



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Protecting the Status of Nursing Education during the Covid Crisis

Reflections from Ireland

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Objectives

This session seeks to:

1. Consider the development of nursing education in Ireland over the past 20 years
2. Reflect on responses to challenges posed by, and experienced during the pandemic
3. Identify the threats to nursing education
4. Conclude with lessons learned

The Development of Nursing Education in Ireland

Changing Times...

My Graduation 1982



Certificate in Nursing

Hospital-Based

Skills-Focused

3-Year Apprenticeship



My Daughter's
Graduation 2016



Bachelor of Nursing
Science

University and Hospital-
Based
Knowledge and Skills-
Focused

4-Year Studentship

Changing Times...

My Graduation 1982

1994



Certificate in Nursing

Diploma in Nursing

Hospital-Based

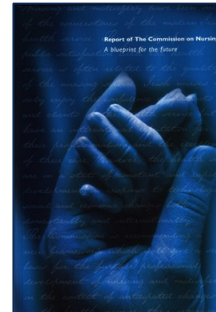
Hospital-Based/University-Linked

Skills-Focused

Knowledge and Skills-Focused

3-Year Apprenticeship

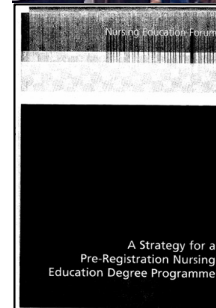
3-Year Studentship



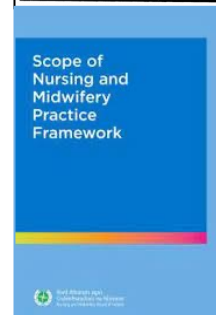
The Commission on Nursing
A blueprint for the future
1998



The Nurses Strike
1999



The Nursing Education Forum
A strategy for a pre-registration nursing education degree programme
2000



National Review of the Scope of Nursing & Midwifery Practice Framework
2000

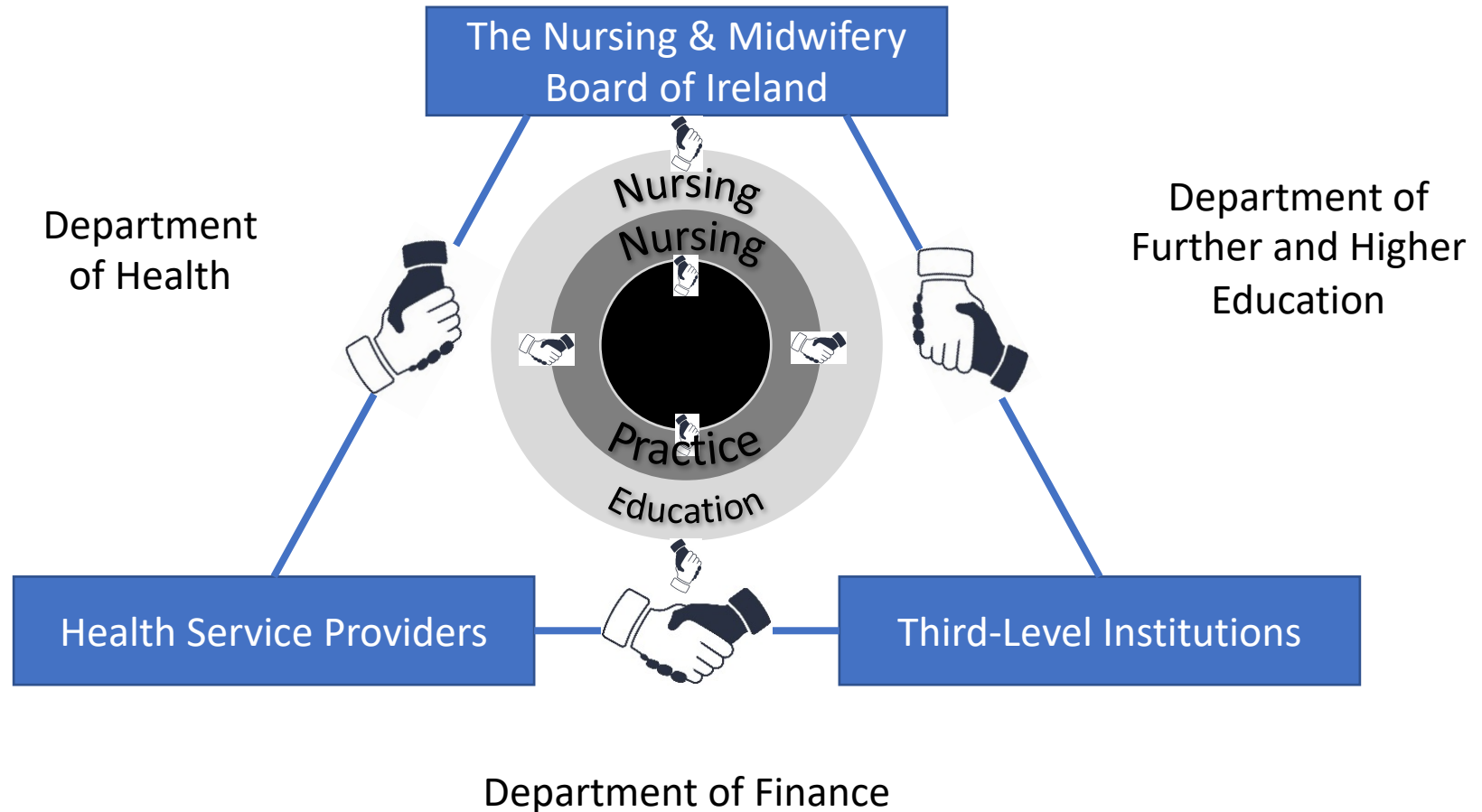
My Daughter's Graduation 2016



Bachelor of Nursing Science
University and Hospital-Based
Knowledge and Skills-Focused

4-Year Studentship

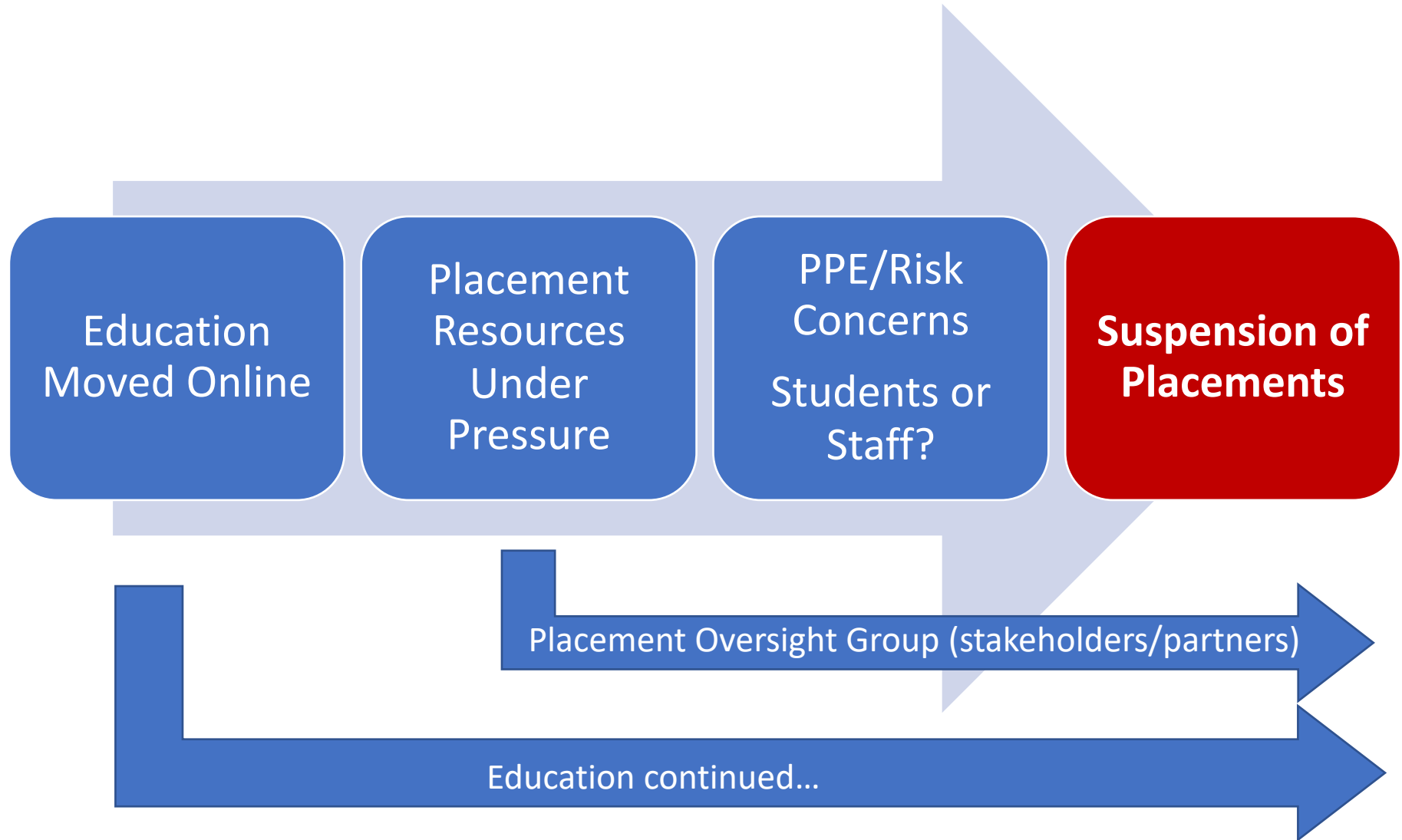
Stakeholder/Partnership Model of Irish Nursing Education



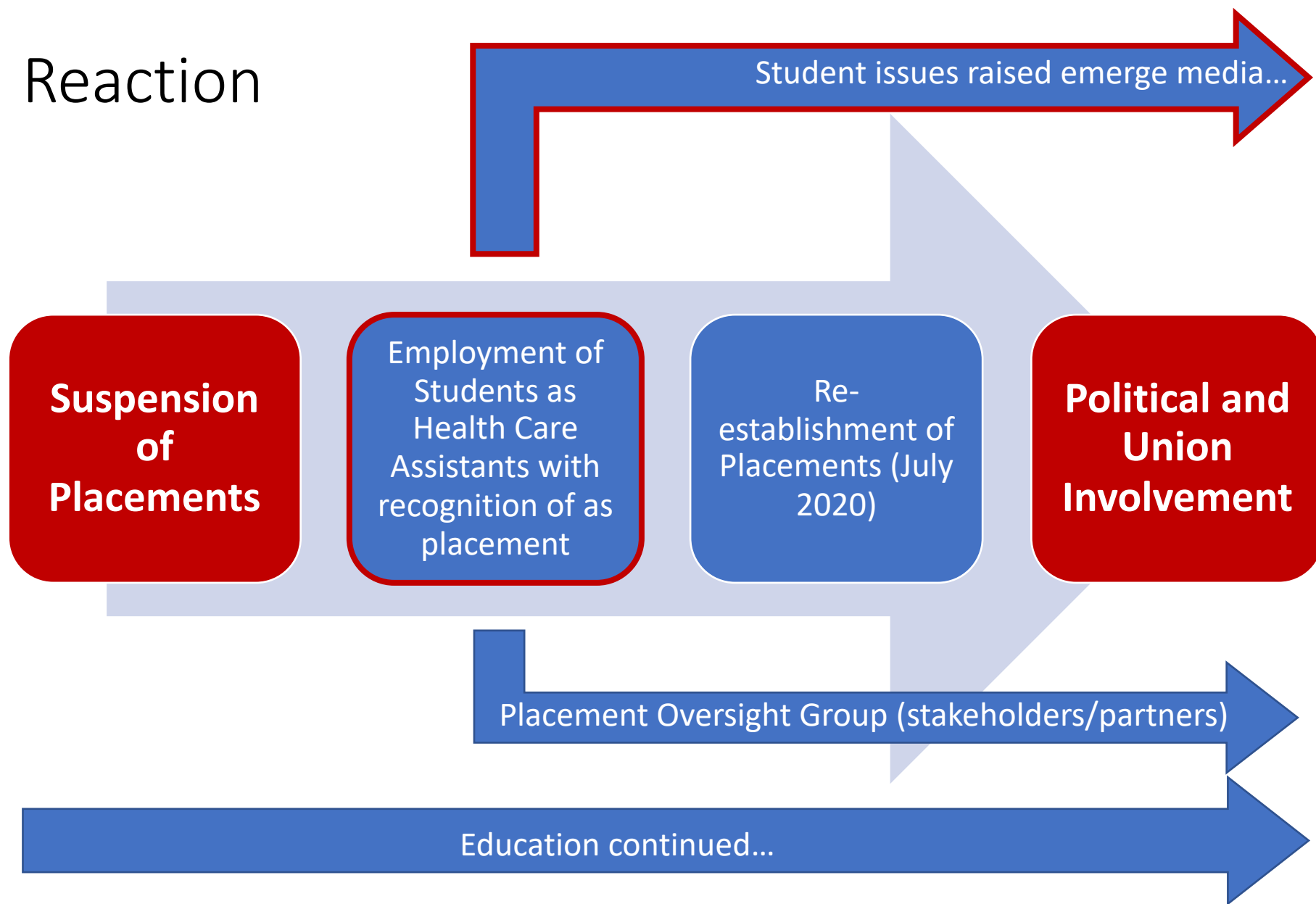
Based on Simons et al 1998

Responses to Challenges Posed by, and Experienced during the Pandemic

Reaction

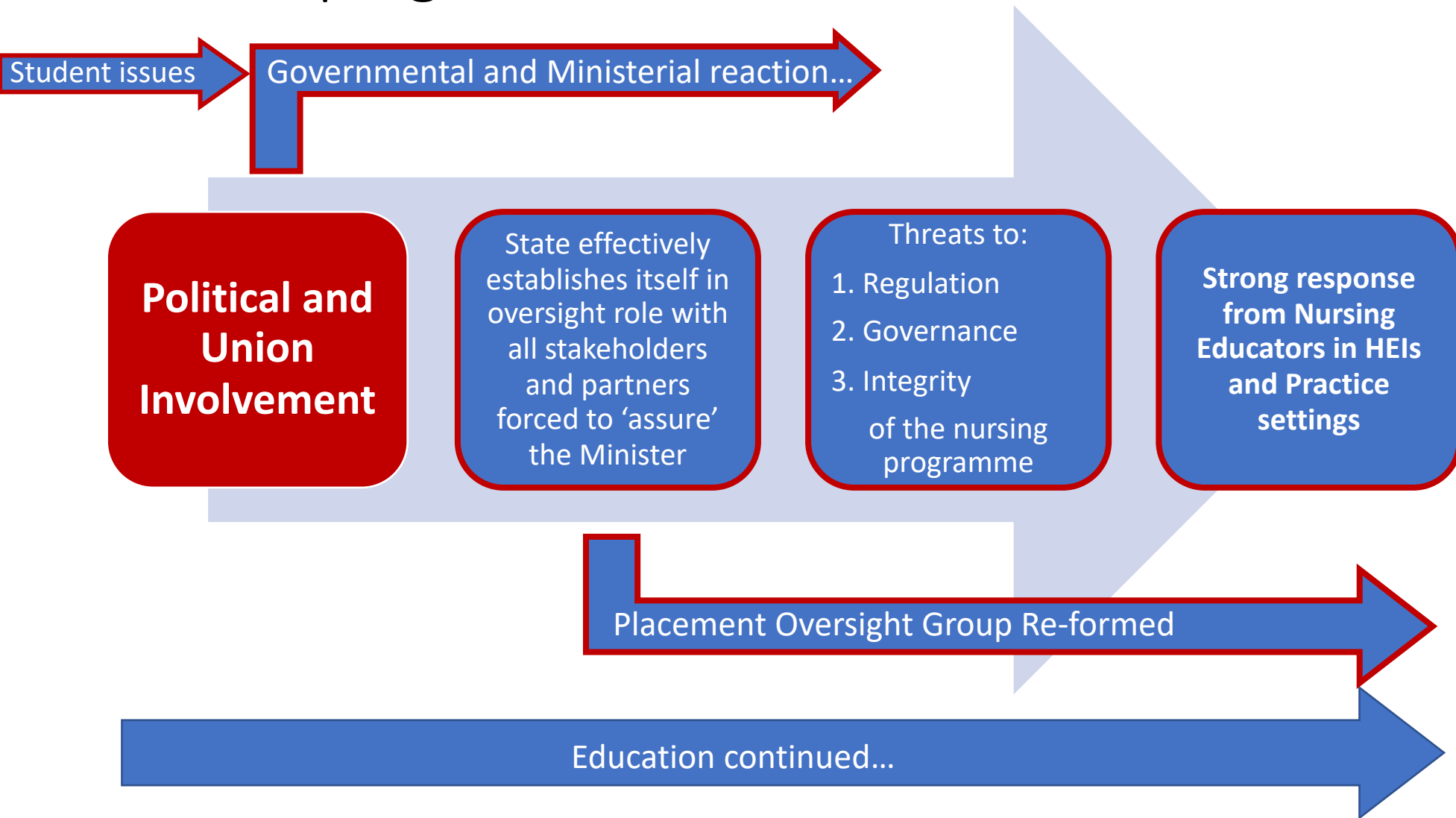


Reaction



Threats to nursing education and lessons learned

Developing Threats



Developing Threats and Lessons Learned

- Nursing's place in the academy ... *we are still young!*
- Nursing as a endeavour grounded in knowledge and practice ... *or just a workforce?*
- Studentship versus apprenticeship?
- The concept of *drafting* student nurses into the workforce.
- Maintaining academic and practice integrity ... *someone must stand up for the programme!*
- The gendered perspective of nursing ... *the handmaid notion*

Developing Threats and Lessons Learned

- Student numbers will rise following Covid ... *need for resources and imaginative ways of meeting placement requirements*
- Ageing academic staff with limited replacements ... *need to plan for sustainability with new models of staffing*



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Thank you

