

# **'EMERGING TRENDS IN NURSING EDUCATION IN THE THIRD MILLENNIUM'**

**Theme unfolds at XIX SNA Biennial Conference, Madanapalli**

**A**t the outset I would like to extend my deep appreciation and thanks to the Executive Committee of TNAI, especially to the President and the head quarter staff for giving a golden opportunity of having the Student Nurses Conference at the dawn of the new Millennium to the state of Andhra Pradesh and also for giving me the unique privilege of unfolding the theme "Emerging Trends In Nursing Education In The Third Millennium." The state of Andhra Pradesh emerging as one of the pioneering states in the country, got the jubilant occasion to unveil the TNAI XIX the Student Nurses Conference in the new millennium. At this juncture we very much miss the absence of our honourable Chief Minister, Sri N. Chandra Babu Naidu. He could not make it due to his hectic prior commitments.

The Honourable Prime Minister Sri Atal Behari Vajpayee in his inaugural address during the Assocham summit on "India In The Knowledge Millennium" stated that a knowledge based society will enable us to leap-frog in finding new and innovative ways to meet the challenges of building a just and equitable social order and seek urgent solutions. Sri Venkata Subrahmanyam, Member Union Planning Commission in his article on, 'India's development of knowledge society,' mentioned the principle feature of knowledge society:

- ◆ Knowledge and information being major sources of creating value.

- ◆ Rapid changes in technologies.
- ◆ Greater investments in research and development
- ◆ Greater use of information of communication technology
- ◆ Growth of knowledge intensive business
- ◆ Increased networking and working together
- ◆ Rising skill requirement

Knowledge is the key to create wealth and improve the quality of life. India heads the developing world in knowledge data base. The theme on Emerging Trends in Nursing Education in the Third Millennium is aptly chosen to pace along with all the developments around the world. It is time to refine Nursing education so that one can ensure that Nurses are adequately and appropriately prepared for potential diversity in Nursing.

FAY (1987) describes the process of learning through reflection as one of the enlightenment, empowerment and emancipation.

'WHO' report on Nursing beyond the year 2000 pointed out that in planning Nursing Education, both the content and method should be considered. Countries may need to consider a variety of approaches including problem based learning, distance learning, self directed learning, community based education, continuing education credits and professional experience in order to expand educational opportunities

and career mobility for Nursing and midwifery personnel. A sizeable number of Nurses need to be enabled to develop research skills in order to participate as equal members in multidisciplinary research team which addresses the health problems.

ICN is of the view that Nursing curriculum is being challenged to go beyond the theories of caring to empower students with self knowledge. This is to create a learning - teaching milieu that value many ways of knowing to enhance leadership-partnership competencies. It would also generate new models of practice. Nursing education must equip Nurses to be skilled, able to care for clients and to guide them to other care givers as appropriate, continuously add new clusters of competencies to lead and reflect dynamic changes in health care and free Nurses to practice to the fullest extent of their education and ability.

Dr. G. Pearson and Dr. B. Johnston in the article on Global Nursing Education for the new millennium stated that the rapid, unprecedented changes in health care system demand new models of care and a multi-skilled Nursing workforce. The use of technological advancement will create a need for new skill sets for faculty and defined learning environment for students.

Dr. Moveira et al opined that an interdisciplinary approach to Nursing education would be a natural and necessary component in the dissemination of basic knowl-





edge to the students.

Marlene Anderson emphasised that Nurses are to trust and depend upon their, professional judgement that is based on experience, knowledge, reflection and analysis. There is more power and strength in stating what my professional judgement tells me rather than my opinion.

Nursing students in the New millennium are to be encouraged to explore the meaning of 'care' for themselves as Nurses, and the meaning of caring for the clients who are experiencing health care. Caring is an integral characteristic of Nursing recognised as professional Nursing practice. In the new millennium emphasis is on expertise, compassion and flexibility.

Major hospitals have installed a comprehensive Hospital Information System, Health Evaluation through Logical Processing (HELP), by using the HELP, Nurses can achieve primary goals that help them to meet the increasing demands of the changing health care unit.

Brennan describes an innovative project known as computer link, and electronic network whose purpose is to provide home care support to clients with complex health problems and their family care givers. Advance Nursing practice will be responsible in the new millennium for adjusting the boundaries for the development of future Nursing practice.

Another trend is problem based learning by developing problem solving scenarios using real life situations and use this scenarios as learning tools both in academic and clinical settings.

Malanie developed a project of multiplier effect language aids for Nurse user groups in Europe. The project with

established web site will offer an accredited distance learning program incorporated in the Cafe Mondial which offers a competence IT network providing affordable tele services for information, communication and tele learning for Nurses from across Europe.

Paula Roberts in her article on marketing Nurse Education: 'Past, present and future pinned out that there is a growing realisation, within institutions of Nurse education, of the urgent need to become more market oriented and develop marketing strategies for this new competitive environment'.

Susan Group (1996) developed Nursing intervention Lexicon and Taxonomy (NILT) consisting of seven major intervention groups.

- 1) Care need determination
- 2) Care vigilance
- 3) Care environment management
- 4) Therapeutic care, general
- 5) Therapeutic care, psycho-social
- 6) Therapeutic care- cognitive understanding and control
- 7) Care information provision

#### **Computerised Nursing Taxonomies:-**

Thompson (1996) stressed the importance of using informatics research for further development. Taxonomies are necessary if Nursing is to participate productively in the evolving health care system. They can be used to standardise Nursing language, to predict the use of Nurse and other resources and to increase Nurses' understanding of their discipline and the relations among concepts. Taxonomies include North American Nursing Diagnosis Association Taxonomy, the Nursing minimum data set, the intervention project Taxonomy, Susan

Grobe's taxonomy for the classification of Nursing interventions and the home health care taxonomy developed by Virginia Sorba and by the Ohioa visiting Nurses' association.

Using research and new knowledge in everyday clinical practice and development of evidence based clinical practice is a real challenge to Nursing education.

New models of Nursing management are to be promoted and further investigated in a cost conscious era.

To achieve higher level of Nursing the need is of the education that is liberally and scientifically based, flexible and culturally sensitive and founded on the care values of Nursing profession. Nurses are to be educated for broad provider and policy roles that fully integrate and utilise Nursing within multidisciplinary health teams.

During the plenary sessions, deliberations would enlighten the delegates on reality and myth of Nursing education and Nursing education role in the development of personal, social and professional profiles and in preparing students as generalist, specialists and independent practitioners. The Nurse educators must be prepared to change the total configuration of Nursing education to act as agents in health care reforms.

Hope Nurse educators and Nursing students would take up the challenges of Third Millennium with utmost knowledge and dignity.

Thank you,

**Ms. B. E. Hemanalini**  
**President TNAI**  
**A. P. Branch**

