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Nursing educational regulation model: A meta-synthesis

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ABSTRACT

Nursing Professional Regulation is one of those concepts that use of it in nursing has become popular in recent decades all over the world; since training has an undeniable role in preparing staff to enter the profession and compliance with scientific and technological changes, the present research has been conducted aiming at determining the nursing educational regulation model. The present study was performed using qualitative systematic review (meta-synthesis). Search is made by keywords such as training regulation setting, nursing, Regulatory and legislative setting of databases PUBMED, Science Direct, Ovid, ProQuest. After examining 585 articles, ultimately 10 articles and 1 Statement on the World Health Organization were selected. The inclusion criteria include English and Persian language and being associated with the regulation of nursing education. Firstly the articles have been examined based on their title and summary and included in the study under having the inclusion criteria. In the next stage, quality of qualitative articles which had been introduced via instruments for critique of qualitative studies by Ryne et al.(2007) has been examined by other researchers in separate. The articles which were diagnosed suitable from point of view of two persons were included in the study and analyzed. Data analysis was made via Thematic analysis. To improve accuracy of data, research method was used and the data were analyzed by the researcher. Two major duties by educational regulation entities are educational planning and monitoring education. In educational planning, an emphasis has been put on training students to enter into profession and educational planning has adapted well suited to the changes in society; in educational monitoring, focus on confidence on the effective training and gaining the early required skills to enter into the practice and confidence on maintaining and developing the staffs' clinical skills are well suited to the needs and conditions of the society by evaluating the staffs' professional competence at the early of arrival to practice. Nursing educational regulation implies formulating, regulating and approving the rules and standards of professional nursing education to develop and maintain the staffs' skill and competence based on the conditions and needs of society and improvement in quality of care to achieve safe care in the society.

Key words: professional self_regulation, Regulatory body, Legislation, Education, Nursing

INTRODUCTION

Nursing Education Regulation is one of the basic needs of nursing regulation [1]. Nursing educational regulation implies formulating, regulating and approving the rules and standards of professional nursing education to develop and maintain the staffs' skill and competence based on the conditions and needs of society and improvement in quality of care to achieve safe care in the society. The agencies to which educational regulation has been assigned by the government are called the education regulatory body [2].

Regulation in the cases such as education is under influence of cultural context, economic, political and social conditions, role of government and legislation at any country[1, 3], so that regulation is not the same at any country[4], aimed at improving quality of care and improving health of society[5, 6]. According to the articles, the factors affecting professional regulation include the market's need and economic crises, various cultures, advancement in technology, nursing skill and competence, emerging diseases, globalization and increase of immigration [7-9]. The aforementioned phenomena and changes change the working nature of nursing and the nurses need education well suited to these changes so as to provide the services well suited to these changes[10]. Further the factors including shortage of nurses in nursing education, accepting unmotivated and inefficient students, high cost of nursing education, students' financial inability, ineffective education have led to reduction in quality of nursing education. For this, concern on quality and value of educational program has increased in recent decade [2]. Thus attention to education in regulation and studies in this context is required [1]. Studies on nursing regulation and development of laws and regulations in nursing have become popular in nursing in recent years and taken into account[13]. Yet, despite significance of research in this context, few studies have been conducted as a research[1, 2], required conducting studies aiming at collecting small pieces of existing knowledge and having access to comprehensive information on the context under study via systematic review of qualitative methods (meta-synthesis) and detecting the major concepts of it and determining the education regulation model. Therefore, with regard to significance of research on nursing educational regulation, the present research has been conducted aiming at determining nursing educational regulation model.

MATERIALS AND METHODS

To achieve aim of study, the present research was conducted via deductive approach and systematic review of qualitative methods (meta-synthesis) and all the available texts and sources which had engaged in nursing educational regulation were examined. To conduct the present meta-analysis study, the adjusted strategy based on University Of York Center Guidance (2008) was used [11], included 7 stages:

1. formulating the research question that introduces the aim of a systematic review of the literature and determining the inclusion and exclusion criteria of studies based on the research question
2. Search the database
3. Select the studies related to the research question and aim
4. Study the quality of the selected studies
5. Select the studies with inclusion criteria based on qualitative evaluation
6. Extract the text data and thematic analysis
7. Combine the text data

With regard to the aim of study, the main early question has been searching how the processes of nursing education regulation in health system are and searching the texts with keyword of Nursing Regulation and synonym words of Regulation Model from databases PUBMED, Science Direct, Ovid, ProQuest. The inclusion criteria include selection of studies with Persian and English language on nursing educational regulation model. At the first stage, 585 titles and summary of article were prepared. After identifying duplicates, articles were reduced to 237 titles. At next stage, summary of selected articles was examined in terms of adjustment with the inclusion and exclusion criteria of studies and use of instruments for critique of qualitative studies by Ryne et al.(2007)[15]. Ultimately 10 articles and 1 statement on the world health organization were selected in the research. In fig. 1, the process of selecting articles has been displayed and the selected articles have been represented in fig 1.

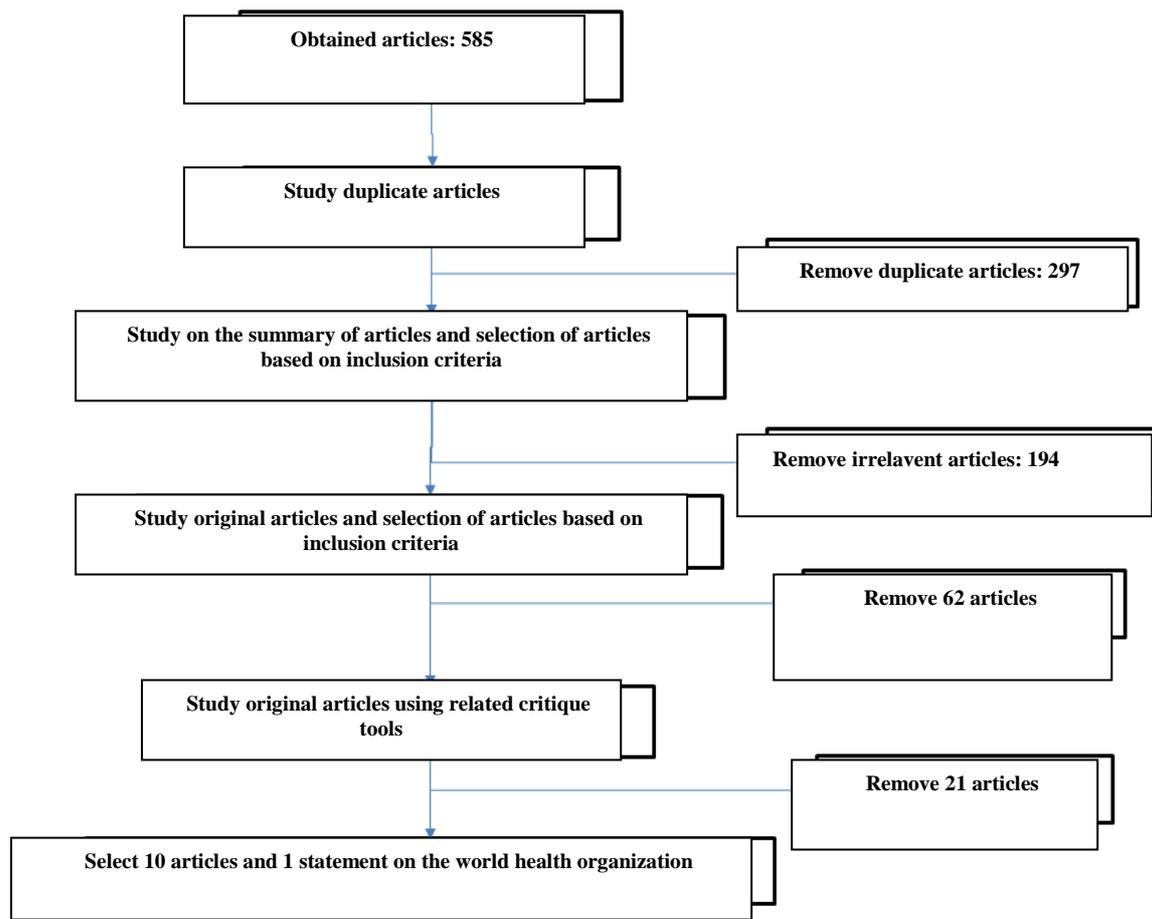


Fig 1. The chart for selection of articles

At the study stage, the studies were examined by the researcher and another researcher in separate via the introduced tools and the articles which were detected suitable from point of view of two persons were included in the study and analyzed. The data analysis was made using thematic analysis method. Data analysis was made by the researcher and another researcher concurrently.

RESULTS

The assignments on the nursing educational education regulatory body

Role of the education regulatory body is to meet the nurses' educational needs, educational planning and monitoring on education aiming at protecting the society via the nursing educational regulation and improving quality of care and obtaining the safe and effective care [2]. Two major assignments on education regulatory body include educational planning and monitoring on education. In educational planning, an emphasis has been put on training students to enter into profession and educational planning has adapted well suited to the changes in society; in educational monitoring, focus on confidence on the effective training and gaining the early required skills to enter into the practice and confidence on maintaining and developing the staffs' clinical skills are well suited to the needs and conditions of the society by evaluating the staffs' professional competence at the early of arrival to practice. In table 1, the articles supporting the activities of nursing education regulation agencies have been represented.

Table 1. the articles supporting the activities of nursing education regulatory body

Row	Activity	Texts
1	Formulate educational program well suited to need and conditions of society to enter into profession	[2, 12-17]
2	Confidence on gaining the early required skills to enter into the profession	[2, 12, 14, 16-19]
4	Formulate the educational program to develop the clinical skills well suited to the need and conditions of society	[10, 14, 17, 18]
5	Confidence on maintaining and developing the clinical skills well suited to the need and conditions of society	[10, 14, 17-19]

Formulate educational program well suited to need and conditions of society to enter into profession

Formulating the educational program for students has been regarded as the most important assignment on the

professional regulation agencies, because preparing the students is the first and the most important stage for the staffs' professional program; at this stage, the fundamental concepts and professional principles should transfer to the staffs so as to face few problems at professional environment, required to be taken into account by the education regulatory body.

Confidence on gaining the early required skills to enter into the profession

After early education to the staffs, at next stage it should have confidence on acquisition of skills and technical knowledge at arrival to practice; at this stage, it requires preparing a tool to examine the early required ability to bedside by the education regulatory body and examining the staffs' skill and ability before arrival to practice together with other factors including professional ethics and their work motivation [20]. Study on required ability to arrival at profession might be made by the education regulatory body and/or other institutions including Accreditation organizations or unions [14].

Formulate the educational program to develop the clinical skills well suited to the need and conditions of society

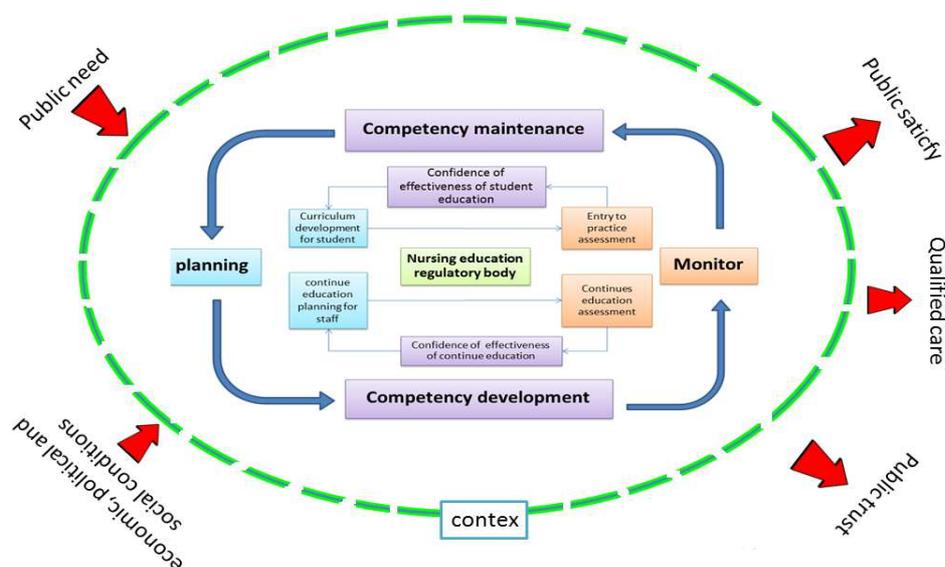
The health professions are updated using a process which has been recognized with constant education and state-of-the-art academic knowledge and technology advancements [10]. Thus the constant education is of great importance for health system professions [21]. In related works, the factors affecting professional regulation include the market's need and economic crises, various cultures, advancement in technology, nursing skill and competence, emerging diseases, globalization and increase of immigration [8, 9, 22], so that needing to effective education and development of staffs' skills to adjust with them is inevitable. American academic Society has expressed the constant nursing education with acquisition of systematic professional educational experiences to enhance knowledge, skill and attitude of nurses [10].

Confidence on maintaining and developing the clinical skills well suited to the need and conditions of society

Confidence on effective education to maintain and develop staffs' basic knowledge has been regarded as major assignment on the regulation agencies, so that the regulation agencies are required having confidence on acquisition of staffs' necessary skills at health profession well suited to the need and conditions of society. for this, various programs including holding written tests, the web-based tests and/or involvement in re-test conferences by education regulatory body in various countries have been considered[25].

DISCUSSION

With regard to four major processes of activities by education regulatory body, model No.1 has been designed. Indeed, education regulatory body have been assigned with educational planning to develop staffs' ability and educational monitoring to have confidence on maintenance and development of staffs' abilities. Two activities are made in educational planning, i.e. planning for the students and applicants to enter into profession and planning for staffs' constant education to develop abilities. Two major activities are made in monitoring, i.e. confidence on acquisition of required skill to work in practice and confidence on maintenance and development of skill and ability well suited to the daily needs of society. yet in various countries, the assignments and/or activities might be made by various education regulatory body.



Model No. 1. The chart for activity by the education regulatory body

Regulation in the cases such as education is under influence of cultural context, economic, political and social conditions, role of government and legislation at any country [1, 3], so that regulation is not the same at any country [4], aimed at improving quality of care and improving health of society [5, 6]. The main assignments of planning and monitoring in various countries might be formulated by various regulatory bodies in a centralized and decentralized ways based on educational and governmental system at any country [14]. For instance, educational planning in united unions had been planned in a decentralized way since 1898 that each education center formulates and performs the educational program by considering regional conditions. Yet, in recent years, regarding the same needs of humans, a decision has been made on centralizing the educational programs under supervision by National Board Council so as to perform the programs in the same way; further nurses should have preparedness to provide the suitable care at immigration time from other regions [23]. National advisory committee on health manpower (1967) suggested that academic associations and regulation institutes employ the stages to have confidence on maintenance of staffs' skills, that the first documented planning has been the constant nursing education in 1984. The principles for constant nursing education include patient-centered care, the professional team -based care, evidence-based care, strategies to improve quality of care [10]. American Association of colleges of Nurses has proposed model No.1 in the context of education:

The Process of Lifelong Learning: Preparing and Supporting the Learner



Model No 2. The model for American Association of colleges of Nurses

Increasing change in the health needs of society, increase in nurses' roles and shortage of nursing labor have led to increase in nurses' education [24], followed by the challenges including employing the nurses with insufficient competence [25] and necessitated the necessity for constant education and evaluation of professional competence to have confidence on staffs' effective education [26, 27]. Evaluation of professional competence by one test does not measure the person's constant competence until the end of career [28], required evaluating the staffs' skills and abilities well suited to the changes in technology and scientific advancement [29, 30]. Nurses' professional competence in United states, China and England is confirmed for 5, 2 and 3 years [4].

CONCLUSION

In the present research, nursing education regulation implies formulating, setting and approving rules and standards for professional nursing education to develop and maintain competence and skill in staffs' performance based on needs and conditions of society and supply of safe services to the society, having various processes dependent on governmental, economic, social and cultural conditions. Yet, education regulatory bodies have been assigned with educational planning and educational monitoring to improve quality of care well suited to the conditions and needs of society. In educational planning, an emphasis has been put on arrival to profession and constant educational planning to develop the staffs' early ability well suited to the daily changes in the society. the present research has been conducted aiming at detecting the assignments by education regulatory bodies and determining the basic nursing education regulation model for further research in this context and dealing with the problems raised in the context of monitoring the professional education regulation. The present research has been taken from the results of plan with No. 94-05-193-84372 approved by Ethics Committee of Iran University of Medical Sciences under supervision of Student Research Committee, School of Nursing and Midwifery- Iran University of Medical Sciences.

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