

10th ASIAN REGIONAL CONFERENCE
Embracing Holistic Care Through
Practice, Education and Research





BRIDGING THE GAPS OF EDUCATION AND PRACTICE

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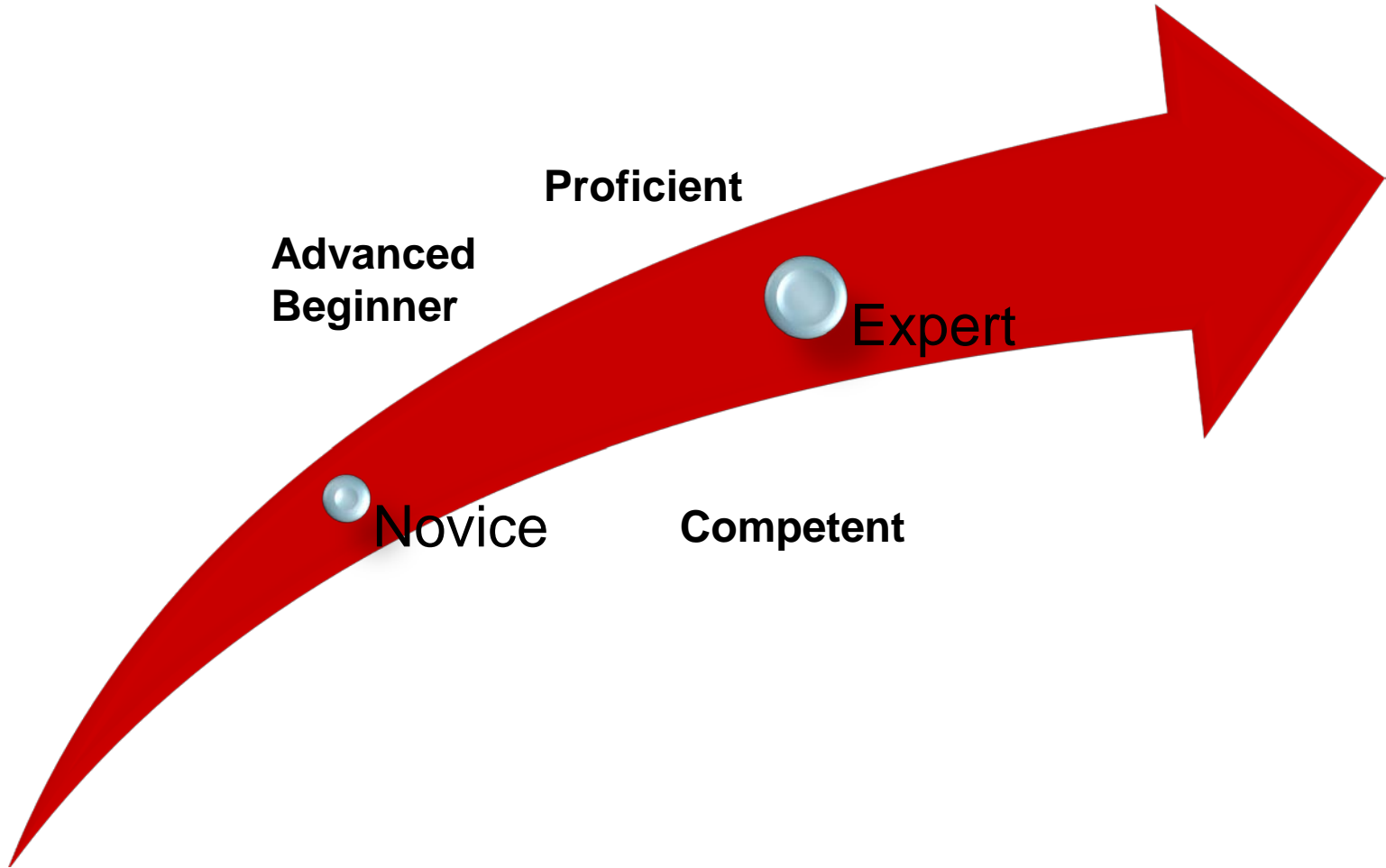
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OBJECTIVES



Personal Journey – Novice to Expert



Personal Journey

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 21st century nursing demands sound theoretical knowledge and proficient practical skills (Castledine, 1999)

Development of Nursing Knowledge

Viewpoint on theory practice gap...

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



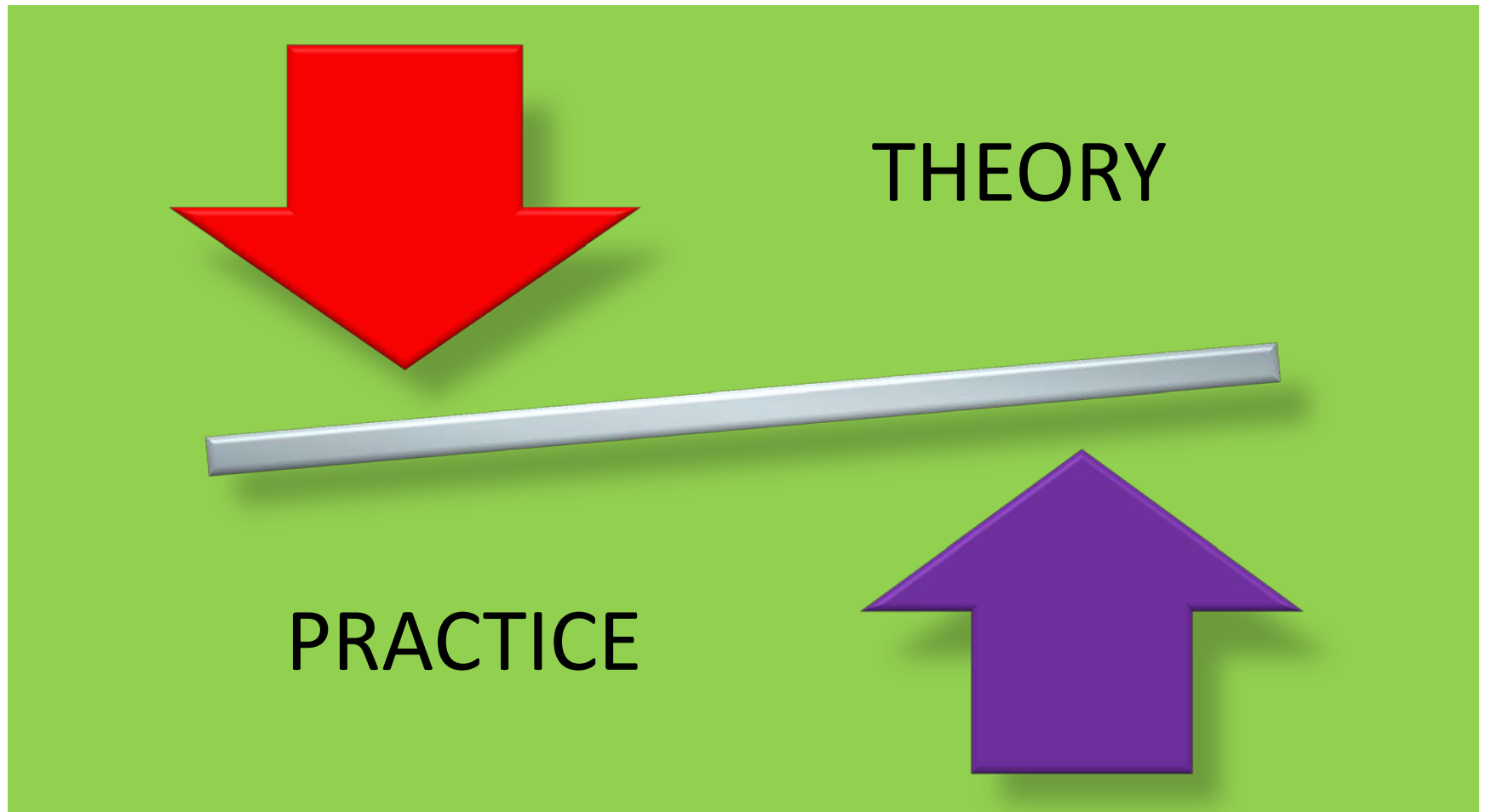
Holistic Nursing

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

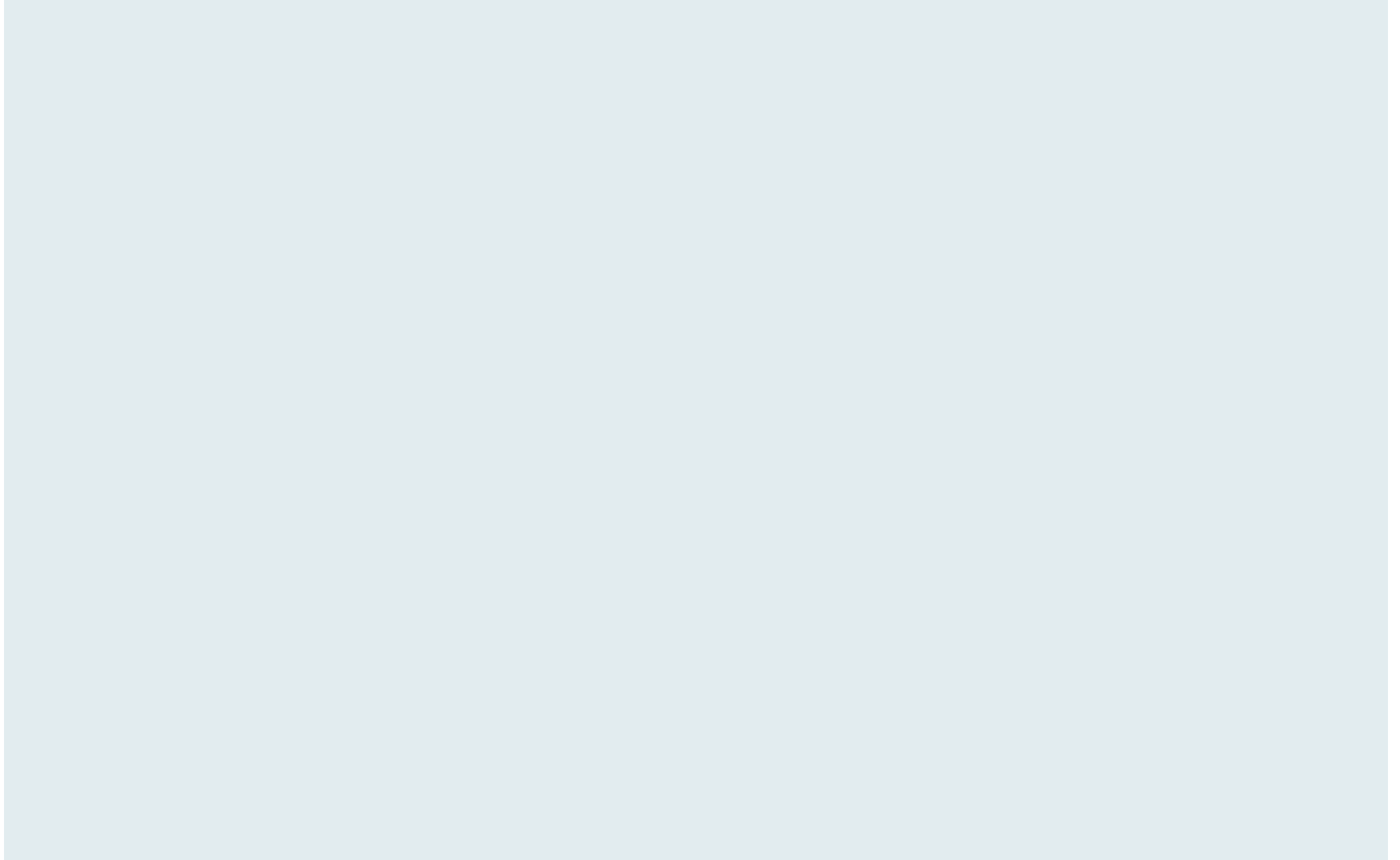


Embracing the theory practice gap

“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 inter-
relatedness 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

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- 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

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- 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

