

Dr S Vasuthevan



Dr Sharon Vasuthevan is the Education Executive, Life Healthcare Group from 2021. She was the Nursing and Quality Executive, Life Healthcare Group from 2010 to 2021.

Dr Vasuthevan has a PhD in Nursing and is a Registered Nurse.

She has held several leadership roles at the SA Nursing Council, Nursing Education Association, Academy of Nurses in South Africa, Hospital Association of South Africa, and International Council for Nurses.

Dr Vasuthevan is a nurse leadership and education specialist and has a focus on quality and health information systems in nursing. She has spearheaded projects involving automation of Nursing tasks and prioritized e-learning in education.

She has presented papers at local, national and international conferences, symposia and conferences and is currently supervising Master's and doctoral candidates as a research associate of Nelson Mandela University.

Nursing Education in Question: Technology & Social Media

2023 SANC Nursing Indaba

18 May 2023

Dr S. Vasuthevan – Life Healthcare Group



South African Nursing Council
Regulating nursing, advocating for the public

Discussion Points

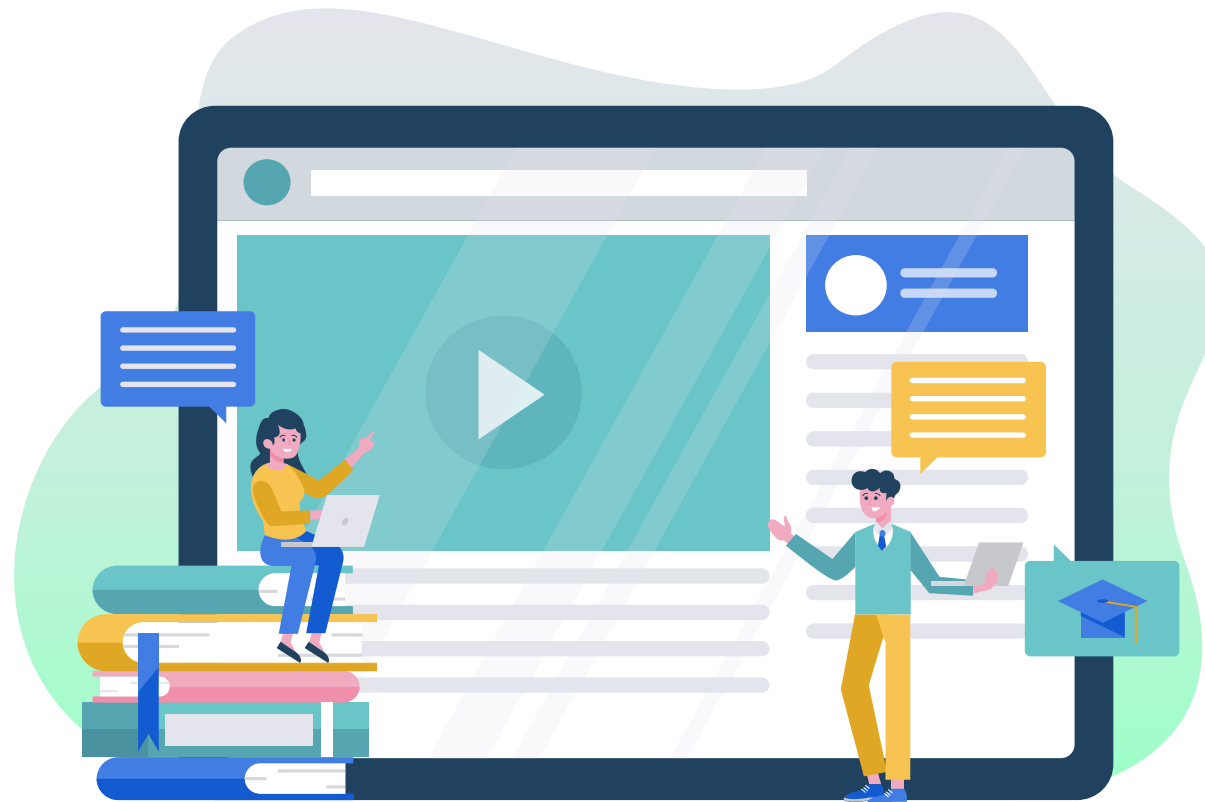
- Introduction
- Practice drives education
- Global Direction on Digital Health
- Disruptive Educational Technology
- Generation Z Students
- Understanding the role of Social Media
- Benefits to Social Media in Education
- Technology and Social Media Challenges
- Digital Literacy of the Nurse Educator
- Areas for Exploration



The rapid pace of technological evolution shows no signs of abatement and has already significantly influenced nursing education curricula.



nurses are expected to enter the workforce knowing how to utilize new technology in everyday settings, so nurse educators are expected to teach the information effectively.



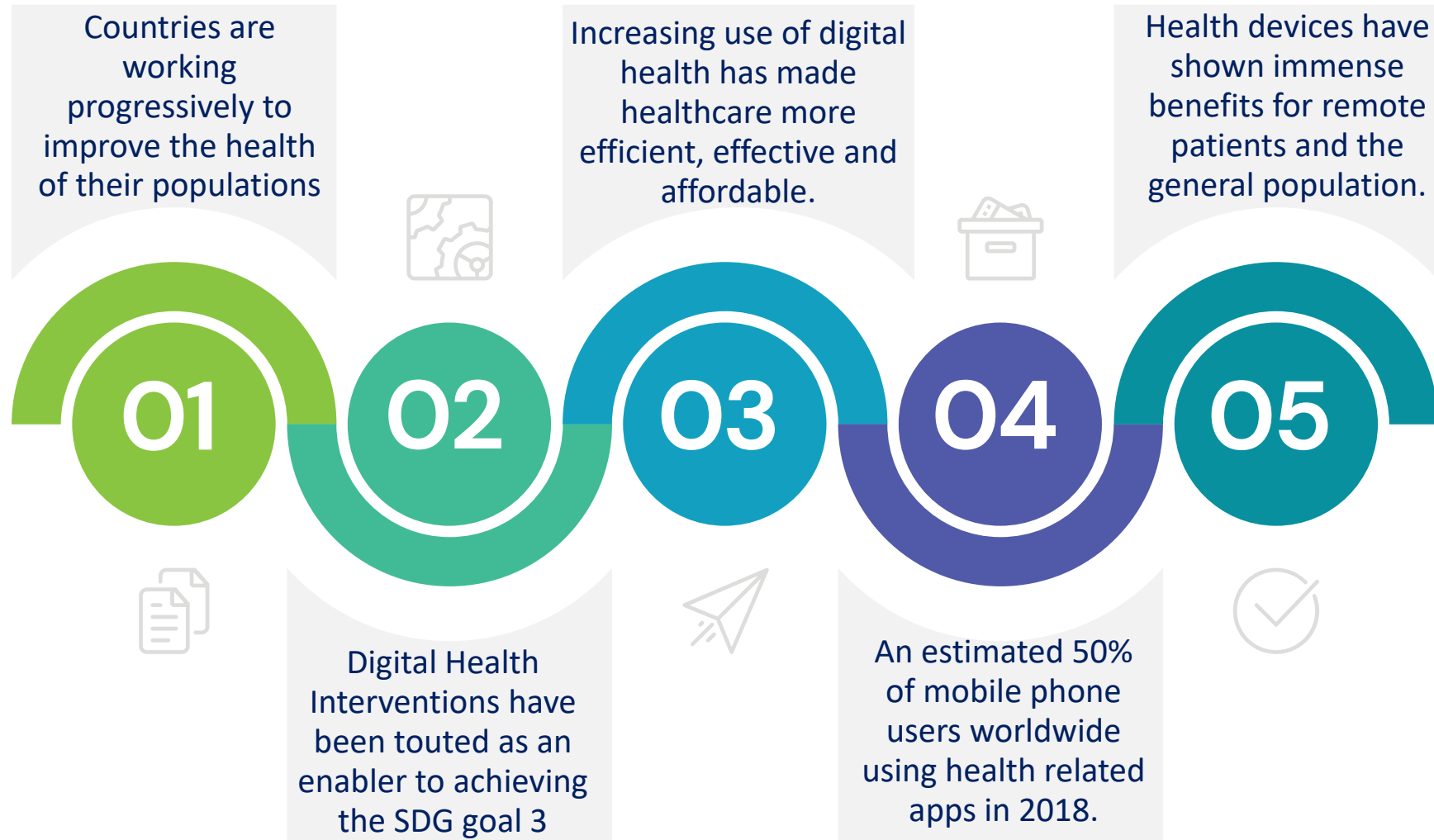
By embracing tech, nurse educators impart a holistic, contemporary curriculum that can prepare students for the current landscape of patient care, while also equipping them to meet future trends.



The latest developments in learning — including virtual learning and adaptive technologies



Concepts like virtual conferencing, smartphones, and apps are so thoroughly woven into a student's lifestyle that applying them in the context of a nursing curriculum is a seamless process for most students.



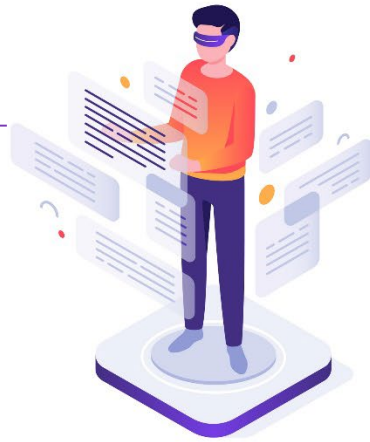
Global Direction on Nursing Education

- The purpose of the [WHO Global Strategy on Digital Health](#) (2020-2025) is to promote healthy lives and well-being. Initiatives regionally to nationally must integrate financial, organisational, human and technical resources.
- [The WHO Global Strategic Directions for Nursing and Midwifery \(2021–2025\)](#) considerations for digital health and advancing AI related to the strategic priorities. Four examples of aligned policy priorities could target:
 - Competency-based education to enable nurses to understand how data is utilised to save time and lives, especially given that many non-nursing tasks in patients care occur;
 - Faculty professional development in the best pedagogical methods and technologies, with demonstrated clinical expertise and supporting resources are important;
 - Informatic nurse leadership skills development is required;
 - Establishing strong linkages for informatics with chief nurses and including nurses at all touch points are required from the bedside, classrooms, and in decision making forums.
- The [Triad Statement](#) (2021) affirmed the importance of adopting innovative approaches to strengthen the capacity of the health workforce team, accelerating telehealth services and *digital education and learning*, and increasing interprofessional collaboration, optimizing scoped of practice and upgrading the competencies of health workers, including nurses and midwives.
- The [ICN Code of Ethics for Nurses](#) (2021) specifically addresses:
 - “1.11 Nurses ensure the use of *technology* and scientific advances are compatible with the *safety, dignity and rights* of people. In the case of *artificial intelligence devices* such as care robots or drones, nurses ensure care remains *person-centred and do not replace human relationships*.”
- Nurses’ digital health practices and digital literacy are important. Continuing professional development across the nursing career trajectory is warranted

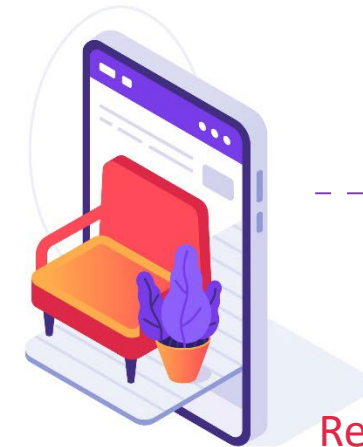


Disruptive Technology in Education

Virtual/Augmented Reality

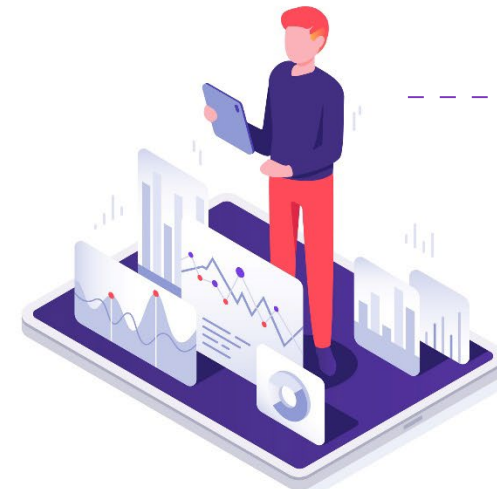


Artificial Intelligence Apps for learning and ChatGPT



Remote Learning

MOOCs from
global leading
universities

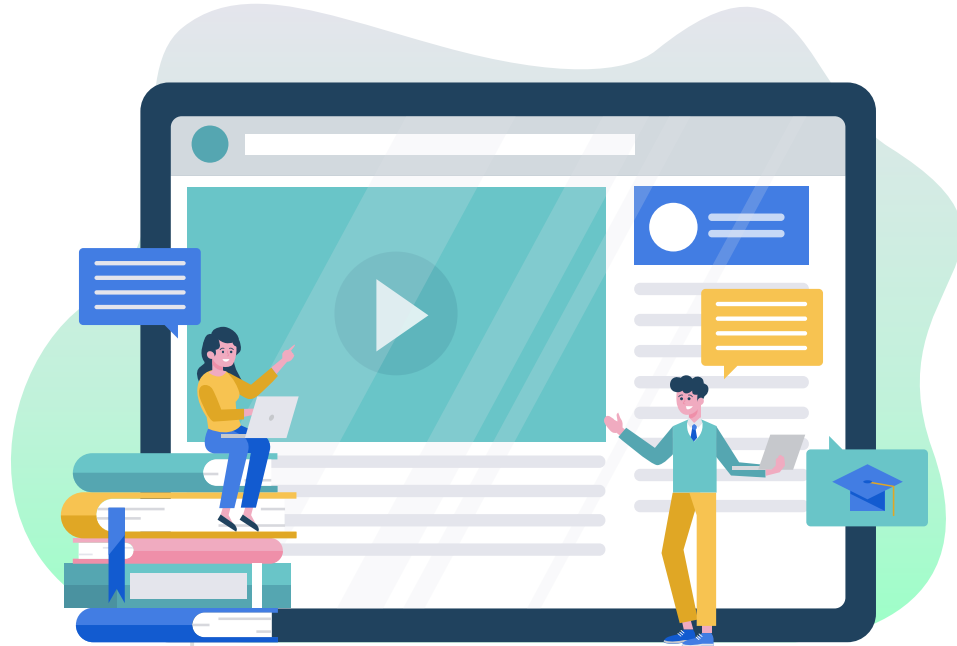


Big Data

Generation Z Students

Power users of education
Digitally native learners

Deep need for flexibility
At the forefront of technological shifts



01

Blended Learning

02

Flipped Classroom

03

Simulation-based education

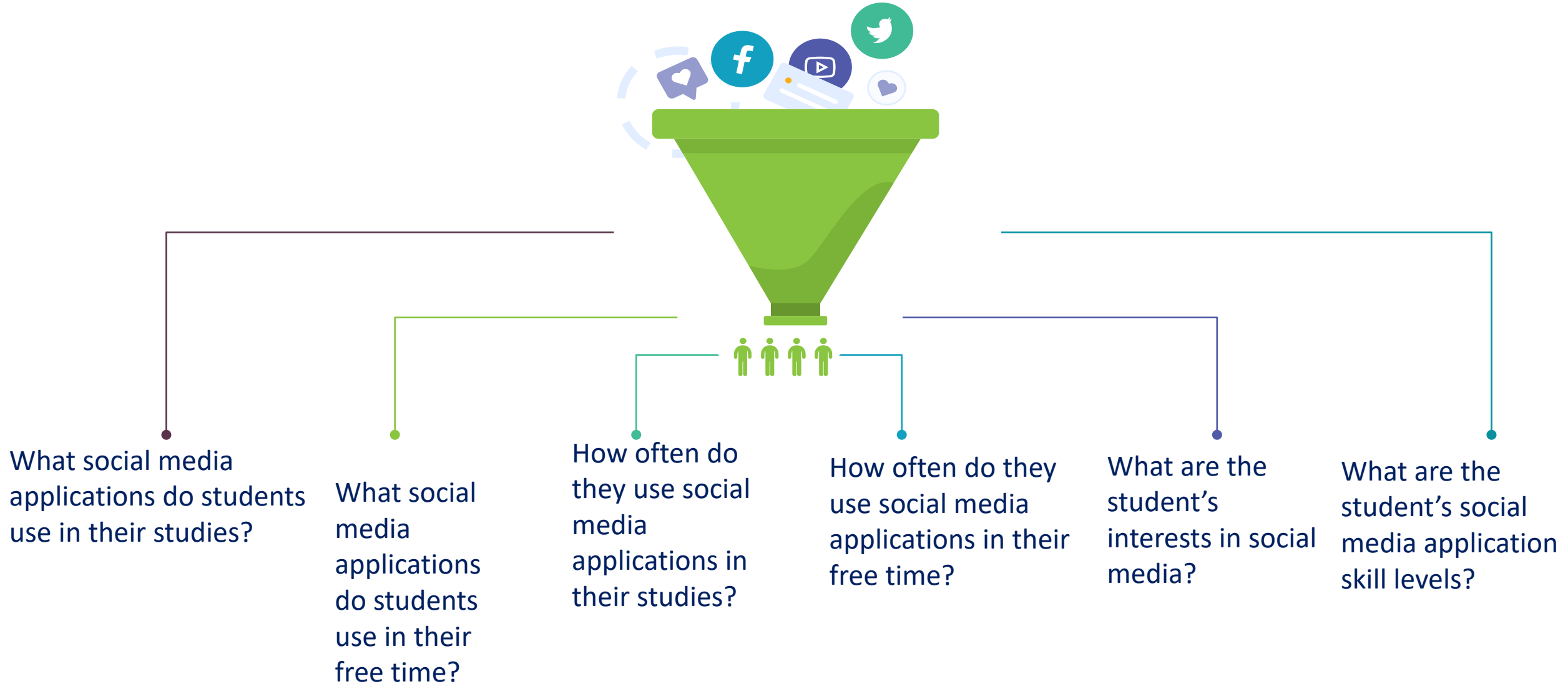
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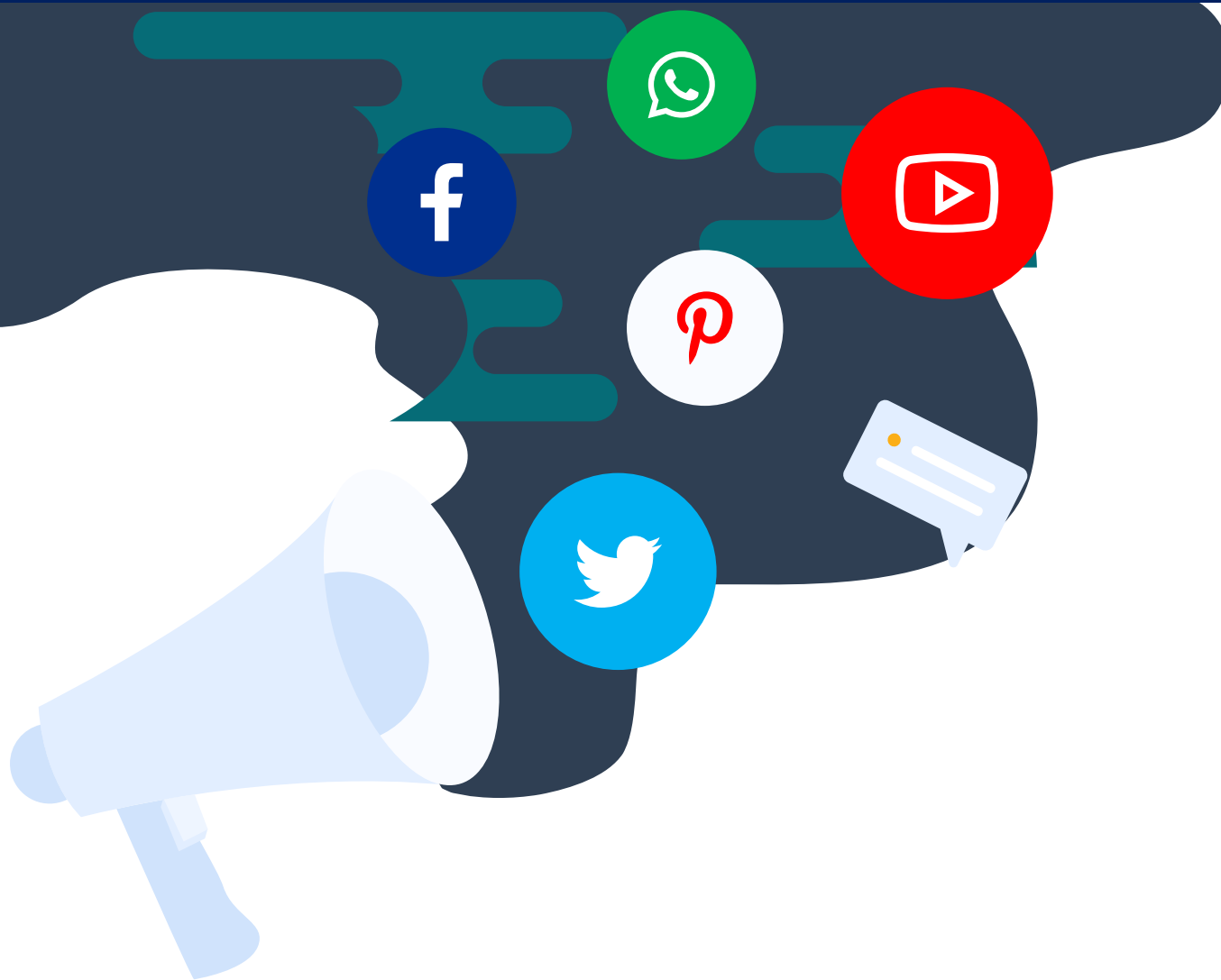
Social Media Learning

Gamification

04

Understanding the role of social media





- Creates possibilities to share information and to develop communication skills
- Can lead to innovative solutions to transform old methods and ways of thinking
- Requires educators to be innovative and to engage in new methods for education
- Is free, easy-to-use, and brings the opportunity to enhance learning, participation, communication, and engagement.
- The development of education should be student-centred.
- Student orientation should be paid special attention to in the development of education.



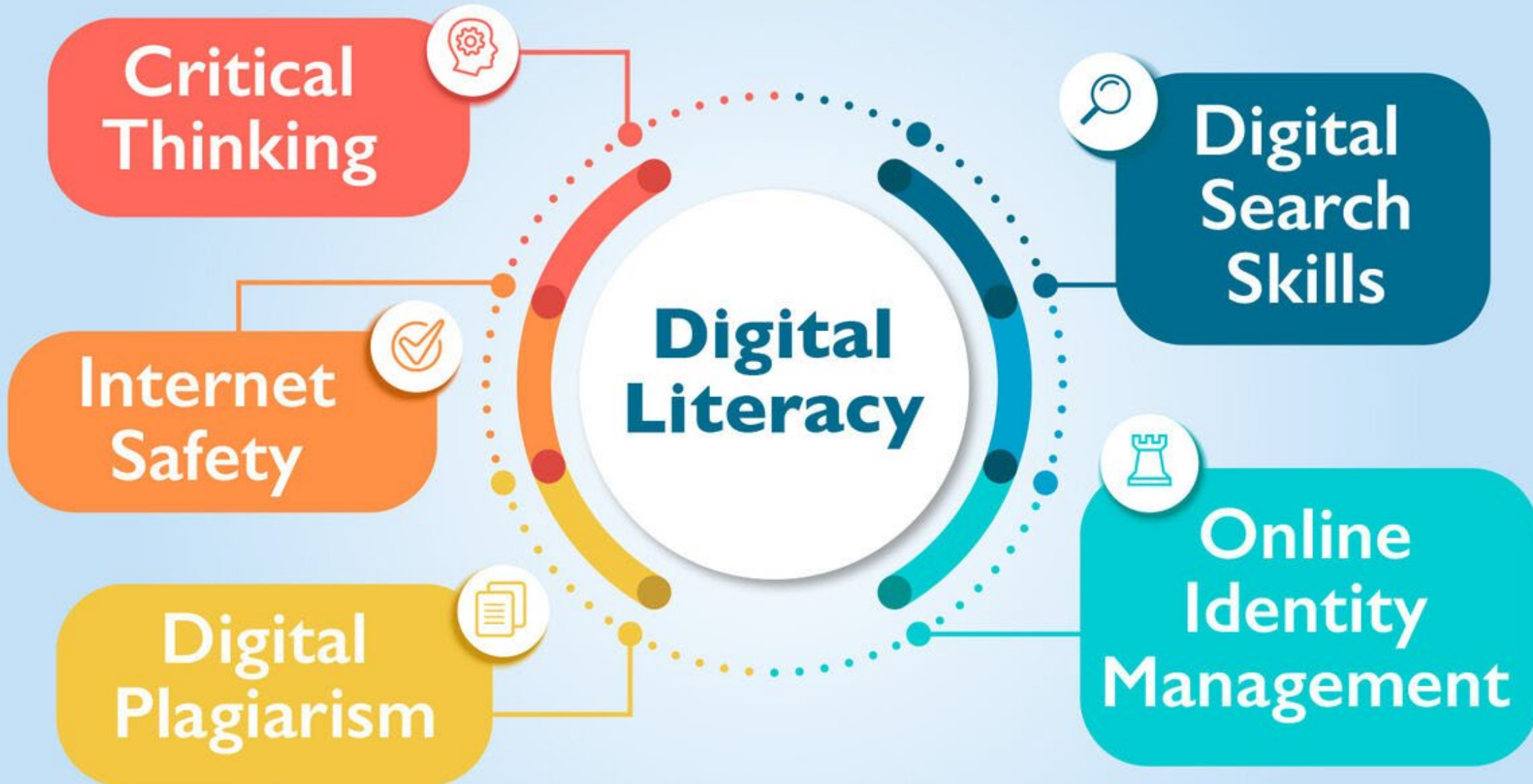
Unstable electricity supply -
Loadshedding

Cost of technology

Absence of standards, polices and
guidelines.

Readiness of students, educators,
institutions and structures

Small
incremental
changes towards
big goals



Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

KEY



Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce

extreme longevity

Increasing global lifespans change the nature of careers and learning

computational world

Massive increase in sensors and processing power make the world a programmable system

superstructured organizations

Social technologies drive new forms of production and value creation

rise of smart machines and systems

Workplace robotics nudge human workers out of rote, repetitive tasks

new media ecology

New communication tools require new media literacies beyond text

globally-connected world

Increased global interconnectivity puts diversity and adaptability at the center of organizational operations



Institutions of higher education are purchasing and/or designing sophisticated **administrative information systems**

Faculties manage large amounts of data.



Few automated systems have been created to help faculty improve teaching and learning.

Through the **management of information** related to individual students, the curriculum, educational programs, and program evaluation can be enhanced.



- Nursing Education Institutions cost and access
- Faculty ratios with the use of technology
- Nurse Educator competencies
- Technology minimum requirements
- Governance of technology and social media
- Nursing Informatics

