

Review

Work-based learning in health care organisations experienced by nursing staff: A systematic review of qualitative studies



Marja Nevalainen^{a,*}, Nina Lunkka^b, Marjo Suhonen^c

^a Research Unit of Nursing Science and Health Management, Faculty of Medicine, PL 5300, 90014, University of Oulu, Oulu University Hospital, Finland

^b Oulu University Hospital, Medical Research Centre Oulu, University of Oulu, Finland

^c Research Unit of Nursing Science and Health Management, Faculty of Medicine, PL 5300, 90014, University of Oulu, Medical Research Centre Oulu, Finland

ARTICLE INFO

Keywords:

Work-based learning
Nursing
Professional development
Health care
Meta-aggregation

ABSTRACT

The aim of this review is to systematically summarise qualitative evidence about work-based learning in health care organisations as experienced by nursing staff. Work-based learning is understood as informal learning that occurs inside the work community in the interaction between employees. Studies for this review were searched for in the CINAHL, PubMed, Scopus and ABI Inform ProQuest databases for the period 2000–2015. Nine original studies met the inclusion criteria. After the critical appraisal by two researchers, all nine studies were selected for the review. The findings of the original studies were aggregated, and four statements were prepared, to be utilised in clinical work and decision-making. The statements concerned the following issues: (1) the culture of the work community; (2) the physical structures, spaces and duties of the work unit; (3) management; and (4) interpersonal relations. Understanding the nurses' experiences of work-based learning and factors behind these experiences provides an opportunity to influence the challenges of learning in the demanding context of health care organisations.

1. Introduction

The fast development of technology and constant increase in knowledge (Bahn, 2007; Nisbet et al., 2013) as well as the worldwide economic situation and the need for productivity in the public sector are causing pressures for continuous change in organisations, also challenging health care organisations to evaluate their practices (Ramage, 2014). Employees have to absorb new knowledge and skills to keep their professional know-how up to date and to be able to adapt to organisational changes (Hetzner et al., 2009; Skår, 2010). The staffs' ability to learn and utilise their knowledge in the continuously changing environments of health care can be seen as safe and high-quality nursing (Skår, 2010; Henderson et al., 2011; Bjørk et al., 2013). Therefore, it is important to understand how to improve nurses' work-based learning in practice.

The concept of work-based learning can be approached from different perspectives (Fenwick, 2008). Nisbet et al. (2013) define work-based learning as informal learning that occurs inside the work community in the interaction between employees. Work-based learning requires participation in work processes, collaborating with colleagues, taking challenging tasks and working with customers. Thus, learning occurs as a by-product of working (Eraut, 2007.). The core of work-

based learning is learning from experience (Williams, 2010). In order to learn and to develop, employees need space and time for mutual interaction and exchange of experiences (Moore, 2007).

Work-based learning can also include formal learning (Choi and Jacobs, 2011). For example, universities and other educational institutes can offer curriculums to organisations that the employees can carry out alongside their work without qualifications. This kind of learning can also be defined as a form of work-based learning, in which case the employee has responsibility to set the learning objectives, look for learning situations, search knowledge, and evaluate and reflect on their own learning (Stanley and Simmons, 2011.). The aim of this kind of work-based learning curriculum is to encourage employees to study independently and to take responsibility for their own learning and the continuous development of their professional skills and know-how (Chapman, 2006). In this review, work-based learning is defined as informal learning that occurs inside the work community in the interaction between employees by participating in work community's practical operation (Nisbet et al., 2013).

According to earlier studies, formal learning methods have only a marginal effect on learning compared to work-based learning (Eraut, 2007). Because of this, it is important to identify different forms of informal learning in workplaces and to strive to support and to

* Corresponding author. Research Unit of Nursing Science and Health Management, Faculty of Medicine, PL 5300, 90014, University of Oulu, Finland.
E-mail address: marjaneva@gmail.com (M. Nevalainen).

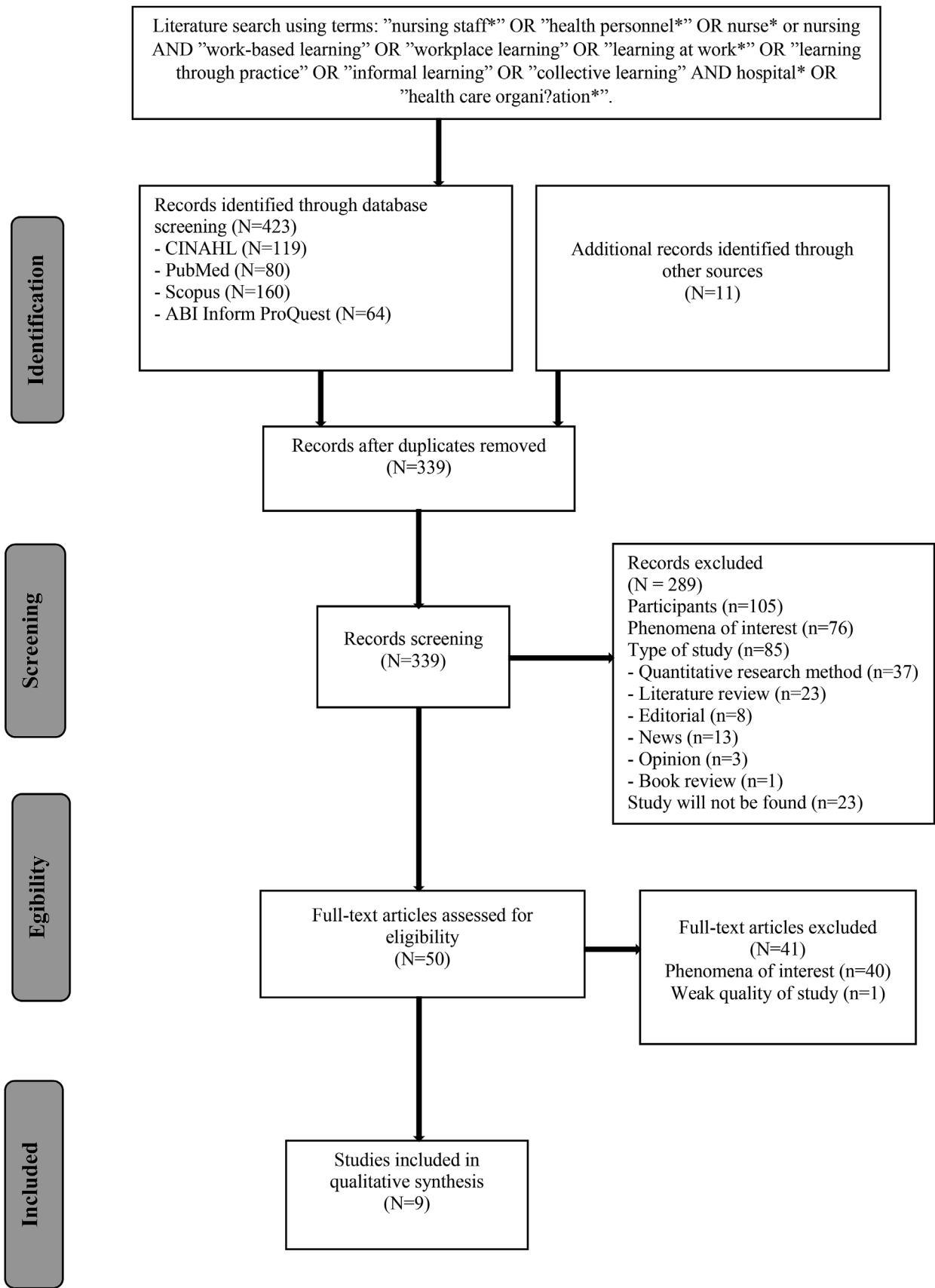


Fig. 1. PRISMA flowchart detailing identification and selection of studies for inclusion in the review.

Download English Version:

<https://daneshyari.com/en/article/6846308>

Download Persian Version:

<https://daneshyari.com/article/6846308>

[Daneshyari.com](https://daneshyari.com)