10th ASIAN REGIONAL CONFERENCE
Embracing Holistic Care Through Practice, Education and Research
BRIDGING THE GAPS OF EDUCATION AND PRACTICE

PRESENTED BY AMBEL MANIKAM
Course Coordinator, Lecturer
(Advanced Diploma in Nursing, Gerontology, NYP)

MSc Professional Practice(Geron),
MSc (HS Mx), BN, Adv Dip Nsg (Geron), RN
Development of Nursing Knowledge

- Theory is from classroom while practice is gained through experience (Jones, 1997)
- Transition of nurse education into the universities has raised concern on the usefulness of this knowledge (Salvoni, 2001)

However,

- In the 21\textsuperscript{st} century nursing demands sound theoretical knowledge and proficient practical skills (Castledine, 1999)
Development of Nursing Knowledge
The gap between theory practice has long been identified as a problem in nursing and midwifery. In the past this has been described as “embarrassing failure” (Rafferty et al 1996) and is generally agreed the gap is not only pressing but increasing.

(Spouse 2001 & Landers 2000)
Debate on Theory – Practice Gap
Debate on Theory - Practice Gap
Assumptions
Theory – Practice Debate Is Ongoing
What is your take?

A nurse is knowledgeable

A nurse must be knowledgeable
Factors impacting the transference of holistic care:
A study conducted by Henderson,(1998) revealed the following:
• Nurses unable to internalise and apply the concept
• Perceived expectation of task completion was necessary
• No time for reflection
• No interaction with patients
• Unsupportive working environment
• Compartmentalising care
• Lack of role models
• Peer pressure
• “fitting” into the culture of seniors
Embracing the theory practice gap
Embracing the theory practice gap

“The theory practice gap is not necessarily a bad thing but in fact, a good thing and something we should embrace”

Haigh, (2008)
By embracing the gap...
How to Improve?

Acknowledge the interrelatedness of theory & Practice
What Actions?

- Stop blaming each other (Haigh, 2008)
- Stop fighting for supremacy (Haigh, 2008)
- Acknowledge that it works in the same process (Rolfe, 1997)
- Improve collaboration and communication between service and education sectors (Corlett, 2000)
- Joint appointment: lecturer and practitioner (Waters, 1999), (Allen, 2000) and (Salvoni, 2001)
- Practitioners must acknowledge the pedagogical content and provide continuity of learning at practice
- Good supportive role models at clinical (Chow & Suen, 2001)
- Read widely
- Stay in tune
- Involve in EBP, contribute through research
Where to from here.......
Continuous education
- Masters in Nsg
- Doctoral and post doctoral education
- Stay relevant

More opportunities for nurses now
- RN-APN great clinical and educational pathways
- Embedding High degree of professional autonomy & independent practice

Life long learning
Integration of research, education, practice and management

The Future
In Conclusion

- Worrying too much about T/P gap is futile
- It will slow down the energy for new innovative approaches
- Each have to value their own expertise

- Collaboration will enhance professional growth
- T/P gap is an indicative for growth in the academic and in clinical

- With no gap there is no growth
- The gap cannot be completely sealed
THANK YOU