



Integration of Nursing Education and Practice - Review of Models of Collaboration between Nursing Education and Services

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Abstract

There are many learning modules developed by various nursing pioneers around the world which are very beneficial for learning process both among the faculty and students of nursing. Each model has its own strengths and one can adopt the model which suits his or her own learning style. This article attempts to comprehensively review the few nursing models related to nursing education and service integration explaining their advantageous.

Keywords: Model; Integration; Nursing Education; Nursing Service

Introduction

Nursing education is for quality patient care and its imperative that the nursing education is integrated with nursing services so that the end users who are the patients receive safe and quality care. This article will enable to gain knowledge about the different models of collaboration between education and services and develop positive attitude and skills to nurture a culture of effective collaboration between education and services. There is a common understanding that a gap exists between the nursing education and service. If the education is not translated to patient care then it becomes totally useless [1].

Meaning of collaboration is Co and labor are combined in Latin to mean "work together" Graduate nurses often lack practical skills despite their significant knowledge of nursing process and theory. Collaboration practice provides more effective care delivery and better use of resources and enhances job satisfaction [2].

Collaboration of nursing education and service



Figure 1

Collaboration is the most formal inter organizational relationship involving shared authority and the responsibility for planning, implementation, and evaluation of a joint effort. Hoard 1986.

Collaboration is mutually will be defined as relationship entered into by two or more organizations to achieve common goals'. Murray, Monesey, *et al.* (2001).

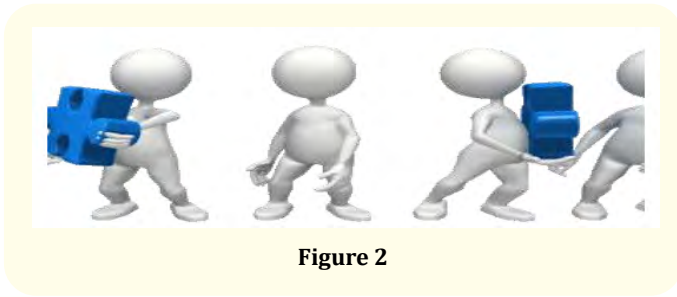


Figure 2

The nursing profession is faced with increasing complex health care issues driven by:

- Technological and medical advancements
- Increased numbers of people living with chronic diseases
- Spiralling costs
- Collaboration Model

Collaboration is a process in which two or more individuals work together jointly influencing one another, for the attainment of a goal [3].

Aims of integration

The aims of integration of nursing education and practice are to

- High quality nursing care
- Optimum utilization of nursing manpower
- To evaluate the quality of nursing services and education.
- Encourage a Collaborative approach.
- Synergize the effort of nursing educators and senior staff nurses
- Bridge the gap between theory and practice.

Foster commitment and accountability.

Types of integration

The various types of Integration are

Effects of integration

Integration of nursing service and education enables improved patient care, It has many benefits such as ...,

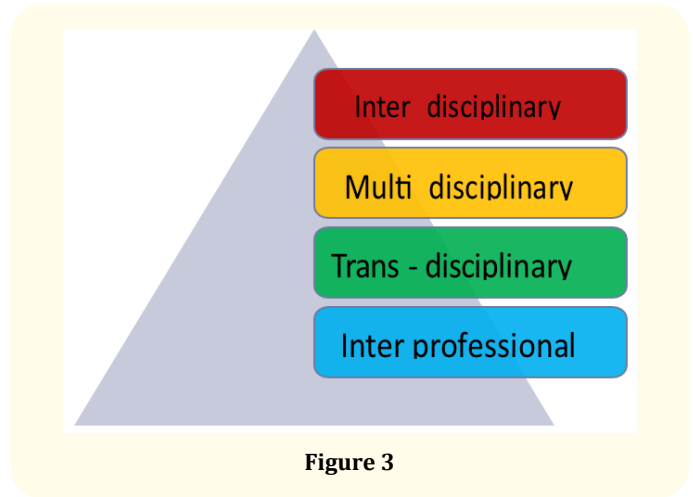


Figure 3

- Reduces length of stay of patients in the hospital
- Reduces costs for patient due to hospitalization
- Improves job satisfaction among nurses
- Facilitates Job retention of nurses
- Promotes team work among nurses

Models of integration

Traditional collaboration model

- Authority tends to flow in a downward direction with little exchange of ideas.
- Patient care is fragmented.
- Minimal communication between team members and the patient
- Minimal evaluation of the care.
- Comprehensiveness and quality of care is questionable

Dedicated education unit (DEU) clinical teaching model (1999)

In this model a partnership of nurse executer staff nurses and faculty transformed patient care unit into environment of support for nursing students and staff nurses while continuing the critical work of providing quality care to acutely ill adults.

Key features of DEU are

- Uses existing resources.
- Supports the professional development of nurses.

- Allows for the clinical education of increased number of students.
- Exclusive use of the clinical unit by school of nursing.
- Use of staff nurses who want to teach as clinical instructor.
- Preparation of clinical instructor for their teaching role through collaborative staff and development activities.
- Faculty role to work directly with staff as a coach, teaching/ learning resources to develop clinical reasoning skills, to identify clinical expectations of students, and evaluate student's achievements [4,5].

Journal review

- Collaboration between first year undergraduate nursing students - A focused ethnographic study. Mariette Bengtsson 2, Elisabeth Mangrio 3, Elisabeth Carlson.
- The aim was to explore collaboration between first year undergraduate nursing students in a three-year bachelor program during clinical skills lab practices.

Methods

Data were generated by participant observations during one semester, involving 70 h observation of 87 first year nursing students for 6 months and 24 training sessions in clinical skills lab practices. Two focus group discussions were used to elaborate students' views of collaboration and to provide an opportunity for follow up questions and interpretations from the observations. Field notes and focus group discussions were interpreted as one unit of analysis conducted with thematic network analysis. A global theme were synthesized from organizational and additional basic themes presenting the overall metaphor of the students' collaboration [6,7].

Result

The global theme, Between adaptation and non-conformity, revealed a field of tension in the nursing students' collaboration. One the one hand, the global theme involved the students' ability to adopt to new knowledge and to being a nursing student in a clinical skills lab and to others' perspective. On the other hand, non-conformity creates a collaboration with less reflection between the students and non- synchronized and time-consuming laboratory work.

Conclusion

There are many models of integration of nursing education and service. The author has discusses two types. All the model pursue collaboration as a means of developing trust, recognizing the equal values of stakeholders and bring mutual benefits to both partners in order to promote high quality research, continued professional education and quality of health care. Application of the model can reduce the perceived gap between education and services in nursing thereby can help in the development of competent efficient nurses for the betterment of nursing profession.

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