

Effect of Educational Program about Autonomous Decision Making among Novice Graduated Nurses on their Competency of Career Management

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Abstract:

Background: Autonomous decision making is a positive concept for novice graduate nurses influencing job satisfaction, competency career management. **Aim of study:** Was to assess the effect of educational program about autonomous decision making among novice graduated nurses on their competency of career management. **Research design:** A quasi-experimental research design with pretest, posttest, and follow up assessments was carried out in this study. **Setting:** The study was conducted in intensive care units at Benha University Hospital. **Subjects:** Convenient sample of 30 novice graduate nurses working in above mentioned setting. **Tools of data collection:** Three tools were employed in this study, **I)** Autonomous decision making knowledge questionnaires, **II)** Autonomous decision making questionnaire and **III)** Competency of career management questionnaire. **Result:** There were statistically significant improvements in novice graduated nurses' knowledge by (80%) and skills about autonomous decision making by (83.3%) after implementing education program. Also, there was a statistical significant improvement in novice graduated nurses competency career management by (80%). **Conclusion:** Implementation of education program for autonomous decision making was associated with significant improvement in novice graduated nurses' knowledge and skills about autonomous decision making which increase their competency career management. **Recommendations:** In-service training and education programs must be a continuous process for refreshing and increasing nurses' knowledge and skills about the concept of decision making and ideals models application in clinical practice of decision making especially novice graduated nurses.

Keywords: Autonomous decision making, Competency career management, Educational program, Novice graduated nurses

Introduction

Novice nurses facing unique challenges as they make the transition from the role of student to professional nurse. It is imperative for health system managers and policymakers to understand the stressors experienced during this period and provide adequate support to novice nurses to ensure a successful transition into the practice environment (Hägg et al., 2020). The transition from being a nursing student to a professional practicing nurse is a

complex process often described as the struggle to develop a new professional sense of self. Striving for this professional self and a new professional identity is linked to novice nurses' experiences in the clinical setting, where they are confronted with new challenges and responsibilities (Pettersson and Glasdam, 2020).

Autonomous decision making considered an important element for novice nurses' professional identity and source of

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power in their clinical practice. Autonomous decision making not involve the exercise of routine tasks or the unquestioning enactment of physician orders (**Bramley et al., 2020**). For novice nurses, autonomous decision making means acting and decide independently without being restricted by bureaucratic rules of hospitals and receiving orders or permission from others based on complex body of knowledge and skills (**Hara et al., 2020**).

Autonomous decision-making in clinical setting by nurses is an integral part of nursing practice to ensure that appropriate and effective nursing care is provided for patients under their care. It can be affected by social and workplace cultures (**McKenna and Jeske, 2021**). Clinical decision-making in nursing is a comprehensive and complex process of clinical problem-solving and judgment on patients' health situations and care in need. It consists of major steps in the nursing process (i.e. assessing, making diagnoses of nursing problems, designing and planning actions and evaluating the outcomes of care) and making decisions about patients' health problems, as well as provision of appropriate and efficient nursing interventions (**Hall, 2020**).

Career management encompasses career planning, the identification of career goals and pathways for achieving them, and career development, learning skills and competencies to achieve one's career aspirations (**Nabizadeh et al., 2021**). The requisite is ongoing nature of career management with the individual progressing through cyclical stages of self-awareness and resolution of career-related issues. Career management competencies are, therefore, inextricably linked with professional development planning with self-reflection

being integral to the successful development of both (**Salleh et al., 2020**).

Career management is a key factor for accomplishing both personal goals and organizational goals (**Satoh et al., 2020**). Autonomous decision making involvement is known as a strategy used to transform organizations, improve productivity, empower staff nurses, enhance staff nurses autonomy, increase job satisfaction, reduce nursing turnover and increase competency of career management. Decision-making is the main concept in nursing, having a direct effect on nursing care (**Harmon et al.,2020**). Increased structural autonomy has been related to increased job satisfaction and professional competency. Frequency of decision-making participation is assumed to play a critical developmental role in clinical competency (**Georgiou et al., 2018**).

Significance of the study

Implementation of educational management program on autonomous decision making for novice graduated nurses is very important to teach them how to make effective decisions by investing their knowledge about decision making process and supporting them in both successful and unsuccessful decisions for increasing their autonomy and control over nursing practice. Designing and implementing program for novice graduate nurses will become autonomous, they will able to choose a specific course to respond to both the problem and the opportunities that confront them, make judgments about the care that they provide to patients and management issues. So the present study was conducted to assess the effect of educational program about autonomous decision making among novice graduated nurses on their competency of career management.

Aim of the study

The current study aimed to assess the effect of educational program about autonomous decision making among novice graduated nurses on their competency of career management.

Research Hypotheses

It is hypothesized that, an implementation of educational program would lead to significant improvement of knowledge and skills regarding autonomous decision making among novice graduated nurses and significant improvement of their competency of career management.

Subjects and Methods

Research design:

A quasi-experimental research design with pretest, posttest, and follow up assessments was carried out in this study.

Study setting:

The study was conducted in intensive care units at Benha University Hospital. The departments / units whom novice graduate nurses were working in distributed as Medical intensive care unit, Medium intensive care unit (ICU), Critical intensive care unit, Psychological care unit and Cardiac care unit.

Sampling technique: Convenient sample

Subjects of the study:

The subjects included in the study consisted of all novice Baccalaureate graduated nurses from (1 - 3) years of experience at the above mentioned setting. The study subjects included 30 novice nurses available during the study time and accept to participate the study.

Tools of data collection:

To achieve the aim of the study the following three tools were used.

1) Autonomous Decision Making Knowledge Questionnaires

It was developed by the investigator based on review of related literature as (Mostafa, 2016; Setoodegan et al., 2019; Sonmezer, 2020) to assess novice Baccalaureate graduated nurses' knowledge about autonomous decision making. It was consisted of two parts:

Part I: It consisted of questions related to personal characteristics of the study subjects such as; unit, marital status, age, gender, pre University education, experience years, attending training courses in management .

Part II: It was developed to assess novice Baccalaureate graduated nurses' knowledge about autonomous decision making. It consisted of 46 questions in forms of true & false (30 questions), Multiple Choice Questions (16 questions).

Scoring system: Each question was granted one point for the correct answer, and zero for the wrong one. The total score for all questions was 46. Total scores were expressed as percentages. If the score was 60% or more it was considered adequate knowledge level and inadequate knowledge level if less than 60% (Mostafa, 2016).

2) Autonomous Decision Making Questionnaire

It was developed by (Chitty and Black, 2007; Maranon and Pera, 2019) and was modified by investigator to assess novice graduated nurses' skills regarding their autonomy in decisions making.

Decision making autonomy assessment questionnaire contained clinical and managerial decisions subscale 68 questions.

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Scoring system:

Novice baccalaureate graduated nurses responses were allocated as follow: (3) Always, (2) Sometimes, (1) Never. The participant who had more than 75% had high level of autonomous decision making skills, participant who had the score from (60- 75%) indicate had moderate level of autonomous decision making skills, and the participant who had the score of less than (60%) this indicated had low level of autonomous decision making skills (**Chitty and Black, 2007**).

Tool III: Competency of Career Management Questionnaire

It was developed by (**Shearer, 2016; Song and McCreary, 2020**) and was modified by investigator to assess novice graduated nurses' competency of career management. It was consisted of 76 questions

Scoring system:

Novice baccalaureate graduated nurses responses were allocated as follow: (3) Used very often, (2) Used occasionally, and (1) Used rarely. The participant who had more than 75% indicated had high level of competency of career management, participant who had the score from (60- 75%) had moderate level and the score of less than (60%) this indicated had low level (**Shearer, 2016**).

Validity of the tools:

These three tools were tested for validity (face, content) through distribution of the tool to a panel of 5 experts consisted of four professors of Nursing Administration and one Assistant Professors of Nursing Administration from Tanta University, Modifications were done based on their comments such as (modify some words to give the right meaning for the phrase which were not clear).

Reliability of the tools:

These three tools were tested for reliability to estimates the consistency of measurement. Reliability of first tool was done using Alfa Coefficient test was (0.82), reliability of second tool was (0.91), reliability of third tool was (0.89).

Ethical considerations:

For ethical consideration: The respondent rights was protected by ensuring voluntary participation, so the informed consent was obtained by explaining purpose, nature time of conducting the study, potential benefits of the study, how data was collected, any invasive procedure, expected outcomes and the respondent rights to withdraw from the research study at any time without any reasons.

Pilot Study

During July 2020 the revised questionnaires were piloted with 10% of novice Baccalaureate graduated nurses (3 novice Baccalaureate graduated nurses from the study settings) to evaluate the effectiveness of the proposed data collection tools, and assess the feasibility of the study. In addition to estimating the time needed to fill the appendices that approximately ranged from 35 - 50 minutes. No modifications were done, so the pilot study was included in the main study subject.

Field Work

The actual field work of the study lasted for 12 months from July 2020 to July 2021. The study was conducted through the following phases:

Phase I (Assessment):

Started from July 2020 when take agreement of hospital to collect the data and collect the pilot study by :

- At Benha University Hospital: The Director of Nursing and some of her Assistants encouraged the novice graduated nurses especially in critical care units to participate in the study in order to learn and get benefits from the program. The head nurses and the supervisors of each individual nursing unit were then contacted, and agreed to provide time for their staff to attend the education program. They also, agreed to provide the teaching class in their units for this purpose.
- Sufficient questionnaires for the number of novice graduated nurses within each unit were distributed to studied sample as (pretest) before starting the program. The period from August 2020 till October 2020, divided to two day at the week and collected 2-3 questionnaire sheets per day/ week.

Phase II (Program planning)

- The investigator started the preparation of autonomous decision making program after reviewing the related literature.
- Detected needs were translated to development in-service education program. An in-service education program was developed based on determined needs and relevant review of literature.
- Conduction the autonomous decision making program lasted along 3 months from November 2020 till January 2021.

Phases III (Program implementation)

- Program targets were all novice graduated nurses working in Benha University Hospital with 1-3 years of experience. It was aiming to prepare and develop an educational program of the autonomous decision making. Different instructional strategies, method of teaching, media and method of evaluation were selected to suit the learner's needs, and achieve the objectives and contents of the

program. The teaching sessions were 10 hours distributed as the following: (5) sessions, (2) hours for session, achieved by using available resources, relevant contents, and instructional strategies for each session. Different methods of teaching were used such as lecture, group discussion, and brain storming. Instructional media included, handout prepared by the investigator and distributed to participants in the first day of the training.

- The subjects were divided to five groups according to their departments, each group was nearly 6 novice graduated nurses. The program took about 2days / week. The duration of each session was two hours depending on workload and including periods of discussion according to their achievement, progress and feedback. It started at (11.30) AM to (1.30) Pm. At the beginning of the each session an orientation to the training and its aims took place. Feedback was given at the beginning of each session about the previous one and at the end of each session about the current session.

- During the period of February 2021 the impact of the in-service education program was evaluated (immediately post program phases), using the same tools which were used before the program.

Phase IV (Post program evaluation):

The researcher evaluated the effectiveness of autonomous decision making program on novice graduated nurses knowledge, skills and competency of career management level. At the end of the last session, a post test was done immediately after training program implementation for all staff nurse of the sample.

Phase V (Follow up):

- During the period from June till July (2021) sufficient questionnaires for the number of

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novice Baccalaureate graduated nurses within each unit were distributed (follow up phase). And the data was analysis and the results interpreted, and clinical significance of finding evaluated for comprehended discussion of the data analysis results of the study.

Statistical analysis:

Data were verified prior to computerized entry. The Statistical Package for Social Sciences (SPSS version 25.0) was used for that purpose, followed by data analysis and tabulation. Descriptive statistics were applied quantitative data (e.g., mean, standard deviation, frequency and a percentage, (χ^2) test was utilized to compare percentage between studied variable. Paired t test was used to compare mean scores between pre and post program. Non – significant level value was considered when $p > 0.05$. A significant level value was considered when $p < 0.05$. And a highly significant level value was considered when $p < 0.001$. The standard deviation: as a measure of dispersion of results around the mean (for quantitative variable). t. test is a test of significance used for comparison between two variables for the same sample and Pearson correlation (r) test was used for association between total scores.

Result

Table (1): Shows that the total number of novice graduated nurses was (30) nurses; (46.6 %) working at critical intensive care unit. As regarding to marital status, the highest percentages of nurses (73.3%) were married. As regarding to age, the highest percentage of nurses (43.4 %) had ≥ 27 years with Mean \pm SD (26.74 \pm 1.48). As far as their gender, the highest percentages of nurses (70.0%) were female. In relation to their pre-

university education (73.3%) had general secondary school. As regarding to experience years (40%) of them have 2 years of experience with Mean \pm SD (2.84 \pm 0.094). Finally, all study group didn't attend any training courses.

Figure (1): Shows that the program had a greater effect on improving nurses knowledge throughout post and follow-up phases of the program compared with the preprogram; less than one quarter of novice graduated nurses (23.3%) had adequate knowledge level that improved to (80%) immediately post program and decreased to (56.7%) at follow up 3 months program that still more than preprogram.

Figure (2): Indicates that the program had a greater effect on improving novice graduated nurses skills throughout post and follow-up phases (after three months) of the program compared with the preprogram as (40%) of novice graduated nurses had high skills levels that improved to (83.3%) at immediately post program and decreased to (63.3%) at follow up 3 months program that still more than preprogram.

Figure (3): Indicates that the program had a greater effect on improving novice graduated nurses skills throughout post and follow-up phases (after three months) of the program compared with the preprogram as (40%) of novice graduated nurses had high skills levels that improved to (80%) at immediately post program and decreased to (70%) at follow up 3 months program that still more than preprogram.

Table (2): Shows that there were highly statistical significant relation between novices graduated nurses' knowledge about autonomous decision making, skills of autonomous decision making, and levels of competency career management at post program.

Table (1): Personal characteristics of the novice baccalaureate graduated nurses. (n = 30)

Personal characteristics		No	%
Unit	Psychological care unit	3	10.0
	Medium intensive care unit	3	10.0
	Cardiac care unit	5	16.7
	Medical intensive care unit	5	16.7
	General intensive care unit	14	46.6
Marital status	Married	22	73.3
	Unmarried	8	26.7
Age	≤ 25 years	7	23.3
	26 years	10	33.3
	≥ 27 years	13	43.4
	Mean ± SD	26.74±1.48	
Gender	Male	9	30.0
	Female	21	70.0
Pre University education	General secondary school	22	73.3
	Technical nursing institute	8	26.7
Experience years	1 year	8	26.7
	2 years	12	40.0
	3 years	10	33.3
	Mean ± SD	2.84±0.094	
Attendance of training courses	Yes	0	0.0
	No	30	100.0

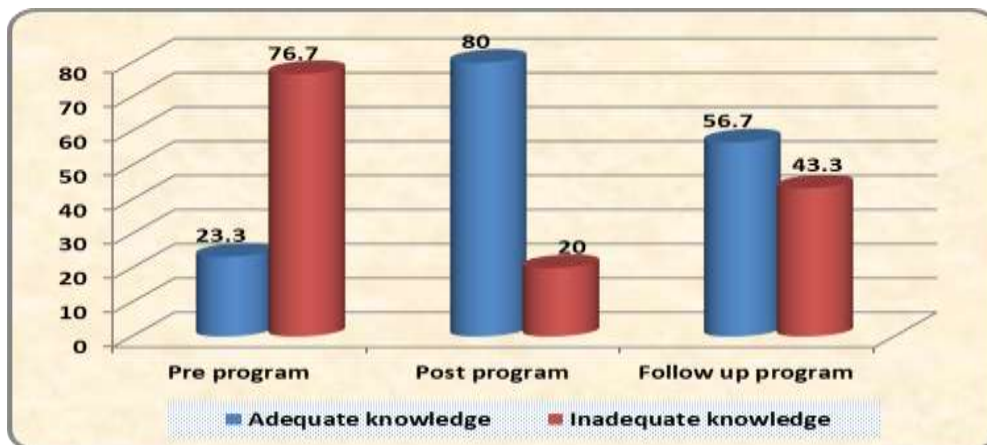


Figure (1): Total knowledge levels among the studied novice graduated nurses about autonomous decision making. Pre- immediate and three months post program. (n= 30).

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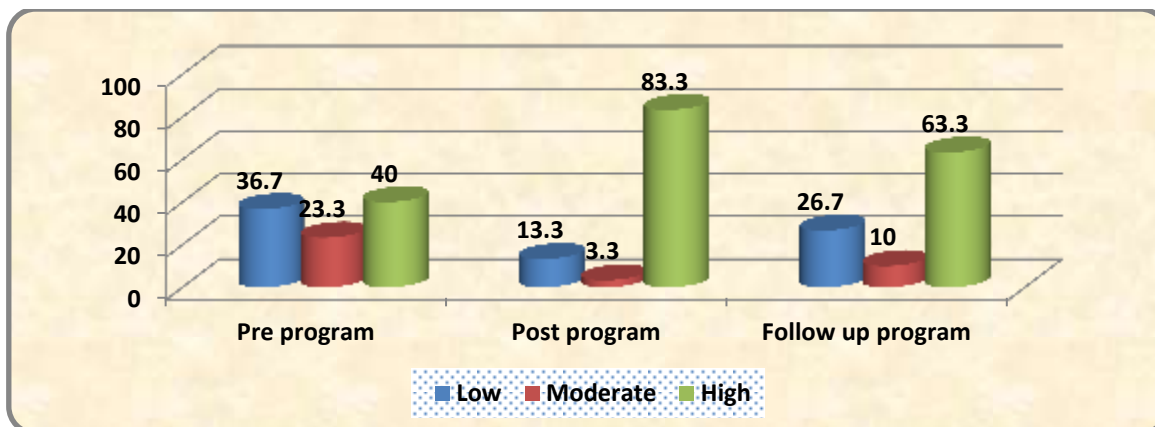


Figure (2): Total skills levels of the studied novice graduated nurses about autonomous decision making. Pre- immediate and three months post program.(n=30)

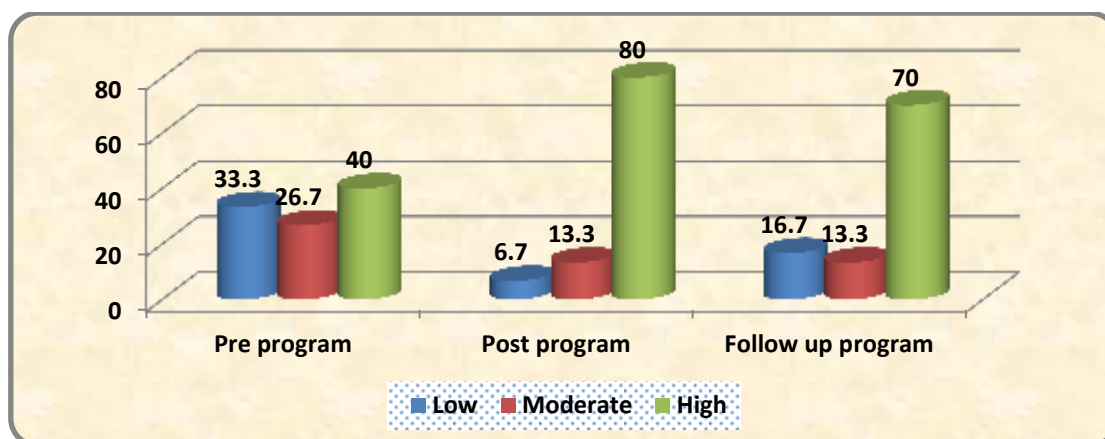


Figure (3): Total skills levels of competency career management among novice baccalaureate graduated nurses. Pre- immediate and three months post program. (n= 30).

Table (2): Correlation matrix nurses` knowledge and their skills of autonomous decision making and levels of competency career management. (Post program).

Variables	Total Knowledge		Total skills		Total competency	
	r	P	r	P	r	P
Total Knowledge	-	-	0.575	0.001**	0.637	0.000**
Total skills	0.575	0.001**	-	-	0.977	0.000**
Total competency	0.637	0.000**	0.977	0.000**	-	-

* A statistical significant difference $P \leq 0.05$ **, A highly statistical significant

Discussion

The novice period is an exciting time in the life of a new graduate nurse. Years of formal study are concluded, the graduation ceremony is completed, and securing a new position in their chosen profession is often a high point in their life (**Farčić et al., 2020**). When confronted with complex or unfamiliar clinical situations, novice nurses frequently respond by drawing on theoretical knowledge and psychomotor skills, rather than enacting decision-making that addresses the complex and multidimensional nature of the situation. Further, when novices lack confidence in the clinical setting, they may rely excessively on more experienced nurses and avoid situations that require them to make decisions (**Yildiz and Ergun, 2020, Charette et al., 2020**).

Career management competency is also important for long-term career progression. In the context of increasingly complex and fragmented career paths and a focus on career self-reliance, skill in career management is required to generate and maintain career momentum, reduce the likelihood of dysfunctional job turnover through lack of person-job fit and enables novice nurses development (**Jeong and Lee, 2020**).

Throughout the present study that total number of novice graduated nurses was (30) nurses; less than half of them were working at critical intensive care unit. As regarding to marital status, the majority of nurses were married. As regarding to age, less than half of nurses had ≥ 27 years. More than two thirds of nurses were female and had general secondary school as university education. As regarding to experience years less than half of them have 2 years of experience. Finally, All study group didn't attend any training courses.

The investigator hypothesized that there will be improvement of novice graduated nurses total knowledge regarding autonomous decision making after developing effective autonomous decision making program. The study hypothesis was accepted as; there were highly statistical significant improvement in novice graduated nurses total knowledge throughout the study period (pre, post, and follow up). Novice graduated nurses total knowledge post and follow up revealed highly statistical significant improvement in the total score of knowledge than pretest.

From investigator point of view the highest improvements this may be due to the success of the program and improved information may be observed post program and related to self-efficacy of nurses, ability to acquiring skills about autonomous decision making, and increasing competency. Meanwhile, after implementation of the program and feeding novice nurses with knowledge regarding autonomous, the findings of the present study there was an improvement in novice nurses total knowledge throughout the study period (post, and follow up). So, the program was succeeded in its objective.

This finding was consistent with the study done by **Faraz, (2017)**, found that a significant difference in novice nurses total knowledge post, and follow up program implementation. In the same line **Weston, (2010)**, found that a significant difference in novice nurses total knowledge (post, and follow up program) than preprogram.

Furthermore, this result was supported by **Kosicka et al, (2019)** who found that studied novice nurses' knowledge about autonomous decision making revealed a statistical improvement through posttest and follow up when compared to result of pretest.

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The present study showed that, there was highly statistical significant improvement in novice graduated nurses total skills about autonomous decision making after intervention immediately post program and follow up, and it was improved immediately post program and it slightly decreased in follow up after three months but still more than preprogram.

From investigator point of view might be explained by the fact that implementation of management program had improved novice graduated nurses skills about autonomous decision making. Therefore, the implementation of the training program in the present study has successfully influenced novice graduated nurses skills. This training program turned to be effective in increasing the level of skills about autonomous decision making for novice graduated nurses.

The finding the current study agreement with **Keshk et al., (2019)**, found that a significant difference in novice nurses total skill throughout the study period (post, and follow up). Furthermore, this result was supported by **Calma et al., (2021)**, who concluded that studied novice nurses' skills revealed a statistical improvement through posttest and follow up when compared to result of pretest.

The finding the current study was at the same line with **Ilgunas et al., (2021)**, discovered in Egypt, ICU nurses had more autonomous decision making in action or skills base than in knowledge base. Even as in Finland **Varjus et al., (2019)**, mentioned that the majority of novice nurses reported more autonomous decision making in relations to corrective actions and decision making pertaining to patient care than regarding issue related to unit operations.

The present study showed that, there was highly statistical significant improvement in novice graduated nurses total levels of competency career management after intervention immediately post program and follow up, and it was improved immediately post program and it slightly decreased in follow up after three months but still more than preprogram.

From investigator point of view might be explained by the fact that implementation of management program had improved novice graduated nurses skills about autonomous decision making and effect of their competency career management. Therefore, the use of the training program in the present study has successfully influenced novice graduated nurses competency career management. This training program turned to be effective in increasing the level of skills about autonomous decision making and their competency career management for novice graduated nurses.

The finding of the current study was in agreement with **Karatepe et al., (2021)**, concluded that novice nurses' skills about competency career management and found that a significant difference in novice nurses' total skill throughout the study period (post, and follow up). Furthermore, this result was supported by **Ghavifekr and Radwan, (2021)**, concluded that studied novice nurses' skills about competency career management revealed a statistical improvement through posttest and follow up when compared to result of pretest.

The study finding also supported by **Tschannen et al., (2021)**, who was concluded that novice nurses' skill about competency career management which include work role has revealed high level of skill at pretest phase when comparing total score of skill of

study sample in pretest with posttest and follow up test's score. Furthermore, this result was supported by **Salminen et al., (2021)**, who concluded that studied novice nurses' skill about competency career management revealed a statistical improvement through posttest and follow up when compared to result of pretest.

Present study shows that, was highly significant correlation between total knowledge and total skills about autonomous decision making post program, this mean that when knowledge improved, skill improved. Moreover, there was highly significant positive correlation between total skills about autonomous decision making and total skill about competency of career management, this mean that when skills of autonomous decision making improved, skill of competency career management improved. Also there was highly significant positive correlation between total knowledge about autonomous decision making and total skill about competency of career management.

According to the present study finding, the studied shown improvement of novice graduated nurses' knowledge and management reaction proactive regarding autonomous decision making after developing effective management program about autonomous decision making, and the competency career management rate is increase after developing effective management program about autonomous decision making

Moreover the study revealed that there was correlation positive between novice graduated nurse's knowledge and skills regarding autonomous decision making and competency of career management throughout the study period (pre, post, and follow up). The study finding has revealed

that improvement in novice graduated nurses' knowledge showed higher percentage of good skill. This might be explained that knowledge is basic for skill.

In the same line **Majid et al., (2011)**, the study result revealed that there was correlation positive between novice graduated nurses' knowledge and skill about autonomous decision making. The study finding has revealed that there was correlation positive between novice graduated nurses' knowledge and skill about autonomous decision making. This finding is in agreement with **Pursio et al., (2021)**, study who has stated that there was correlation positive between novices graduated nurses' knowledge and skill about autonomous decision making.

In the same line **Ye et al., (2021)**, the study result revealed that there was correlation positive between novice graduated nurses' knowledge about autonomous decision making and skill of competency of career management. The study finding has revealed that there was correlation positive between novice graduated nurses' knowledge of autonomous decision making and skill about competency of career management. This finding is in agreement with **Vo et al., (2021)**, stated that there was correlation positive between novices graduated nurses' knowledge of autonomous decision making and skill about competency of career management.

In the same line **Fulton, (2021)**, the study result revealed that there was correlation positive between novice graduated nurses' knowledge about autonomous decision making and skill of competency of career management. The study finding has revealed that there was correlation positive between novice graduated nurses' knowledge about autonomous decision making and skill of competency of career management. This

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finding is in agreement with Walker, (2021), stated that there was correlation positive between novices graduated nurses' knowledge about autonomous decision making and skill about competency of career management.

Conclusion

The educational program about autonomous decision making succeeded in improving novice graduated nurses knowledge and skills regarding the management autonomous decision making and their competency career management.

Recommendations

1- In-service training and education programs must be a continuous process for refreshing and increasing nurses' knowledge and skills about the concept of autonomous decision making.

2- Improve team working relationships and collaborate of novice graduated nurses and physicians by gently sharing their knowledge, thoughts, abilities and active participation in decision making.

3- Encouraging nurses at different levels to improve and update their knowledge by self-learning. This can be achieved by establishing of small nursing library within hospital departments.

4. Investigate factors that affect novice graduated nurses' managerial skills acquisition at the clinical setting.

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تأثير برنامج تعليمي عن ذاتية اتخاذ القرار بين الممرضين حديثي التخرج على كفاءتهم لإدارة المهنة

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يعد ذاتية اتخاذ القرار مفهوماً إيجابياً للممرضات حديثي التخرج الذي يؤثر على الرضا الوظيفي وإدارة الكفاءة المهنية. فيجب عليهم ممارسة الأحكام ومهارات اتخاذ القرار من خلال تعلم عملية صنع القرار للتصرف بشكل مستقل. لذلك هدفت الدراسة إلى تقييم تأثير البرنامج التعليمي على ذاتية اتخاذ القرار بين الممرضات حديثي التخرج على كفاءتهم في إدارة المهنة. ولقد استخدم تصميم شبه تجريبي لتحقيق هذه الدراسة الحالية. وقد أجريت الدراسة بجميع وحدات الرعاية بمستشفى بنها الجامعي على عدد (٣٠) ممرضة حديثي التخرج. وقد أسفرت النتائج ان هناك تحسن في مستوى معلومات الممرضات حديثي التخرج بنسبة (٨٠٪) ٠ ومستوى مهارات ذاتية اتخاذ القرار بنسبة (٨٣.٣٪)، كما كان هناك تحسن في مستوى كفاءتهم في إدارة المهنة بنسبة (٨٠٪). ولقد استنتج من هذه الدراسة وجود علاقة ارتباط ذات دلالة احصائية بين مستوى معلومات ومهارات ذاتية اتخاذ القرار بين الممرضات حديثي التخرج الذي يزيد من كفاءتهم في الإدارة المهنية. كما أوصت الدراسة يجب أن يجب أن تكون برامج التدريب والتعليم عملية مستمرة أثناء العمل لتحديث وزيادة معرفة ومهارات الممرضين حول مفهوم ذاتية اتخاذ القرار وتطبيق نماذج المثل العليا في الممارسة العملية لصنع القرار وخاصة الممرضين حديثي التخرج.