Nurses Becoming Entrepreneurial - Exploring Learning Objectives

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Abstract
This conceptual paper presents a new framework to understand entrepreneurship education for nursing students, leaning on theories from entrepreneurship research, nursing and higher education. The purpose of this paper is to examine the relationship between nursing, entrepreneurship, and education. It contributes to literature and practice by clarifying roles in the intersection between nursing and entrepreneurship. These are the roles of nurses, entrepreneurial nurses, self-employed nurses, and nurse entrepreneurs. This paper defines and differentiates these as distinct roles with highly different functions in society. Along with nurses in general, entrepreneurial nurses and self-employed nurses are focused on clinical activities. The self-employed nurses are also characterized as venture-creating roles, along with nurse entrepreneurs. Further, this paper connects each role with a specific approach to entrepreneurship, suggesting that venture-creating roles benefit from approaching entrepreneurship as a method, while clinically focused roles benefit from approaching entrepreneurship as an everyday practice. Each role and approach to entrepreneurship is matched with entrepreneurship learning objectives for nurses. Thus, this paper suggests different roles for nurses pursuing entrepreneurship, and a tailoring of entrepreneurship education towards the different roles. This paper contributes to entrepreneurship education literature by offering a conceptualising of entrepreneurship education for non-business students. It answers the call for contextual
entrepreneurship education research (Pittaway & Cope, 2007), targeting new knowledge about entrepreneurship learning objectives for an audience with contextual needs (Fayolle, 2013). It also contributes to nursing literature by providing a clarification of nurse entrepreneurship terms. This paper may serve as a foundation when developing, testing and researching nursing curriculum concerning entrepreneurship education. Thus, this paper has practical implications for faculty and staff at nursing educations interested in embedding entrepreneurship into their education.
The problem and the interest of this research

The challenges of current and future health care are major, with growing demands for safe, high quality, cost-efficient and effective services (Länsisalmi, Kivimäki, Aalto, & Ruoranen, 2006; Wilson, Whitaker, & Whitford, 2012). This leads to constant pressure for change in health care (Eriksson & Ujvari, 2015; McCline, Bhat, & Baj, 2000). Nurses are present in every aspect of health care delivery, with a holistic perspective of the system. With entrepreneurial skills, nurses have the potential to solve pressing issues, making valuable contributions to health care (Boore & Porter, 2010; Fletcher, 2010). Nurses have been entrepreneurial from the very beginning of their profession, in the 19th century (Boore & Porter, 2010; Fletcher, 2010; Nightingale, 1859; Wilson, Averis, & Walsh, 2003). Nevertheless, entrepreneurial activities are seldom considered the work of nurses. Combining nursing and entrepreneurship is still somewhat controversial (Wilson et al., 2003), and not fully supported in the nursing context. As an example, Wall (2013, p.38) found “unresolved issues regarding the recognition, regulation and funding of independent nursing practice.” Among other barriers to pursue entrepreneurship, nurses face a knowledge barrier. They lack of knowledge on how to start a business, develop a business plan and how to find finance and support (Elango, Hunter, & Winchell, 2007). Thus, developing nurse entrepreneurship requires entrepreneurship education (Sharp & Monsivais, 2014). Most nursing education does not prepare nurses for entrepreneurial roles (Boore & Porter, 2010; Gilmartin, 2013; Wall, 2013; Wilson et al., 2003). However, following the expansion of entrepreneurship education in general, schools of nursing are beginning to embrace entrepreneurship (Fletcher, 2010). This makes nursing students an important, new audience of entrepreneurship education. Entrepreneurship education allows nursing students to combine the knowledge of nursing and entrepreneurship, becoming “pivotal to implement intrapreneurial as well as entrepreneurial initiatives in healthcare” (Fletcher, 2010, p.18). They may also develop “skills to lead, challenge, and be innovative” (Wilson et al., 2012, p.10).

There has been little emphasis on entrepreneurship education for nursing students in literature and practice. Tailoring entrepreneurship education for the nursing profession is a recent development, and research is scarce (Boore & Porter, 2010; Fletcher, 2010). This paper leans on current research about nurse entrepreneurship published in more than thirty nursing journals focused on nursing in general as well as nursing education and nursing management. Some examples are Journal of Advanced Nursing, Journal of Clinical Nursing and Journal of Nursing Education. In addition, the theses by Fletcher (2010) and Wilson (2003) have been of great importance, developing the research field of nurse entrepreneurship. Wilson et al. (2003) state that there is a gap in the nursing curricula related to running a nursing business, and that the nursing profession needs to be more supportive of this role (ibid). There is an overall need for more knowledge regarding the combination of nursing and entrepreneurship, and its consequences for education (Boore & Porter, 2010; Wilson et al., 2012). More specifically, entrepreneurship education for nurses requires standards and a curriculum, to inform nursing faculty of how they may facilitate the development of entrepreneurial behaviour in students (Boore & Porter, 2010; Fletcher, 2010; Gilmartin, 2013; Wall, 2013; Wilson et al., 2003).
Thus, this paper asks: What are relevant learning objectives in entrepreneurship education for nursing students?

Figure 1: The purpose of this paper is to examine the relationship between nursing, entrepreneurship and education.

The first section in this paper introduces nuanced roles in the intersection between nursing and entrepreneurship, defined by the author. Current nursing and entrepreneurship literature has mostly described nurse entrepreneurship in terms of social entrepreneurship, intrapreneurship and self-employment. This has inspired the creation of new and nuanced terms, connecting nursing and entrepreneurship from the triangle in Figure 1. The next section describes the connection between entrepreneurship and education, following up on two more sides from the triangle. Finally comes a discussion of learning objectives in the context of nursing, covering the triangle as a whole. The paper ends with concluding remarks and suggestions for further research.

Entrepreneurship in nursing
A nurse cares for individuals, groups and communities, both sick and well. Promotion of health, prevention of sickness and caring for ill, disable and dying people are perhaps the most common association to the profession. However, nursing also involves advocacy, education, research, as well as improving health policy and health systems (International Council of Nurses (ICN), 2018). The soon-to-be-nurse goes by the term ‘nursing student’ or ‘student nurse’. He or she is enrolled in nursing education at a higher education institution. This paper leans on the following definition of a nurse and the nursing education (International Council of Nurses (ICN), 2018): “The nurse is a person who has completed a program of basic, generalized nursing education and is authorized by the appropriate regulatory authority to practice nursing in his/her country. Basic nursing education is a formally recognized program of study providing a broad and sound foundation in the behavioral, life, and nursing sciences for the general practice of nursing, for a leadership role, and for post-basic education for speciality or advanced nursing practice.”

Nurses can become entrepreneurs or act entrepreneurially, however descriptions of entrepreneurship theories and content has been absent in most papers about nurse entrepreneurship. Instead, several studies refer to nurses starting small businesses, such as private practices. This is used synonymously with entrepreneurship, and according to Fletcher (2010), it is causing terminology confusion. Thus, this section will distinguish the different roles a nurse can assume when pursuing entrepreneurship. Rusk & McGowan (2015) stresses that one should avoid absolute terms when determining who is an entrepreneur or not, as that would result in an insufficient use of the word. Neck and Greene (2011, p.60) agrees, arguing that how people ‘think entrepreneurially’ is a more useful question, “recognizing the great diversity in the ways people can be entrepreneurs.” This inclusive approach may, however, lead to a myriad of terms. A Scandinavian saying claims “a loved child has many names”. This metaphor is true for nurses acting entrepreneurially; nursepreneurs, entreprenurses and entrepreneurial nurses are among the many puns referring to nurses in entrepreneurial roles (Francis, 2017; Johnson, 2016; Wofford, 2015).
Although catchy, these terms are not differentiated, clarified or generally accepted, and may cause confusion in their similarities. Drennan et al. (2007) offered a typology of nurses in entrepreneurial roles in the United Kingdom. They chose to differentiate between intrapreneurs (1), and the entrepreneurs/self-employed providing healthcare services indirectly (2), and directly (3). They further divided these roles into several sub-groups, however not clearly defined. As an example, one of their roles were described as direct providers of “[o]ther health-related services provided by nurses, midwives or health visitors directly to a client” (ibid, p.462). Being complex and unconcise, this typology is not suited for a clear differentiation between entrepreneurial nursing roles. Based on current literature, and as an answer to the need for clearly defined roles, this paper suggests a differentiation between nurses and nurse entrepreneurs, self-employed nurses, and entrepreneurial nurses. Previous literature has often used these terms interchangeably, while the following chapter will exemplify how they differ.

<table>
<thead>
<tr>
<th>Clinical role</th>
<th>Venture-creation role</th>
<th>Self-employed nurse</th>
<th>Nurse entrepreneur</th>
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<td>Nurse entrepreneur</td>
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<td>Entrepreneurial nurse</td>
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<td>Nurse</td>
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**Figure 2: Nurse entrepreneurship roles defined in this paper**

**The nurse entrepreneur**
The nurse entrepreneur is educated as a nurse, but does not work as a clinical nurse. He or she is dedicated to running a business, working as an entrepreneur. It is suitable to use entrepreneurship literature to define this role in accordance with other entrepreneurs. Thus, nurse entrepreneurs can be explained as individuals “acting independently or within organizations, to perceive and create new opportunities and to introduce their ideas into the market, under uncertainty, by making decisions about location, product design, resource use, institutions, and reward systems. The entrepreneurial activity and the entrepreneurial ventures are influenced by the socioeconomic environment and result ultimately in economic growth and human welfare” (Carlsson et al., 2013, p.914). As seen in this definition, the venture will be influenced by the environment of the nurse entrepreneur, and can thus be related to health care or welfare. This relates to, but is not limited to, the creation of social ventures. Social entrepreneurship is recognized as a natural outcome of nurse entrepreneurship (Boore & Porter, 2010; Gilmartin, 2013; Sharp & Monsivais, 2014; Traynor et al., 2008; Wilson et al., 2012). The link between social entrepreneurship and nursing is for instance highlighted by Wilson et al. (2012, p.5): “in nursing, entrepreneurship could be viewed as seeking to achieve good health outcomes for the most number of people. As such, these initiatives represent examples of nurses doing good for the larger society”. Although an important part of nurse entrepreneurship, this paper suggest that social entrepreneurship is one of many venture creation opportunities for nurse entrepreneurs.

**The self-employed nurse**
The self-employed nurse often works as a clinical nurse. He or she has started a private health care service, offering their own nursing skills to clients. The self-employed nurse may also function as an employer, leading a small team. As an example, Sankelo and Åkerblad (2009) explored the work life of self-employed nurses in Finland, through a quantitative survey. Among their 96 respondents registered as nurses, 84 were owner-managers who had employees. Almost half this group had a staff
of 5-10 employees, a third had more than ten employees. Also, the ventures were closely related to clinical nursing, taking form as nursing or care homes and service housing (ibid). This corresponds well with several recent books by nurses sharing stories of developing private practices (Annan, 2017; Francis, 2015, 2017; Jackson, 2017; John-Nwankwo, 2013; Johnson, 2016; Leach-Baker, 2015; Wofford, 2017). Wilson (2003, p. 213), stating that nurses are looking for “career advancement, job satisfaction and options in providing health care”, and opening a private practice is one way of fulfilling these personal and professional ambitions and desires. Self-employed nurses have described well-established business ideas, such as writing a blog, teaching, setting up a nursing consultancy firm or creating a day-care for elderly. The business models are often traditional, such as renting an office, buying office supplies, marketing through a professional network and upselling merchandise (Annan, 2017; Francis, 2015, 2017; Jackson, 2017; John-Nwankwo, 2013; Johnson, 2016; Leach-Baker, 2015; Wofford, 2017). This corresponds with the previously mentioned findings from Finland (Sankelo & Åkerblad, 2009), as well as findings from Australia by Wilson (2003, p. 214): “[Self-employed nurses] in private practice offer a range of clinical, educational, research and management services that support government initiatives to address issues in health while maintaining appropriately targeted health services.” In other words, self-employed nurses deliver the same services and value to society as a nurse with regular employment, however, the self-employed nurse create this value while being their own boss.

The entrepreneurial nurse
Boore and Porter (2010) focus on nurse entrepreneurship as social entrepreneurship and express the entrepreneurial nurse as someone taking innovative actions, challenging and changing culture and status quo. In other words: “all nursing posts offer the opportunity to apply the skills and knowledge of entrepreneurship.” (ibid, p.190). The entrepreneurial nurse does not own a company. He or she is employed in the private or public health care, recognizing needs in their own context, and promote change, for instance in communities, clinics and hospital wards. Creating entrepreneurial action from within the health care system, the entrepreneurial nurse could also be called a nurse intrapreneur (Boore & Porter, 2010; Drennan et al., 2007; Hewison & Badger, 2006; Wilson et al., 2012). These are nurses who in addition to their clinical work, engage in entrepreneurial processes fruitful for solving a social problem or creating a better life, in line with Blenker et al. (2012). Being the largest group of health care professionals, nurses can “maximize entrepreneurial initiatives to improve patient care” in the entire health care system if they become entrepreneurial (Fletcher, 2010, p.17).

Entrepreneurship as a method and practice
The nurse, entrepreneurial nurse, self-employed nurse and nurse can broadly be categorised into clinical roles and venture-creation roles, as seen in Figure 2. All roles could be related to social entrepreneurship, however not restricted to it. The overarching characteristics influence how the roles might approach entrepreneurship. This paper suggests that venture-creation roles benefit from approaching entrepreneurship as a method, while clinical roles benefit from approaching entrepreneurship as an everyday practice. This is further explored in the following paragraphs.
practising desk-based research skills rather than acting towards creating a new venture. Thus, they suggest approaching entrepreneurship as a method, having students learn a set of skills or techniques needed to become a productive entrepreneur (Neck, Greene and Brush, 2014). This translates entrepreneurship to a “portfolio of practices” applicable to all students, regardless of the learning context, experience level or organization. Entrepreneurship as a method focus on collaboration, creativity and action, and requires continuous practice (Neck & Greene, 2011). They further highlight that these methods must stand the test of “dramatic changes in content and context” (Neck & Greene, 2011, p.68). This approach is relevant for nursing students interested in becoming nurse entrepreneurs or self-employed nurses, actually creating new ventures.

Another inclusive approach, “Entrepreneurship as an everyday practice”, is suitable whether the outcome of entrepreneurship education is venture creation or social change (Blenker et al., 2012). This fits entrepreneurship education aimed at nursing students, as nurses with entrepreneurial skills can create change in health care through both entrepreneurship, social entrepreneurship and intrapreneurship (Boore & Porter, 2010). The main strengths of viewing entrepreneurship as an everyday practice are the aspects of relevance and being context-specific. Firstly, relevance fuels energy, which may help transform a person to become an aspiring entrepreneur. Second, context-specificity help identifies accessible resources. This reduces barriers and fear of taking the next step in an entrepreneurial process (Blenker et al., 2012).

Entrepreneurship as a method and entrepreneurship as an everyday practice do have several things in common, that make both suitable in the nursing context. Firstly, both are inclusive approaches to entrepreneurship. They encourage problem-solving in all industries, creating a better future (Blenker et al., 2012). Both also view entrepreneurship as idiosyncratic (Blenker et al., 2012; Neck, Greene, & Brush, 2014). This means that entrepreneurial activities (and education) depend on context, culture, circumstances, and the individual background of the entrepreneur (Blenker et al., 2012). Idiosyncrasy is an important aspect of entrepreneurship education, which needs to be personalized, engaging, and focus on subjective knowledge. By creating awareness towards the students’ immediate surroundings, its problems and resources, the education will be perceived as relevant to the student, meanwhile reducing barriers to take entrepreneurial actions (Blenker et al., 2012).

The importance of relevance is also highlighted by Haneberg, Brandshaug and Aadland (2018) who found that students show less attention towards learning activities they experience as less relevant. Thus, ownership of entrepreneurial activities should be encouraged and facilitated, as this is an important part of learning in entrepreneurship education (ibid).

Entrepreneurship learning objectives
The previous paragraph suggested the benefits of approaching entrepreneurship as either a method or an everyday practice, depending on the nursing student’s future roles focused on clinical nursing or venture creation. The different approaches also have consequences for entrepreneurship education. There is a discussion of how entrepreneurship education should be defined (Baptista & Naia, 2015; Liguori et al., 2018; Pittaway & Cope, 2007). The term entrepreneurship education holds a wide range of courses and teaching approaches. Encouraging students to start new companies is one part of it, another part is
facilitating the becoming of creative, proactive, innovative and opportunity-oriented students (Lackeus, 2015). According to Rasmussen and Sørheim (2006), entrepreneurship education may provide learning about entrepreneurship as a phenomenon, or serve as a way of learning useful skills needed to become an entrepreneur. Entrepreneurship education in this paper regards the latter, as all nursing roles described in this paper pursue entrepreneurial action, whether in a clinic or in a new venture. Activities characterized as student-based, action-based or learning-by-doing are vital to succeed with such education (ibid., 2006). This is supported by Neck et al. (2014, p.9), stating that “one must do entrepreneurship” in order to learn it. This paper makes use of literature describing both learning objectives and learning outcomes, as they are understood as two concepts describing the same purpose, namely the desired result of entrepreneurship education. Combining the literature streams of entrepreneurship education and nurse entrepreneurship, four main learning objectives emerge, suitable for the four different roles. This paper suggests that clinical nurses will benefit from knowing the value of entrepreneurship. Entrepreneurial nurses will benefit from entrepreneurship awareness. Self-employed nurses will benefit from learning the entrepreneurial process, while nurse entrepreneurs will benefit from traditional entrepreneurship learning objectives.

**Learning objectives for nurses**

This learning objective originates from the work of Boore and Porter (2010), and might be a rather obvious objective in entrepreneurship education literature. However, in the context of nursing education, “knowing the value of entrepreneurship” is an important objective, as the students may have little or no prerequisite knowledge about entrepreneurship. Fletcher (2010) argues that nursing students should be introduced to an inclusive approach to entrepreneurship as part of the curriculum. This must encompass both the business, social, academic, corporate, and health care concepts of entrepreneurship. A broad approach to entrepreneurship allows for an idiosyncratic education that can lay “the foundation for nurses in practice, research, education, and all areas of nursing to recognize entrepreneurial opportunities from their unique perspectives” (ibid, p.134). Boore and Porter (2010, p.188) state that nursing students must “understand the role of the entrepreneur and potential for the application of entrepreneurial skills in health and social care”. This connects to the fundamental knowledge about entrepreneurship in nursing, seeing that these two fields of practice and research connect, and understanding the need for new ideas in health care. When examining corporate entrepreneurship and innovation in health care, Amo (2006) found that nurses contribute to innovation behaviour in healthcare organizations. However, neither the health care system in itself nor its related academic and clinical training programs have supported nurse leadership competencies, according to Vannucci and Weinstein (2017). By learning the value of entrepreneurship, nurses can take part in a supportive community surrounding the entrepreneurial nurse.

**Learning objectives for entrepreneurial nurses**

The entrepreneurship learning objectives described in nursing literature fit the clinical roles well, as they are suitable for creating change in a clinical setting, with individual patients in mind. Boore and Porter (2010, p.188) have modified entrepreneurship learning outcomes from the general university context to the context of nursing. Their list of required entrepreneurship learning outcomes starts by stating that nursing students participating in entrepreneurship education should understand the role of the entrepreneur and their potential for applying
entrepreneurial skills in health care. Other objectives are to identify the process and resources required for introducing change, as well as recognising the importance of creativity and innovation in planning individualised patient care. Finally, the students should be able to manipulate an e-learning environment (ibid). Among optional learning outcomes, Boore and Porter (2010) suggest that students should be able to demonstrate and apply creative and innovative thinking, carry out a needs assessment for individual and groups of patients, and research the demand for a proposed health care innovations. Students should also learn to operate as team members and communicate new ideas effectively using a variety of media (ibid., p.188). The learning objectives described by Boore and Porter (2010) regards patient care development in nursing practice and the improvement of individual patient care. Thus, these learning objectives are clearly created for entrepreneurial nursing roles with a clinical focus, especially entrepreneurial nurses. “Entrepreneurship awareness”, the title of the required learning outcomes described by Boore and Porter (2010, p.188), relates directly to learning objectives from entrepreneurship literature (Blenker et al., 2012; Lackeus, 2015).

Learning objectives for self-employed nurses
Elango et al. (2007) found that nurse practitioners struggle to exploit identified opportunities due to barriers in the process of new venture creation. Knowledge about the entrepreneurial process is assumed valuable for nursing students learning entrepreneurship, as it presents an overview of the steps needed, from start to the end of an entrepreneurial journey. In a review of healthcare innovation research from the decade 1994-2004, Länsisalmi et al. (2006) concluded that research mainly focused on the adoption phase of innovation, highlighting the critical need for both idea generation, conceptualization and legitimatization of new services and practices (ibid). In other words, there was a need for knowledge about the entire entrepreneurial process from start to end. To improve this situation, knowledge about an entrepreneurial process is a suggested learning objective in both nursing- and entrepreneurship education literature. when explaining the entrepreneurial process, both Boore and Porter (2010) and Baptista and Naia (2015) include the recognition of needs and opportunities, acting on opportunities, implementing change and finally an evaluation of the initiative. Knowledge of the entrepreneurial process is also embraced in the autobiography ‘Nurse Incorporated’ (Leach-Baker, 2015), explaining the similarities of an entrepreneurial process and a clinical nursing process, a comparison well linked to idiosyncrasy and everyday practice, especially for self-employed nurses. Identifying potential barriers in this process may enhance the self-employed nurses’ chance of actually taking the steps (Vannucci & Weinstein, 2017). Idiosyncratic entrepreneurship education may reduce barriers and fear during an entrepreneurial process (Blenker et al., 2012).

Learning objectives for nurse entrepreneurs
A recent definition of entrepreneurship education includes developing the skill set, mindset and practice of students so that they can engage in various entrepreneurial contexts and start new ventures (Neck & Corbett, 2018). This definition from entrepreneurship education literature suits venture-creation roles in nursing just as well as other disciplines. Following this line, nurse venture-creation roles benefit from typical learning objectives of entrepreneurship education, such as developing knowledge, skills and attitudes affecting the process of new value creation (Lackeus, 2015). Skills and attitudes are also highlighted by Baptista and Naia (2015).
Blenker et al. (2012, p.426) suggest that entrepreneurship education should provide students with an understanding and awareness of opportunities, context-specific problems in need of solutions, as well as the context-specific history, culture and resources at hand. Lackeus (2015, p.25-26) builds on the already mentioned awareness, knowledge and skills, by adding creation. He suggests facilitating awareness by addressing societal challenges and everyday problems, followed by addressing entrepreneurship skills and reflecting on theoretical knowledge. As a final step, he suggests creating societal value or ventures within or outside organizations. To ensure relevance, these objectives should be presented in the nursing context. As an example, Fletcher (2010) highlights the importance of learning about historical and current nurse entrepreneurs to shed light on the conflict between the disciplines of nursing and entrepreneurship. Sharp and Monsivais (2014) found that nurses expressed sorrow for giving up care time as a consequence of running a private clinic. Differing values between disciplines are another part of this conflict (Elango et al., 2007). Such context-specificity connects to entrepreneurship as an idiosyncratic practice (Blenker et al., 2012).

A summary of the conceptualisations in this paper is presented in Figure 3. Roles for nurses interested in entrepreneurship to the left, followed by suggested approaches to entrepreneurship for the four different groups. Each role is accompanied by an entrepreneurship learning objective suitable for nursing education.

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<thead>
<tr>
<th>Role</th>
<th>Approach to entrepreneurship</th>
<th>Learning objective</th>
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<tbody>
<tr>
<td>Nurse entrepreneur</td>
<td>Entrepreneurship as an everyday practice</td>
<td>Knowing the value of entrepreneurship</td>
</tr>
<tr>
<td>Entrepreneur nurse</td>
<td>Entrepreneurship as an everyday practice</td>
<td>Becoming aware of entrepreneurial opportunities a clinical context</td>
</tr>
<tr>
<td>Self-employed nurse</td>
<td>Entrepreneurship as an everyday practice / Entrepreneurship as a method</td>
<td>Knowing the entrepreneurial process</td>
</tr>
<tr>
<td>Nurse entrepreneur</td>
<td>Entrepreneurship as a method</td>
<td>Developing skillset, mindset and practice to create new ventures</td>
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Figure 3: Overview of the connection between entrepreneurial roles, approaches to entrepreneurship and the suggested learning objectives.

Conclusion
This paper started by distinguishing different roles a nurse can assume when performing entrepreneurship. These are the roles of nurse entrepreneurs, self-employed nurses, entrepreneurial nurses and nurses. The clarification and reframing of these concepts are contributions to the fields of nursing and entrepreneurship, which has used a number of terms interchangeably. Providing exactness in terms and concepts hinders ambiguity and confusion (Thompson, Estabrooks, & Degner, 2006). This paper also brings a nuanced perspective of how a nurse can combine nursing and entrepreneurship, a contribution to nursing literature who most often has described this topic as either social entrepreneurship, intrapreneurship or self-employment. Further, this paper discusses entrepreneurship learning objectives for nursing students, differentiating between
learning objectives for students aiming to be regular nurses, entrepreneurial nurses, self-employed nurses and nurse entrepreneurs. These objectives may serve as a foundation when developing, testing and researching nursing curriculum with regards to entrepreneurship education. Thus, this paper has practical implications for faculty and staff at nursing educations interested in embedding entrepreneurship into their education. The conceptual analysis in this paper will be of value for researchers interested in entrepreneurship education for nursing students. The insights of this paper may also be of value to researchers and practitioners interested in entrepreneurship education for non-business students, particularly within the health care sector. This paper answers the call for more contextual entrepreneurship education research (Pittaway & Cope, 2007), as well as the call for knowledge about entrepreneurship learning objectives for an audience with specific contextual needs (Fayolle, 2013).

**Further research**
There is a gap in the literature regarding venture-creating nurses working outside a clinical scope. Earlier attempts to merge entrepreneurship learning objectives and nursing education has mostly provided entrepreneurship learning objectives for clinical roles with a social approach to entrepreneurship. There is a need for more conceptual and empirical research on learning objectives for nursing students, regardless of their future clinical or venture-creation roles. This paper only briefly presents the different learning objectives, and a thorough examination with clearly stated goals will be important for the development of nursing curriculum about entrepreneurship.

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