Bridging the gaps between education and practice in nursing: the experiences in Malaysia

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Bridging the gaps between education and practice in nursing: the experiences in Malaysia

- Introduction
- The gaps identified
- Why the gaps?
- Bridging the gaps
- Conclusion
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Wisma Saberkas
shopping

Department of Nursing

The Old Nurses Hostel

Sarawak General Hospital
“Nursing is a learned humanistic and scientific discipline whereby a nurse assist the patient, sick or well in the performance of those activities contributing to his/her recovery or to a peaceful death …….”

Virginia Henderson
What are our expectations of nurses in the 21st century?
The 21st century nurse should be one that is equipped not only with the basic requisite knowledge and skill to function in the clinical aspect of health care provision, but must also possess the requisite knowledge and skill to function as a team leader, manager of resources, counselors and advocate to patients.
What are the challenges that we are facing in Malaysia?
Our Challenges in Malaysia

- maintaining excellent standard of nurse education as well as continue to improve nursing education to keep abreast with the rapid changes in health care
- understanding and meeting the needs of clients
- keeping up with the advancement of science and technology.
- applying appropriate knowledge-based skills
- sustaining qualified, efficient and excellent nurses.
What are the gaps?
Gaps identified ... based on discourse and observations

❌ Nurse practitioners
  ❗ failure to update and apply their knowledge in their daily practice
  ❗ do not follow protocols, procedures eg use of nursing process

❌ Nurse educators
  ❗ teach outdated knowledge
  ❗ do no know of latest information on policies, protocols, procedures, etc

❌ Students
  ❗ follow instructions but confused with the differences between what were learned and practiced
  ❗ failure to link knowledge to practice.
Clinical education is where students develop real world experience of nursing

Stockhausen 2004
Why are there gaps?
Reasons ... based on discourse and observations

Nurse Practitioners
- little opportunity to attend CNE sessions - lack of staff
- lack of commitment to follow instructions, protocols, etc
- too many activities to be completed before the shift is over
- job has to be done asap
- failure to prioritise the importance of theoretical knowledge in practice
- short cuts are becoming habitual
- under pressure – stress – demotivated

Nurse Educators
- busy with academic life and research – not enough time to go for clinical attachment, etc
- lack of commitment on clinical placement to update self
How do we narrow the gaps?
Bridging the gaps …

- Continuing nursing education
- Tertiary education for nurses
- Collaboration between nurse practitioners and educators
- Clinical attachment for nurse educators
- Performance assessment
Tertiary Education for Nurses

- More critical in their thinking
- Increase competence and autonomy

A study by Kinley et al (2002) indicates that

- House officers ordered significantly more unnecessary investigations than nurses.
- Nurses adhered to protocol more than house officers.
Universiti Malaysia Sarawak

Bachelor of Nursing with Honours

- designed to enable students to apply the scientific foundation of nursing, to participate in nursing research and to demonstrate professional behaviour and personal values in the delivery of healthcare -
Teaching-Learning Approaches

Lectures
Tutorials
Discussions
Problem Based Learning
E-Learning
Self directed Learning
Seminars
Practical Skills Sessions
Role-plays
Patients Simulations
Research
Field visits
Clinical Placements
Clinical Placement for Nursing Students

Bintulu Hospital

Bau Hospital

Serian Hospital

SGH

Public health clinics and NGOs
Extra Curricular Activities
There are global demands for nurses!
Continuous Nursing Education

✔ Opportunities for learning new knowledge
  ➢ lifelong learning is regarded as an essential component of professionalism.
  ➢ to maintain competencies and enhance quality of care
  ➢ for self advancement
Collaboration

- Between nurse practitioners and educators
- Co-organise workshops, seminars, conferences, research, etc
- Nurse practitioners are invited during the review session of nursing curriculum
- Nurse practitioners are nominated as external examiners for our professional examinations
Attachment for nurse educators

- at clinical settings ie hospital, clinic etc
- get updates on the latest policies, protocols, procedures, etc.
Performance Assessment

- to evaluate the standard of performance
- assess nurses’ competencies to assure that nurses are eligible for employment
- positive relationship between competency and performance (Mullen, 2004)
The complexity of nursing practice requires clinical nurses to be competent who could help structure nursing practice in more efficient ways.

Wikes & Mohan 2008
The gaps could be narrowed if we:
- speak one common language
- same thinking
- same aspirations
- same goals
My sincere thanks to fellow academicians and practitioners who were involved in our intellectual discourse.

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