

Societal effects on nursing education

Name

Institution

Course

Instructor

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A vast majority of academic disciplines in the modern world have been influenced by a number of emerging trends in societal dynamics. The case is not different for nursing education and the vibrant nature of the society as well as the distinct patterns emanating from the society's diversity have raised wide-ranging issues and concerns. Societal trends usually arise from past concerns, which in turn impact the issues that gradually incite other future trends and inform the process of continuous change in the nursing world. Recently, there are a number of trends that have emerged in nursing and patient education including consumer education, shifts in demographics, preventive care, incessant technological advancements, access to nursing education, patient health information privacy, increased access and awareness to healthcare insurance as well as community nursing. In this paper, the author will focus on a recent trend that has been the central focus for nursing education, the continued use and expansion of computer technology in nursing education settings.

The introduction of computer technology into healthcare and its dynamic expansion has triggered a **revolution in the way nursing education was being carried out for the better. Therefore, this trend also poses some challenges to healthcare professionals in its implementation. The conventional techniques of nursing education placed emphasis on imparting sufficient knowledge and skills to nursing students, with an aim of satisfying the healthcare needs of the society appropriately. The past few decades have witnessed a huge shift especially in the way in which the nursing education used to be conducted due to new inventions and continuous advancements in computer technology.**

New technologies have changed the speed of communication among faculty and nursing students in the learning process. Students and nurses are now able to interact and share valuable information with fellow health professionals through text messages, e-mails, phone calls, and video calls. This has made it easier to take appropriate learning actions over long distances without any movement. It is a development that has also made it easier to communicate local learning information almost instantly resulting to intense improvements in the manner in which nursing education is being assessed. By utilizing computer technology, nurse educators are now able to share information with their students at any time, in any location, and most importantly almost free. The use of computer technology also facilitates the use of Global Positioning System (GPS), Radio-frequency Identification (RFID), and other technologies to track the activities of students. Furthermore, the adoption of computer technology into nursing and patient education has also allowed access to resources that are published online via websites. These include journal articles, text books, health policy publications, and nursing issues. Accordingly, computer-accessible knowledge has turned out to be a useful learning resource and a guide to the accepted standards of practice.

Despite the fact that computer technology has demonstrated its potential capability to provide important information for nursing students, it also poses several challenges. Students can easily get distracted while on the internet as they attempt to search for learning materials or when interacting with other students, friends, families and the rest of the world. The internet has a tendency to take students out of the classroom experience and this can require a lot of supervision by instructors to ensure that the students are on track. In addition, even though some of the content that is found online is updated regularly, it quickly becomes obsolete as soon as new additions are made into the evidence based body of knowledge. The internet presents a vast source of information to learners in the nursing field, but they ought to learn the skills and expertise of navigating around it to attain the maximum benefits while minimizing distractions. It is upon the nursing student to exercise utmost discipline when they are using the computer technology as a resource for healthcare information.

According to Forneris and Tiffany (2017), 82.9% of students in the nursing field have reported their use of technology has greatly enhanced their learning. A large number of technological advancements that impact nursing students in today's world positively target adaptive technology, and this directs students to their areas of strengths and weaknesses on a basis of assignments and the outcomes of adaptive tests of content knowledge. While there are many important reasons as to why nursing education should embrace developments in computer technology, Skiba (2017) highlights a significant concern relating to higher education administrative support for adopting technology. Higher education faculties who fail to provide safe environment for teaching innovation will carry on the status quo leaving them in danger of being outdated.

The fundamental issues concerning the use of computer technology by nursing students in today's world focus on the active engagement with content knowledge that is expected of nursing graduates as they go to practice. Significant strides have been made in nursing education with regards to this area, with most of the nurses viewing it as one of their strongest attributes. Technology has shifted teaching strategies into a direction that allows the engagement of the learner. Support and education is essential for faculty to promote the adoption of technologies that will task students enabling them to become collaborators, critical-thinkers, problem solvers, and lifetime learners (Lee, Min, Oh, & Shim, 2018).

In the modern world, the accumulation of available information resources means that patients prepare themselves for the healthcare encounter with prior knowledge. A growing number of patients are familiar with computers and they come to healthcare professionals seeking extra resources for healthcare knowledge. Therefore, it is important for nursing students to acquaint themselves with computer-based resources that are available and to assess the evidence regarding their use in the process of learning and provision of care. In nursing education programs vary based on the type of technology that they use, and new developments are introduced regularly. **Technology is fully integrated into healthcare and for this reason,**

technology needs to be incorporated into nursing education to ensure that graduates are fully prepared to meet patients' needs (Chan 2015).

The relationship between computer technology and nursing education is complex and this relationship expands with the arrival of new technologies and devices. For faculty who are not

experienced in this field and those who are not involved in the decision-making related to adoption of technology, it might be difficult to appropriately implement computer technology in nursing education. Nursing students and faculty need to find the best way to meet these needs with the available resources while maintaining high nursing education standards. Nursing students bring to their practice a personal history that shapes their performance in nursing education and practice. Nursing theories, standards of practice, ethical considerations and legal obligations must be understood and utilized throughout nursing education. Cooperation between faculty and nursing students is essential for effective utilization of information technology in the learning process.

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