

The future development of nursing

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The Future Development of Nursing The Future Development of Nursing It is an undisputable fact that nursing plays critical role in healthcare services across the world. As a healthcare profession, nursing focuses on the care of communities, families, and individuals with the aim of helping them recover, maintain, or attain desirable quality of life and optimal health from conception to death (Roy and Jones, 2006). There are varieties of specialties in nursing which work independently and interdependently to plan, implement, evaluate, and assess health care. Just like most professions, training and practice of nursing should be in line to new developments and changes taking place in the society. Roy and Jones (2006) argue that training in nursing should prepare students for actual assessments in clinical situations. As such, it is important to address central issues in the future development of nursing. According to me, there are three major central issues that should be addressed in this respect. These issues have been derived from the assigned readings; the issues have been conceptualized from aspects discussed in the readings. Therefore, even though they relate to what has been addressed, they have not been picked directly as there was need to combine aspects discussed in the provided readings and additional reference. The first issue is in regard to models of nursing training and education that meets the emerging needs of labour force. Institute of Medicine of the National Academies (2010) notes, in America alone, more than three million people are members of the nursing profession which implies that they form the largest segment of the health care workforce of the country. Their role is very important in helping the nation achieve its set health care objectives (Benner, Sutphen, Leonard, & Day, 2009). As things

stand now, most nurse educators are not satisfied with the nursing profession curriculum because it does not prepare students adequately for competence in practice. There is quite a worrying imbalance between theory and professional practice in many of the post graduate nursing courses. Even though the theory taught in most institutions are appropriate and relevant for practice, the practical aspect is somewhat irrelevant and out- of- date. Practical training in most of the institutions are not up to date with new technology in health care system that is changing the nursing practice towards attaining patients' outcomes that are of high quality (Institute of Medicine of the National Academies, 2010). The discordant between theoretical and practical component of nursing has been attributed to the fact that the practical component of nursing is dynamic in line with changing medical technology while the theoretical component often remains relatively static (Benner, Sutphen, Leonard & Day, 2009). The second issue is the need to concentrate in knowledge and skills that are required to meet changing needs of the nursing labour force. Recruitment and retention of nursing staff and the general shortage of nursing staff is an issue that needs to be addressed. As has been noted, nursing training and education does not align with latest technology to a level that is required. The problem is further compounded by the fact that there are few nurses who have acquired skills and knowledge on how to use latest medical technologies. Benner, Sutphen, Leonard and Day (2009) argue that in modern times, it is required that nurses should demonstrate high level of knowledge and skills that match the current health care challenges. The gap in knowledge and skill competency needs to be addressed by embracing teaching and training that is in line with

latest medical technologies and health care needs. Besides, there is need to increase nurse educators who are familiar with latest knowledge and skills needed in nursing practice (Institute of Medicine of the National Academies, 2010). The final issue that needs to be addressed is the need to explore mechanisms that encourage life- long learning for those in nursing profession. Institute of Medicine of the National Academies (2010) explains that more incentive and support is needed in order to encourage nurses to engage in life- long learning so as to keep pace with the changing needs in the nursing profession; this is essential in enabling them practice to the full extent of their training and education. It is important that flexible approach be put in place in order to facilitate professional nurses to juggle between their personal commitments, work, and learning. There are a number of nursing values that underlie the prioritization of the aforementioned issues. These values are clinical research, teamwork, creativity, quality, education, and integrity among others. These values are will be adequately catered for if the issues mentioned are addressed appropriately. There is need to maintain and uphold these nursing values if the nation is to realize its short and long- term health care objectives (Roy and Jones, 2006). Setting of priorities for the development of nursing requires collective action so as to achieve greater and better outcomes (Roy and Jones, 2006). The following should be involved: nursing teaching and training institutions since they are involved directly with imparting of nursing knowledge and skills. Two, the federal government and more so the federal agencies that are involved with healthcare issues should be involved in the in setting nursing development priorities so as to provide regulatory and financial support (Benner, Sutphen,

Leonard and Day, 2009). Lastly, nurses, under their professional body American Nursing Association should be involved in setting nursing development priorities. The fact that they are the ones who feel the direct impact of these issues in their practice means that their input cannot be ignored and should be given utmost attention and consideration (Institute of Medicine of the National Academies, 2010). References Benner, P., Sutphen, M., Leonard, V & Day, L. (2009). Book highlights from educating nurses: A call for radical transformation. Carnegie Foundation. Retrieved February 2, 2012 from <http://www.carnegiefoundation.org/elibrary/educating-nurses-highlights> Institute of Medicine of the National Academies. (2010). The future of nursing: Leading change, advancing health. The National Academies Press, 1-4. Retrieved January 2, 2012 from <http://www.iom.edu/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Report%20Brief.pdf> Roy, C. and Jones, D. (2006). Nursing Knowledge Development and Clinical Practice. Springer Publishing Company.