

▪ ***Educational & Professional Development***

Nursing Education: A Past Reflection for Better Future

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My article provides a vision after 47 years of experience as a psychiatric nurse educator.

It presents an analytical vision of a journey since the 70th to the present time, discussing the student journey from admission to Nursing faculty till graduation after the Internship year.

On admission, Egyptian Students join the nursing school appealed by the working opportunities compared to other graduates of different faculties university. They join the school without a concrete concept to "What is nursing as a profession" and its realistic capabilities, personal characteristics as well as professional commitments of nursing education and practice? .

They enroll with an adolescent related spirit of altruism, which is the usual disinterested and selfless concern for the well-being of others, kindness, humanity, sensitivity, and a naïve sense of right and wrong.


By time, Students undergo a nursing education programs' modifications and development that helps them acquire intellectual and practical skills in addition to transferable skills concerning the profession.


1970ties vs 2020th Reflection on


Intellectual, Practical and Transferrable Skills

Nature of nursing education in the 70th and the present time

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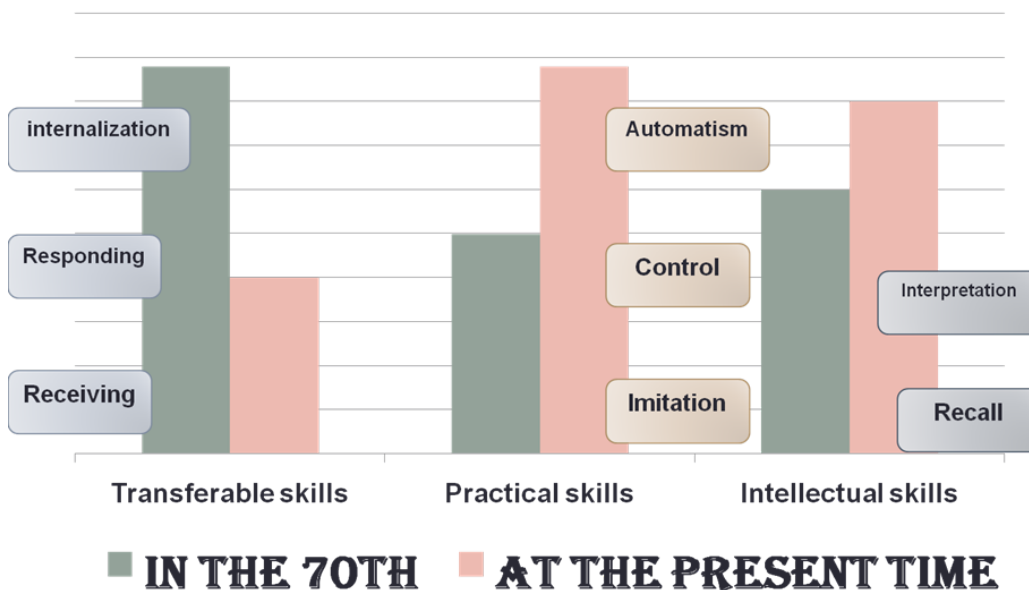
<i>In 70th</i>	<i>In the present</i>
 <i>Characteristics of the intellectual learning</i>	
<ul style="list-style-type: none"> ▪ <i>Traditional</i> ▪ <i>Disease oriented</i> ▪ <i>Comprehensive and holistic nursing care for each disease</i> 	<p><i>Sophisticated contains: Nature of nursing education in the 70th and the present time</i></p> <ul style="list-style-type: none"> ▪ <i>Nursing theories</i> ▪ <i>Problem oriented</i> ▪ <i>Evidence based learning</i> ▪ <i>Concepts of decision making</i> ▪ <i>Problem solving</i> ▪ <i>Critical thinking</i> ▪ <i>Up to date with international standards</i>

<i>In 70th</i>	<i>In the present</i>
 <i>Characteristics of the practical training</i>	
<ul style="list-style-type: none"> ▪ <i>Interactive</i> ▪ <i>Procedure oriented</i> ▪ <i>User of simulators</i> ▪ <i>Experiential learning (learning by doing)</i> <p><i>Modest Technology</i></p>	<p><i>A revolution of technology</i></p> <ul style="list-style-type: none"> ▪ <i>Experiential learning that includes monitoring devices</i> ▪ <i>Video conferences</i> ▪ <i>Electronic technology with the client</i> ▪ <i>Concept of cost-effectiveness</i>

<i>In 70th</i>	<i>In the present</i>
 Characteristics of the transferable skills	
<p><i>A process of professional identification</i></p> <ul style="list-style-type: none"> ▪ <i>Concern of the professional ethics</i> ▪ <i>Informed about rules that govern the behavior within the context of the profession</i> ▪ <i>Impressed by the special nature of the profession</i> ▪ <i>Teachers' role models who taught us a firm sense of practical wisdom and a moral way of being</i> ▪ <i>Internalization of the nursing profession as a value</i> ▪ <i>Impressed by the special nature of the profession</i> ▪ <i>Teachers' role models who taught us a firm sense of practical wisdom and a moral way of being</i> ▪ <i>Internalization of the nursing profession as a value</i> <p><i>Therefore:</i></p> <ul style="list-style-type: none"> ▪ <i>Development of positive attitude toward the profession</i> <p><i>Results:</i></p> <ul style="list-style-type: none"> ▪ <i>Developing a high self-esteem, professionalism, and ethical conduct</i> ▪ <i>Experiencing autonomy, justice, fidelity, and beneficence to do good</i> 	<ul style="list-style-type: none"> ▪ <i>Health care delivery is moving toward becoming a scientific technology, away from being a human act</i> ▪ <i>Ethics in nursing is limited to theoretical subjects</i> ▪ <i>The nature of the work leaves little time to think about human values</i> ▪ <i>Emphasis on physical actual clinical training experience</i> ▪ <i>The nature of the work leaves little time to think about human values</i> ▪ <i>Emphasis on physical actual clinical training experience</i> ▪ <i>There is a stress on the quantitative delivery of health care. What sets the stages for eventual diminution in importance of a sense of ethics</i> ▪ <i>The proud is related to students' technical ability rather than ethics and professionalism</i>

- **Consequences & Results.**

As a result of pre-determined differences presented above. At graduation, the concerns of values are repressed enough that they are no longer great at the conscious level and professional functioning. Figure (1)



- **Recommendations for better future.**

It is recommended that the pedagogical feature of the nursing schools must provide students with an education that includes an exploration of a wide array of ethical issues in nursing. Suggestions are directed toward some modifications in different phases of the student educational life.

- 1) On admission,
- 2) Throughout the study years,
- 3) The internship program, and finally but of most importance is,
- 4) A message to educational & clinical leaders.

On admission:

The admission interview: The faculties of nursing through the supreme council of nursing have agreed on a common admission interview that includes the students' appearance, physical health, linguistic abilities, and psychometric assessment. I recommend,

- As it is the students' first impression, it is recommended to develop a scenario that allows the professional identification in order to impress the students about the special nature of the nursing profession and internalize nursing as a value.
- To train the interviewers to acquire the communication skills needed as a first step in shaping the students' attitude positively toward the profession.

Throughout the study years:

Students become confused in many ethical situations met in the clinical areas concerning pregnancy, abortion, mental illness, emergency, etc. In addition to the ethical dilemma related to life and death. I suggest,

- To devote time for discussion to analyze clinical situations to provide the students with ethical challenges that make them more mindful of the challenges they face to become habitual in resolving moral conflicts.
- Theoretical subjects: The current curriculum includes communication, human relations, psychology, methodology of research in addition to the nursing subjects. The content is up to date with international standards, therefore.

" It is not what we teach but how we teach."

- It is suggested to revise the strategies of teaching. As example, teaching of research methodology, it is recommended to emphasize on the ethical codes and principles and advocate for respect for persons, beneficence,

The internship program:

- The interns are evaluated according to their attendance, administrative performance, and interpersonal skills. It is suggested to let them undergo daily meetings and a series of workshops that allow them to discuss moral issues they encounter in daily basis, that will allow them to handle and develop a sense of practical wisdom.

To educational & clinical leaders:

" leaders are the key to successful organizations".

- Ethical leadership is essential in a health organization because leaders who strive for ethical conducts motivate others to act in ethical way.
- Leaders can use their power in a positive way to influence people through role modeling.
- Ethical communication refers to the high standard of **truth** set by an ethical leader.
- The organization needs to adopt **truth** as a primary value.

Structurally, ethical leadership involves strategic planning process, so that policies, decision making processes, consultation, accountability, and ethical standard are applied through an ongoing assessment and monitoring are to ensure ethical practice by the leader and the followers.



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