

Empowering Education: As a New Vision of Nursing Education

Dr. SoheirTawfeek Ahamed¹ - Dr. SohaKamel Mesbah²

¹*Assistant professor Medical-Surgical Nursing - Ain-Shams University*

²*Lecture community Health Nursing– BanhaUniversity*

Corresponding Author: Dr. SoheirTawfeek Ahamed

Date of Submission: 13-05-2019

Date of acceptance: 30-05-2019

I. Introduction

Nowadays, the world is changing so fast that obtaining education certification is only the stepping stone of life-long learning. Today, the field of nursing is a professional profession that based on knowledge and practice that is not fixed and constantly changing. Moreover, Nurses play an important role in improving health standards. Hence, they need to be updated about theoretical and practical knowledge in this field[1], [2].

Thus, the issue has become a hot issue as nursing education should lead to the growth of nurses as lifelong learners and are willing to learn in all situations the learning skills required according to their professional needs. It means that learning is a process occurs at all times in all places. It should be a process of continuous learning that directed towards not only providing the individual needs, also that of the relevant community [3]

The growth of the fast-changing knowledge means that nurses require upgrading their skills throughout their adult lives to cope with advanced nursing demands in their work. Add that, there is an increasingly important basic skill in nursing field-regarding technological change and their ability to learn and adapt to the needed new skills and training.[4]

At the global level, The Future vision of Nursing depends on how nurses' meeting the increased challenging for providing competent and safe care through promotion of self-directed learning. Self-directed learning is a process in which students are engaged in identifying the pedagogical needs, setting the learning objectives, identifying the resources for learning, selecting and implementing the educational strategies, and evaluating the learning outcomes.[5] The self-directed learning mainly serves to foster the searching skills [6].Self-direction in medical education has been adopted as a lifelong learning strategy

From this vision, the applying of Empowering Education as a model for self-directed learning strategy which contributes in the development of nurses based on advancement of education, research and practice skills, thus achieving competent and safe care for the patient. The literature review suggests that certain training programs as traditional do not demonstrate any efficiency in improving the quality of patient care in order to update and improve educational outputs, it is critical to develop and adopt new models of clinical education for nurses [7] ,[8]

From another vision, the Empowering Education in the field of nursing is an effective model for its reliance on the actual needs of nurses, because it depends on the involvement of the nursing learner in the design and implementation of training programs which that can make content materials commensurate with the tasks of occupational nurses. Another important point concerning the in-service training of the nursing staff is their active participation in such programs. Active participation of nurses in in-service training can lead to effective learning and development in their field of work. [9].

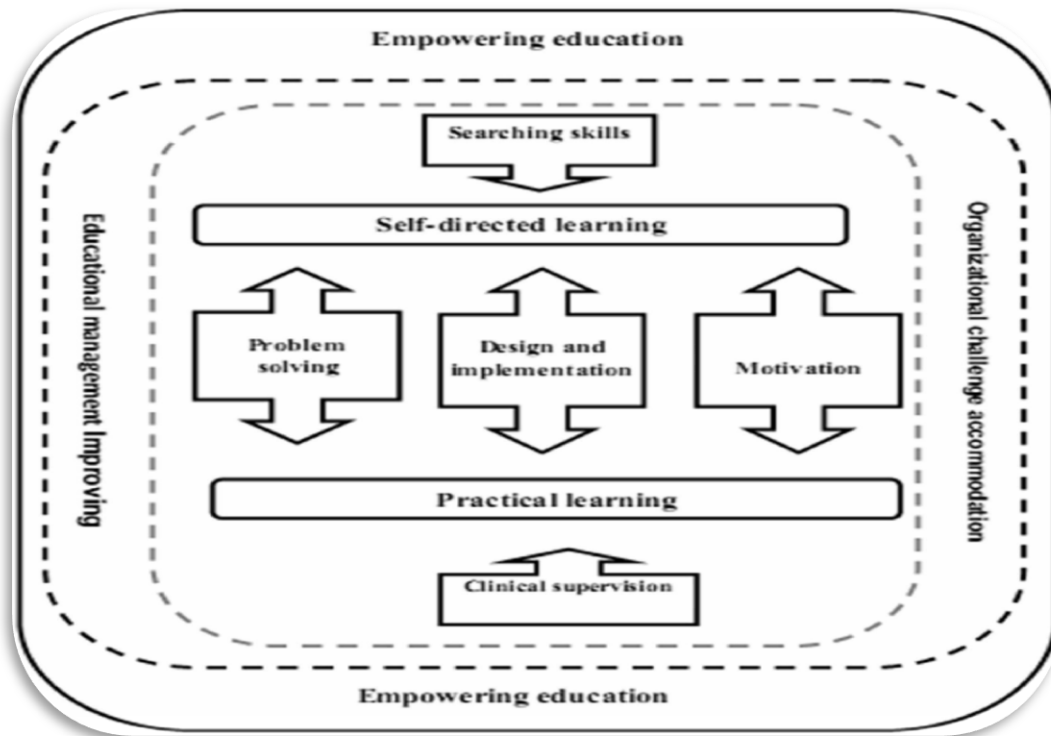
In our country, traditional learning has been offered as a model of learning technique in nursing education in various forms and methods, but has unfortunately left little impact on their professional outcomes due to the challenges for advancement nursing specialties. So, we need professional development frameworks and strategies to update the staff's occupational knowledge, professional and research skills to provide competent and safe care. Hence, this model allows nurses to identify their actual needs, also participate in the implementation method and they are becoming self-assessor. This article intends to shed light on for the model of empowering education as a new vision for advanced nursing learning.

- The Challenges for Advancement in Nursing Specialty:

- Provide competence and safe care
- Expanding complicated technology.
- Maintaining quality healthcare services.
- Increased focus on evidence-based practice.
- Changing nurse-patient-care relationship.

- Emerging nursing specialties.
- Workforce shortage. [10].
- **The Conceptual Framework for Empowering Education.**

Empowering education obtained from the combination of grounded theory and results of comprehensive search. This model has adopted several educational strategies such as: Fostering the searching skills, Clinical performance monitoring, Learner participation in the design, Implementation of training, and Problem-solving approach.



As illustrated in the Figure, the empowering education entails two main components of self-direction and practicality. Self-directed learning refers to self-centeredness and initiative in learning. Practicality is the effectiveness of training in job functions. There are five factors involved in achieving self-direction and practicality. The self-directed learning can be enhanced by searching skills. Employees through search in training categories and educational topics can lead to self-direction. Similarly, practicality can be enhanced by clinical supervision and clinical performance monitoring. There are three additional factors contributing to both self-directed learning and practicality, including motivation, employee participation in training design and educational implementation and problem-solving approach. Problem-solving approach refers to training on the topics in which employees are having difficulty when doing their job duties. In addition to these topics, there are two underlying factors that can affect all the other factors, including tackling the organizational challenges and overcoming the inefficiencies of educational management. Organizational challenges refer to some of the organizational procedures that are in conflict with the nature and goals of educational programs, for example, financial constraints and conflicts arisen by different management divisions against education. In the empowering education, such organizational challenges must be eliminated.[10].

- **Six ESSENTIAL COMPONENTS FOR EMPOWERING EDUCATION**

Specifically, this figure clarifies what an empowering education component is by introducing to six components useful to improve the educational management. Identify needs, determine self-learning objectives, Identify resources of learning, Implementation of educational strategy, and Evaluation of learning outcomes, finally Follow-up. [11], [12].



Figure 2 Six essential components for empowering education:

- **Obstacles to Empowering Education:**

There are two types of obstacles to Empowering Education constrained by organizational obstacles which include; Performance pressure, need professional supervision, limited leadership support, Blame culture and Professional clinical monitoring. Another obstacle represented in Personal Obstacles contain lack of time, Fatigue from shift work, Under-developed competencies, limited experience of using self-learning, Fear of failure with lack of motivation and confusion leading refuse change. [13], [14]

- **The Empowering model in nursing education**

Empowerment theory focuses on participation and collaboration of individuals within an organizing structure to focus their efforts on an identified outcome or common goal.

The concept of empowerment in the field of education focuses on empowering students or teachers in the research and publication. [15].

The key message of a model empowering nursing education is achieving diverse and updating knowledge to enhance nursing expertise and advance the profession which matches the nursing programs needs and desirability of learning among the staff. In addition to, its practical nature, the empowering education can facilitate occupational tasks and achieving greater mastery of professional skills among the nurses [7]. Finally is a process, the chief goal of which is desirable changes in the behavior of the learners through updating knowledge, proficiency in skills and development of attitudes

The changing role of both teacher and learner in the model of Empowering Education:

Learner role

In the education sector educational empowerment can be said to be a process where learner participants develop the competence to take charge of their own growth and from it are able to address or resolve their own problems by developing mechanism to do so [11].

Role of teacher in empowering education

In case of learning by use a model of empowering education, the role of the teacher cannot be overlooked as she/he is the main contributor to student learning making their outcome to be widely recognized. The teacher effectiveness has a lot of impact on the student learning. For one to be able to meaningfully transmit knowledge, skills and right attitude continuous learning, relearning and unlearning is necessary. For applying the empowering education systems the teacher is one of the variables that must be changed [16]. Teachers are expected to respond adequately to the pressing demands of the modern world and, expected to be highly professional and to have considerable expertise so as to guarantee qualified and successful educational processes and practices. [17] Sees teacher should have the confidence to make and the power to enact situational appropriate instructional decisions that improve the quality of education for students[18].Figure (3) illustrates the changing role of both teacher and learner in the model of enabling education.

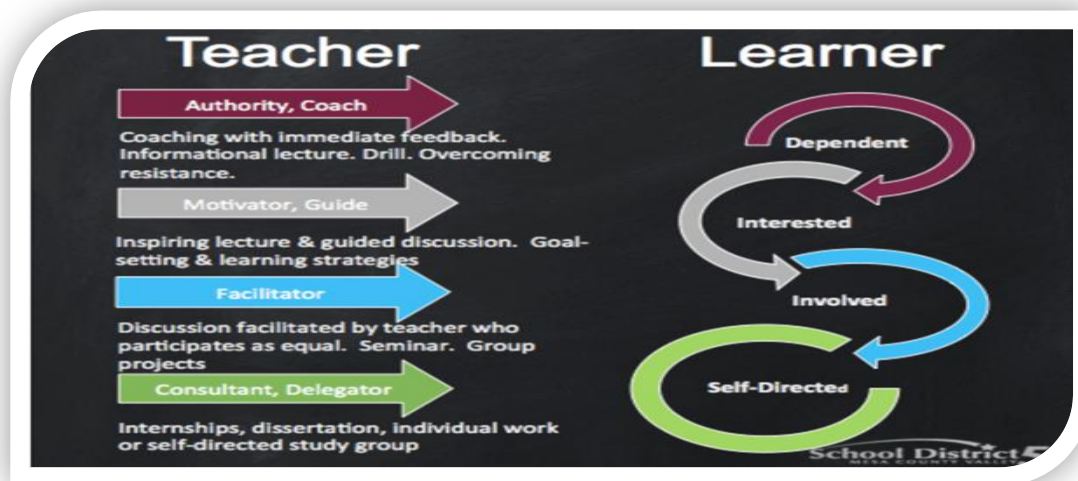


Figure (3)

II. Conclusion

The empowering education refers to self-direction education. Self-directed learning represents self-centeredness and initiative in learning. So it's useful applying it in nursing education field. The recent study [6] emphasized the effectiveness of staff training through modifying its essence and goals. Moreover, self-direction and practicality are two main components of empowering education aligned with the effectiveness of nursing staff training. The empowering education adopted several pragmatic strategies such as fostering the searching skills, clinical performance monitoring, motivational factors, staff participation in the design and implementation of training, problem-solving approach, tackling organizational challenges, and overcoming the inefficiencies of educational management.

References

- [1]. Zheng H. Analysis of staff training needs at Xiahua Factory based on OTP mode. In: International Conference on Economic Management and Social Science (EMSS 2014). Xi'an, China: Atlantis Press; 2014. pp. 133-7.
- [2]. Lee YJ, Chao CH, Chen CY. The influences of interest in learning and learning hours on learning outcomes of vocational college students in Taiwan: using a teacher's instructional attitude as the moderator. *Global Journal of Engineering Education*. 2011;13(3):140-53. [Google Scholar].
- [3]. An overview of education and training requirements for global healthcare professionals. Nursing Global knowledge exchange network (GKEN). September 2009. Available from: http://www.gken.org/Docs/Workforce/Nursing%20Educ%20Reqs_FINAL%20102609.pdf. [Last accessed on 2015 Jul 21].
- [4]. Amiri M. The effect of nurse empowerment educational program on patient safety culture: a randomized controlled trial. *BMC Medical Education* 2018;18:158. <https://doi.org/10.1186/s12909-018-1255-6>.
- [5]. Fisher M, King J, Tague G. Development of a self-directed learning readiness scale for nursing education. *Nurse Education Today*. 2001; 21: 516-25. [PubMed] [Google Scholar].
- [6]. Malekian M, GhiyasvandianSh, Cheragh M, Hassanzadeh A. Iranian clinical nurses' readiness for self-directed learning *Global journal of health science*. 2016;8(1):157-64. [PMC free article] [PubMed] [Google Scholar].
- [7]. MAHMUD C, MOHSEN S., ABBAS E. and AHMAD A. Empowering Education: A New Model for In-service Training of Nursing Staff. *J Adv Med Educ Prof*. 2017 Jan; 5(1): 26-32.
- [8]. AbuAlRub RF, Abualhaja AA. The impact of educational interventions on enhancing perceptions of patient safety culture among Jordanian senior nurses. *Nurs Forum*. 2014;49(2):139-50.
- [9]. Monajati F, Moradi A, Khayeri B. The relationship between in-service training for occupational outcomes. *Iran J Med Educ* 2013;14:495-506. [Persian].
- [10]. Mahmood C, Abbas E, Ahmad A, Mohsen S. An attempt for empowering education: A qualitative study of in-service training of nursing personnel. *Iranian Journal of Nursing and Midwifery Research*. 2016 Vol. 21 (5): 498-503.
- [11]. Reyes A, Andrusyszyn M., Iwasiw C, Forchuk C, Babenko-Mould Y. Resilience in nursing education: An integrative review. *J Nurs Educ* 2015;54:438-44.
- [12]. Heather W. Hackman Five Essential Components for Social Justice Education Equity & Excellence in Education, 38: 103-109, 2005 Copyright c University of Massachusetts Amherst School of Education ISSN 1066-5684 print /1547-3457 online DOI: 10.1080/10665680590935034.
- [13]. Pinheiro A, Sardo D. Developing educational skills in the health professionals using SPIN technique. *Procedia Social BehavSci* 2015; 171:1223-8.
- [14]. Gregor V. and Sylvie T. challenge and strategies in Promoting Empowering academic Setting for learning community Psychology Practice Competencies. *Global Journal of community Psychology Practice*. Vol.7: Issue 4. Dec 16, 2016.
- [15]. W. Ian O'Byrne . What is empowerment in education? 2018 April:11. <https://wiobyne.com/empowerment/>.
- [16]. Institute of Medicine. Committee on the Health Professions Education Summit. *Health professions education: a bridge to quality*. 2003. <https://www.ncbi.nlm.nih.gov/books/NBK221528/> [Internet]. National Academies Press (US). Accessed 15; Jun 2017.

- [17]. Harpell J. and Andrews J. 2010 Administrative leadership in the age of inclusion: Promoting best Practices and teacher empowerment. *Journal of Educational Thought* 44(2):189-210 .
- [18]. Bergsma L. Empowerment Education: The Link between Media Literacy and Health Promotion First Published October 1, 2004 Research Article <https://doi.org/10.1177/0002764204267259>

Dr. Soheir Tawfeek Ahamed. "Empowering Education: As a New Vision of Nursing Education." *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*, vol. 8, no.03 , 2019, pp. 88-92.