



AMERICAN JOURNAL OF ADVANCES IN NURSING RESEARCH



Journal homepage: www.mcmed.us/journal/ajanr

CHALLENGES, PROBLEMS AND GAPS IN THEORETICAL AND PRACTICAL TRAINING IN NURSING'

Rupinder Singh*

M.Sc. Community Health Nursing Presently Working at Government College Nursing Amritsar, Punjab, India.

Article Info

Received 15/09/2018

Revised 25/09/2018

Accepted 05/10/2018

Key

word: Challenges, Problems,
Gaps, practical
training, Theoretical
Training, Nursing

ABSTRACT

Nursing stream is one of the most respectful profession because it involves a deep sense of caring and worth of patients' health. This care can only be achieved by not only educated and knowledgeable nurse but by highly skilled and practically well trained nurses. This caring also involves teaching about health and the prevention of illness; hence, nurses play a key role in promoting higher standards of health. To maintain a proper balance between theory and practice, a nurse, has to be properly trained and updated with current knowledge and practice in the field. This research article addresses the challenges, problems and gaps in theoretical and practical training in nursing in the light of literature and some recommendations have been accordingly to close the gap.

INTRODUCTION

Clinical learning is a key area that explicate the importance of a nursing students' performance in the clinical setting and provides the students avenue to practice the skills and apply the theoretical and practical knowledge in the clinical setting. Hence the readiness among new graduate nurses assuming professional practice must be critically attended especially the increasing demands of competent nurses in the health care sector. Education is powerful tool of development and is the process of facilitating learning and the acquisition of knowledge, skills, beliefs values and habits.

Nursing Education is the process of theoretical and practical learning and training provided to nurses in order to prepare them for their duties and responsibilities as nursing care professionals. However the current trend

and main problem is that there are a vast no. nursing educational institutes including government nursing colleges but most of the nursing institutes do not focus on providing opportunities to increase and sharpen practical skills to their students due to which they suffers a lot during their job after completing Nursing Degree.

There is no doubt that some Nursing institutes are keen to provide best nursing knowledge to their students but are not either willing or not interested to give practical training properly to their students.

A 'RIGHT TO EDUCATION' has been recognised by some governments in various countries and United Nations but As a Author I think I would recommend and suggest that 'Right to Practice' should be implemented and it is only possible if nursing professionals unanimously support this suggestion.

This research article tries to address the "**Challenges, Problems and Gaps in Theoretical and Practical Training in Nursing**"

These types of Problems has other influences on the Nursing Profession with regard to their self-respect,

Corresponding Author

Rupinder Singh

Email: -raviravi2157@gmail.com

Review Article



motivation and learning skills in professional nursing. If the Nursing students are completely aware and have understanding about its theoretical knowledge, it is of no use if it is not applied practically under the guidance of trained nursing professionals. We all know very well that theoretical knowledge exists for sometime but will remain forever in our minds if it is applied and practiced regularly.

Other Factors which contribute to increase in Challenges, Problems and Gaps in Theoretical and Practical Training in Nursing are:-

1. Lack of Trained Nursing Professions.
2. Substandard Nursing Institutions.
3. Less opportunities for continuing Education.
4. Lack of Research in Nursing Profession.
5. Lack of Quality care in Nursing.

The Perceived Problem is built on the assumption that Theory and practice must be applied together in Nursing Practice to provide quality care in Nursing otherwise it is of no use. Much has been written in Books, Encyclopaedias and internet about the theory practice gap in Nursing which includes chaos between what is taught in the classroom and how care is actually given in practice but still no efforts are by anyone to fill the gap.

Review of Literature:-

These Challenges, Problems and Gaps in Theoretical and Practical Training in Nursing has been widely supported in the international Literature as follows:

1. **Chiosomo Mulenga and Joanne R. Naidoo** conducted an exploratory study to assess the Nurses' Knowledge, Attitude and Practices regarding Evidence Based Practice in the prevention of Mother to child Transmission of HIV infection programme in Malawi on 81 Nurses working in Paediatric, obstetrics and gynaecology departments. Results showed that nurses had average knowledge of evidenced based practice and although their attitude was favourable, their practice was very low. Furthermore, the results have indicated that evidence based practice was mainly hampered by Insufficient resources.

2. **Manal Hamed Mahmoud** conducted a descriptive study to assess and describe the perception of nursing students to their practical learning and theory-practice gap through a convenient sample of 61 nursing students. Results showed that Majority of nursing students (88.5%) indicated that they had inadequate supervision from clinical preceptors, insufficiently prepared simulation laboratory (100%) and only 50.8% of them had opportunity to practice skills during simulation sessions.

Majority of respondents (67.2%) showed that summative assessment conducted at the end of the course, but they not prepared for examination (57.4%). The gap between the theoretical knowledge and the actual clinical procedures in the wards perceived by respondents (54.1%).

3. **Rozina Roshan Essani and Tazeen Sayeed Ali** conducted an exploratory study to assess the gaps between knowledge and practice using universal sampling of all pediatric nurses working in paediatric units at a tertiary care hospital. The gaps between knowledge and practice, as perceived by the participants, were categorized into five major categories: (1) medication (34%), (2) skills (28.3%), (3) knowledge (13.36%), (4) handling of code blue and intubations (12.6%), and (5) operating medical devices (11.58%). As a result, anxiety and incompetency were notably seen in the participants which had great amount of impact on the level of care provided to the patients.

4. **Rolfe in 2003**, Emphasizing the importance of the issue, states that the theory- practice gap is felt most acutely by student nurses. Student may find themselves torn between the demands of their tutor and the practicing nurses. They are faced with real clinical situations in which they are unable to generalize from what they have learned in theory. The discrepancy between nursing as it is taught in the classroom and nursing as it is practiced by students in the clinical setting has long been a source of concern to teachers, practitioners, and learners worldwide. Despite considerable efforts by the profession to bring about change, the basic problems identified in 1976, by Bendal, continues to cause concern. (Bendal, 1976) cautioned nurse educators about producing nurses who were "increasingly proficient on paper and decreasingly proficient in practice. She had also cautioned that what nurses were learning in theory was becoming increasingly divorced from what they were actually doing in practice.

Recommendations :-

This now brings us to the point where some solutions should be highlighted. The literature has given a few solutions, which includes the suggestion by (Brasell & Vallance, 2002), who state that a major challenge to the nursing profession is to find ways of merging theory and practice in the delivery of nursing education and patient care. One option for achieving this goal is for nurse educators to spend time in clinical practice; updating their clinical skills and re-experiencing the realities of practice. Criteria for assessing both written work and performance on practical placements should also incorporate evaluation of the degree to which the student has integrated theoretical learning with practical



experience. Many authors have suggested that integration will only be achieved if the staff members responsible for classroom teaching are closely involved in clinical supervision of students (Edwards, 2002). Practical Learning is one of the important concerns that helps the awareness of nursing students' practice in a clinical setting and it is important to link theoretical knowledge to practical skills. Nursing educators and clinical preceptors must display the knowledge and skills required to bridge the theory practice-gap.

Nursing education must reexamine current methods to practice learning and seek methods to better prepare future nurses. Conducting continuing education for the faculty in principles of teaching and learning to enhance their teaching behavior and interpersonal skills will help to overcome this gap.

Proper Demonstration to the students and taking

Re-Demonstration from the students on bedside clinic may help improve their practical skills

CONCLUSION

Thus, overall, it is quite evident that the gap does exist and has its strengths as well as areas that can be improved. Nurses need to be provided with necessary support including education, practical resources and skilled training services in a well equipped multi-speciality Hospital. There are strategies available to overcome this issue, which focus on the revision of the curriculum and having a liaison between the education and the practice areas. In the educational setting as well as the clinical setting, the leader and the follower will make the operational plan of this suggested model and connect it to the benefits, so that the profession of nursing is benefited at large.

REFERENCES

1. Newton JM, Jolly BC, Ockerby CM, Cross WM (2010) A Clinical Learning Environment Scale: a factor analysis. *Journal of Advanced Nursing* 66(6): 1371-1381.
2. Berkow S, Virkstis K, Stewart J, Conway L (2008) Assessing new graduate nurse performance. *J Nurs Adm* 38(11): 468-474.
3. Casey K, Fink R, Jaynes C, Campbell L, Cook P, et al. (2011) Readiness for practice: the senior practicum experience. *Journal of Nursing Education* 50(11): 646-652.
4. Jo Moriarty, Jill Manthorpe, Martin Stevens, Shereen Hussein (2011) Making the transition: Comparing research on newly qualified social workers with other professions. *British Journal of Social Work* 41(7): 1340-1356
5. Mulenga, C. & Naidoo, J.R. (2017), 'Nurses Knowledge, attitudes and practices regarding evidence-based practice in the prevention of mother-to-child transmission of HIV programme in Malawi', *curations* 40(1), al656. <https://doi.org/10.4102/curationis.v40i1.1656>.
6. Manal Hamed Mahmoud, PRACTICAL LEARNING AND THEORY-PRACTICE GAP AS PERCEIVED BY NURSING STUDENTS; *International Journal of Current Research*; Vol. 6, Issue, 02, pp.5083-5093, February, 2014.
7. Rozina Roshan Essani and Tazeen Sayeed Ali; *International Scholarly Research Network; ISRN Pediatrics*; Volume 2011, Article ID 460818, 8 pages; doi:10.5402/2011/46081
8. Rolfe, G. (1993). Closing the theory-practice gap: a model of nursing praxis. *Journal of clinical Nursing* 2 (3), 173-7.
9. Bendall E. (1976). 30th anniversary commentary on Learning for reality. *Journal of Advanced Nursing* 1, 3-9.
10. Brasell, B. R & Vallance, E. (2002). Clinical practice/education exchange: Bridging the theory-practice gap. *Nursing-Praxis-in-New-Zealand* 18(1): 17-26.
11. Edwards, S. (2002). Nursing knowledge: defining new boundaries. *Nursing Standard*; 17(2):40-4.
12. Sharif, F., & Masoumi, S. (2005). A qualitative study of nursing student experiences of clinical practice. *Biomedical Central Nursing*, 4(1), 6-9. Retrieved August 10, 2006 from www.biomedcentral.com

