

# Nursing Education

Dr. Shukir Saleem

## 1.3.5. Nursing Education

### 1. Practical Nurse Education:

- Practical nursing has been in existence for many years
- In the past the practical nurse was the family, friends or community members who was called to the home during emergencies.
- These were lay people who gained the experience through self taught.

- The first formal education in practical nursing was started in 1920.
- The duration of training was 3 months and students were called dresser or sister
- The curricula of practical nursing includes child and elderly care, cooking and care of the sick at home

## 2. Licensed practical nursing:

- This program provided by high school, community colleges, vocational schools, hospitals, and a variety of health agents.
- These programs usually last one year and provide both classroom and clinical experiences.

- At the end, the graduate takes national council licensing examination to obtain a license as a practical or vocational nurse.

### 3. Registered nursing:

- In the United States, most basic education for registered nurses is provided in three types of programs,
- Diploma, Associate degree, and baccalaureate programs in Canada, the 2-years, or 4 years for diploma and baccalaureate programs prepare registered nurses.

## 4. Diploma:

- to day's diploma nursing program have changed markedly from the original nightingale model, becoming hospital-based education, and it is for 2 years.
- Programs that provide a rich clinical experience for nursing students these programs may last two or more years and are often associated with colleges or universities.

- -In Iraq the dresser or sister Programme required 9th grade and stayed for 3 years.



## 5. Associate degree:

- In 1980 as a solution to the acute shortage of nurses that came about because of World War II.
- Associated degree programs are offered in united state in junior colleges as well as in college and universities.

## 6. Baccalaureate degree:

- Although baccalaureate nursing education programs were established in universities in both united state and Canada in the early 1900s.
- In 1960s the number of the students enrolled in these programs increased markedly.
- In Iraq this Programme was started in Baghdad university in1970 .

## 7. Masters programs:

- - master's programs generally take from 2 years to complete.
- In 1985 the numbers of nurses obtaining master's degree in Iraq.

- 8. Doctoral programs:
- doctoral programs in nursing, which award the degree of doctor of nursing science (DNS).the program began in the 1960s in united state.
- In Iraq it is started 1985

## 9. Continuing education:

- - to formalize experiences designed to enlarge the knowledge or skills of practitioners.
- Post doctoral

## 10. In service education;

- - Program is administered by an employer; it is designed to up date the knowledge or skills of employees.

## 1.3.6. Socialization in Nursing

- The Nurse student internalize, or take in, the **knowledge, skills, attitudes beliefs, norms culture, values and ethical standards of nursing** and make them a part of their own self-image and behavior.
- The process of internalization and development of an occupation identity is known as **professional socialization**.

- **Socialization** is a process by which a person learns the way of a group or society in order to become a functioning participant.
- Socialization is a reciprocal learning process that occurs through interaction with other people.
- Professional socialization in nursing is believed to occur largely, but not entirely,



- during the periods students are in basic nursing programs.
- It continues after graduation when they enter nursing practice.
- Learning any **new role is derived** from a mixture of formal and informal socialization e.g. Little boys learn how to assume the father role by what their own fathers purposely teach them (formal socialization) and how they observe their own and other fathers behaving (informal socialization).

- In Nursing, formal socialization includes lessons the faculty intends to teach- such as how to plan nursing care, how to perform a physical examination on healthy child, or how to communicate with psychiatric patient.
-

- Informal socialization includes lessons that occur incidentally such as over hearing a nurse teach a young mother how to care for her premature infant,
- participating in the students nurse association or sitting in on nursing ethics committee meeting part of professional socialization in simply absorbing the culture of nursing that is the rites,
- rituals, and valued behavior of the profession.

- This requires that students spend enough time with nurses in working setting for adequate exposure to the nursing culture to occur.
- Most nurses agree that informal socialization is often more power full and memorable than formal socialization.

- Learning any new role creates some degree of anxiety. Disappointment and frustration some times occurs when student's learning expectations come in to conflict with educational realities.
- Students' ideas of what they need to learn, when they need to learn may differ from what actually occurs.

- They sometimes become disillusioned when they observe nurses behaving in ways that differ from their ideas about how nurses should behave.
- Knowing in Advance that these things may happen can help students accurately assess the sources of their anxiety and manage it more effectively.

- Socialization is much more than the transmission of knowledge and skills.
- It serves to develop a common nursing consciousness and is the key to keeping the profession vital and dynamic.
- It is not surprising there for that a good deal of attention has been paid to this important process.

## During socialization the nurse should:

- - Value her/his own beliefs and practice while respecting the belief and practice of others.
- - Respect the culture and religious beliefs of individuals.
- - Become aware of the client's culture as described by the client and know client's cultural values, beliefs, and behavior.
- - Know what is right or wrong



- The socialization process therefore involves changes in perception, knowledge, skill, attitudes, and values.
- There are five levels of proficiency the nurse passes as the nurse progress and acquires the knowledge, skill, attitudes, and values of nursing.

- These levels of proficiency are novice, advanced beginner, competent, proficient and expert.
- Stage 1 **Novice**: A novice may be a nursing student/ any nurse entering a clinical setting where that person has no experience and governed by structured rules and protocols.
- Stage 2 **Advanced beginner**: can demonstrate marginally accepted performance.

- The beginner has had experience with enough real situations to be aware of meaningful aspect of situation.

- Stage 3 Competent: the nurse who has been on the job in similar situation for 2 or 3 years manifests Competence. Competence develops when the nurse consciously and deliberately plans nursing care and coordinates multiple complex care demands.

- Nursing competence provide a broad specification of nursing to cover the physical, psychological and spiritual care fields and serves as a bias for considering the objectives of training.
- The major components of competency include observation, interpretation, planning, action and evaluation.

- **Stage 4 proficient:** The proficient nurse perceives a situation as a whole rather than just its individual aspects.
- The nurse focuses on long-term goals and is oriented to ward managing the nursing care of a client rather than performing specific task.

- **Stage 5 Expert:** The expert nurse not only relies on rules, guidelines, or maxims but also uses her/his understanding of situation to an appropriate action.

# Models of professional Socialization

- 1. **Cohen's stages** of professional socialization
  - **Stage I Unilateral dependence:** Reliant on external authority, limited questioning or critical analysis.
  - Students are unlikely to question or analyze critically the concepts teachers present because they lack the necessary background to do so.



- **Stage II Negatively/independence**: cognitive rebellion, diminished reliance on external authority.
- Student's critical thinking abilities and knowledge bases expand Stage
- **III Dependence/mutuality**: Reasoned appraisal, beings integration of facts and opinions following objective testing.
- Students evaluate the ideas of others.

- They develop an increasingly realistic appraisal process and learn to test concepts facts, ideas and models objectively.
-

- **Stage IV Interdependence** collaborative decision making: commitment to professional role; self concept now includes professional role Identify.
- Student's needs for both independence and mutually (sharing jointly with others) come together

# International and national nursing association

- Associations are organizations of persons with common interests.
- As the number of nurses increased the activities and problem in connection with work also increased.
- A professional association is an association of practitioners who judge one another as professionally competent and who banded together to perform social function's which they can not perform in their separate capacities as individual.

# Nursing Association

- The nursing association must perform the following five functions for the preservation and development of its profession .
- 1. Defining and regulating the profession through setting and enforcing standard of education and of education and practice for generalist and specialist.
- 2. Developing the knowledge base for practice in its broadest and narrowest components.

- 3. Transmitting values norms, knowledge, and skill to nursing students, new graduates and members of the profession for application in practice.
- 4. Communicating and advocating the value and contribution of field to several publics and constituencies.
- 5. Attending to social and general welfare of their member. Professional associations give their member social and moral support to perform their roles as professionals and cope with professional problems.

# INTERNATIONAL COUNCIL OF NURSES (ICN)

- - The international council of Nurses (ICN) was established in 1899.
- - Nurses from Great Britain, the United States, and Canada was among the founding members.
- - The Council is a federation of national Nurses' association, Such as the
- - American Nursing Association (ANA) and Canadian Association for Nurses (CAN).

- In 1993, 111 national Nurses Associations representing 1.4 Million Nurses worldwide were affiliated with the ICN.
- The ICN provides an organization through which member of national Nursing Association can work together to promote the health of people and the care of the sick.



## The Objectives of ICN are:

- 1. To improve the standards and states of Nursing.
- 2. To promote the development of strong National Nurses' Association.
- 3. To serve as the authoritative voice for Nurses and the nursing profession worldwide.

# PHILOSOPHY OF NURSING THEORY

- Beliefs, values and philosophy of Nursing
- Beliefs
- A belief represents the intellectual acceptance of something as true or correct.
- Beliefs can also be described as convictions or creeds. Beliefs are opinions that may be, in reality, true or false.

- They are based on attitudes that have been acquired and verified by experience.
- Beliefs are generally transmitted from generation to generation.
- Beliefs are exhibited through attitudes and behaviors.
- Simply observing how nurses relate to patients, their families, and nursing peers reveals something about those nurses' beliefs.

# There are three main categories of beliefs:

- 1. Descriptive or existential beliefs: are those that are shown to be true or false. An example of a descriptive belief is: “The sun will come up each morning.”
- 2. Evaluative beliefs: are those in which there is a judgment about good or bad. The belief “Dancing is immoral” is an example of an evaluative belief.
-

- 3. Prescriptive (encouraged) and proscriptive (prohibited) beliefs: are those in which certain actions are judged to be desirable or undesirable.

# Values

- 
- Values are the social principles, ideals, or standards held by an individual, class, or group that give meaning and direction to life.
- A value is an abstract representation of what is right, worthwhile, or desirable.
- Values reflect what people consider desirable and consist of the subjective assignment of worth to behavior.

# Types of Values

- 1. Personal Values: Most people derive some values from the society in which they live. Eg: self worth, sense of humor, , honesty, fairness and love.
- 2. Professional values: are reflections of personal values. They are acquired during socialization into nursing. Some of the important values of nursing are:

- - Strong commitment to service
- - Belief in the dignity and worth of each person
- - Commitment to education
- -Autonomy



# Importance of value clarification for nurses in professional practice

- **Value clarification in nursing:**
- - Provides a basis for understanding how and why we react and respond in decision-making situations.

- - Enables us to acknowledge similarities and differences in values when interacting with others which ultimately promotes more effective communication and care.
- Enables nurses to be more effective in facilitating the nursing process with others

- Thanks