Understanding advanced nursing practice: perspectives from Jordan

RCN-The 2010 International Nursing Research Conference

Zainab Zahran
The University of Sheffield
School of Nursing and Midwifery
Aims and objectives of the study

Main aim
To examine the extent to which advanced nursing practice is evident in Jordan with a particular focus on the contribution of M-level nurses

Objectives

- Identify factors that facilitate or hinder the development of advanced nursing practice in Jordan
- Illustrate how the identified factors have shaped elements of advanced nursing in Jordan
Objectives

• Explore the contribution of Master’s level nurses to the development of advanced nursing practice in Jordan

• Examine the nature of the roles adopted by Master’s level graduates

• Consider the implications for future M-level nurse education and practice
Advanced nursing practice has been recognised as a clinical career pathway for nurses wishing to remain in clinical practice (Furlong and Smith, 2005).

Nurses in these roles are expected to function with autonomy and to establish the core functions of a nurse as an expert practitioner, researcher, educator, consultant and change agent (Manley, 1997; Hamric, 1998).

Many factors have influenced the development of advanced practice roles in nursing in the global community (Woods, 1997; Lloyd Jones, 2005).
In Jordan, the term ‘advanced nursing practice’ is not formally recognised.

There are postgraduate educational programs offering a Master’s degree in clinical nursing for registered nurses (started 1998).

Little was known about the range and nature of the clinical roles that Master’s level nursing graduates in Jordan occupy and the extent to which they are able to practise at an advanced level.
Defining advanced nursing practice

The American Nurses’ Association (ANA, 1992) offered the following definition:

“Nurses in advanced clinical nursing practice have a graduate degree in nursing. They conduct comprehensive health assessments and demonstrate a high level of autonomy and expert skill in the diagnosis and treatment of complex responses of individuals, families and communities to actual or potential health problems. They formulate clinical decisions to manage acute and chronic illness and promote wellness. Nurses in advanced clinical practice integrate education, research, management, leadership and consultation into their clinical role. They function in collegial relationships with nursing peers, physicians, professionals, and others who influence the health environment” (McLoughin, 1992, p. 23).
The UK Nursing and Midwifery Council defines advanced nurse practitioner as:

“Advanced nurse practitioners are highly experienced and educated members of the care team who are able to diagnose and treat your healthcare needs or refer you to an appropriate specialist if needed” (NMC, 2005)
Methodology

The study employed an ethnographic design using:

- Qualitative methods of data collection (semi-structured interviews, non-participant observation)
- Quantitative methods (Questionnaire)
Research design

Stage 1:

1) Semi-structured interviews with key stakeholders

2) A survey of Master’s level nurses

Stage 2:

1) Semi-structured interviews and observation of Master’s level nurses

2) Semi-structured interviews with local stakeholders
Study sites

- Two main universities in which Master's level is taught
- Five hospitals (Private & public)
Data analysis

- **Qualitative**
  The analysis was based on the framework identified by Mason (2002)

- **Quantitative**
  Descriptive statistics was used to describe the various characteristics of the sample
Main Themes

- Understanding advanced nursing practice
- Becoming an M-level nurse
- Being an M-level nurse
Understanding advanced nursing practice

- Core competencies
- Generic and specific understandings
- Perceived benefits of advanced nursing practice
- Drivers for educational change
Core competencies

Cognitive related competencies:

"High level of expertise in the assessment and treatment of the complex responses of families, individuals and communities to actual or potential problems using greater depth and breadth of knowledge, complex interventions and skills and high degree of synthesis of data, so it needs Master’s or doctoral level of education." (M-level nurse 1 /survey data)
Cognitive related competencies

"Developed nurse role based on special knowledge and skills gained through further education and practice it means also expand nursing role, needs special certification and education." (M-level nurse 24/survey data)

"These programmes were developed to have significant contribution so that the student will be able to undertake research, to be nurse educator and outstanding clinician. When I go with my students to clinical areas, I ask them how they will be different from bachelor students. I say to them: your knowledge is advanced; your skill is advanced; you have a different vision, and you can find solution to different problems." (Nurse Educationalist 5)
Research-related competencies

"They can do research, scientific days and so on." (Deputy Director of Nursing1)

"I should say there is no doubt that they [M-level nurses] know how to do research; in many institutions, there is a good focus on research so they will be able to apply the role. Yes the role related to research I think can be implemented by these nurses.” (Nurse Educationalist 6)
Research-related competencies

"We decided they’re not going to be ‘a researcher’ they are consumers of research findings and they should look for evidences and integrate them into practice." (Nurse Educationalist 3)

"The Master’s degree nurse is always reading research and articles. I refer to him from a scientific point of view" (Staff Nurse 5)
Generic and specific understandings

"ANP is to provide good nursing care in a proper way to those who are in need of this care regardless the area they are in. “(M-level nurse 12/ survey data)

"to work in specific area with high skills based on advanced knowledge and updated knowledge. “(M-level nurse 25/ survey data)

"the specialist nurse got special knowledge and experience about what she is doing; for example CCU nurse knows everything about cardiology; she is licensed to be a CCU nurse; she has major responsibilities about the patient, how to care for the cardiac patient, how to analyse the situation and how to make decisions.” (Nurse Supervisor 1)
Perceived benefits of advanced nursing practice

"---acquiring more advanced roles of being an educator, a specialist, a consultant, a resource person and preceptor." (M-level nurse 30/survey data)

"Knowledge is power---it will help more to advance the profession and whenever you work with other health care professional, other sectors of health would appreciate more the nurse who has the knowledge, skills and attitudes which are appropriate to provide care which is different from others." (Nurse Educationalist 1)

"we hope by having this (ANP) to develop the nursing profession and to develop the practice of nursing in the areas of specialties that are going to be accredited. Yes I hope that it will have a positive impact on the patient." (Professional Body Representative 1)
Drivers for educational change

1. Globalisation and increasing technologisation of healthcare

"---in this time and place and with the advanced technology and globalisation that are impinging on our daily activities and daily life we think we need some change and it is happening." (Professional Body Representative 1)

"I think we’re obligated to have universal standards because of the openness of our world now and this is what we’re aiming for. Eventually this is our ultimate goal; we are really after excellence." (Nurse Educationalist 6)
2. Perceived needs of the country

"I was able to be part of the area assessment and planning for the programme, we developed the programme based on community as well as health care providers’ perception and needs, the characteristics of the new graduate of the Master programme and all people they agreed that it should be clinical nurse specialist and that’s what the country needs.” (Nurse Educationalist 5)

"our main target is the patient. We want to improve the care provided to patients. It is expected that the nurse with special courses, higher diploma or Master’s have knowledge and skills much better than the general nurse whose knowledge and skills was gained by experience and this experience might be gained through learning from others, through routine work or even wrong information.” (MOH Representative)
3. Expanding opportunities for continuing-nurse education

"after around may be 7 to 8 years of graduating nurse educators we felt that there is a need in the country to start a Master’s programme in clinical nurse specialist or a clinical nursing to have different kind of qualification." (Nurse Educationalist 2)

"..I think with the community the market had or still does not really recognise the role because none of them has worked in the community to make a difference in the primary health care." (Nurse Educationalist 4)

"I studied community nursing because it was the only specialty available for me." (M-level nurse 20)
Conclusion and recommendations

• There is no clear notion of advanced nursing practice in Jordan, although participants do describe a number of different elements of advanced practice.

• The promotion, development and understanding of the M-level degree can be achieved through effective partnership between different stakeholders. For nurses to contribute to healthcare through advanced practice, they need support from higher management, nurse managers, other health professionals and the public.
• Clarity about the purpose and the boundaries of M-level nurses’ role, and ensuring that their function is understood and accepted by professional colleagues should help in addressing the uncertainty about this role.

• M-level nurses should be given an up-to-date job description, and this should be reviewed regularly.
• It should be clear whether the main function of M-level nurses is to provide direct patient care or to facilitate others to provide that care or both.

• It is also recommended that nursing’s professional bodies establish registration of M-level nurses as advanced practitioners and identify their scope of practice. Different stakeholders need to collaborate and establish a definition and framework for ANP in Jordan.
References


Thank You