style and course outcomes (77.20%)
- Ancillary resources: instructor resources (77.96%)
- Organization: beginning elements (91.03%)
- Electronic textbooks: ease of navigating (92.99%)

Overall highest priority category: Content

Overall lowest priority category: General characteristics

Conclusion

Current textbook features have evolved since prior studies. Cost considerations and alignment with teaching style suggest a desire to minimize student financial burden and enhance teaching effectiveness. Emphasis on clinical judgment and application to practice reflects the profession's current focus on competency-based curricula.

Limitations: Focusing on BSN programs limits generalizability and broad categories may obscure results.

Recommendations: Develop evidence-based guidelines for evaluating textbooks and explore the role of OERs and student involvement in textbook selection