

Strategies for policy competence education for nurses

Background and purpose

- This is a summary of Lee & Choi (2022).
- Nurses are key in health policy formulation because of their in-depth knowledge of the healthcare environment, their proportion of the health workforce, their close contact with patients, and role and ethical values.
- However, nurses' involvement in health policy is low. Underlying factors may be lack of interest or knowledge. The literature cites lacking education, awareness, and time.
- This systematic review aimed to evaluate effectiveness of educational programmes to improve nurses' policy engagement.

Methods

Inclusion criteria

- Studies published in English without time limitation.
- Study design: experimental, both quantitative and qualitative, and original peer-reviewed studies.
- Studies including educational interventions, effects and health policy experiences of nurses and nursing students.

Search strategy

- Searched in PubMed, EMBASE, Cochrane, CINAHL, Web of Science and Scopus.
- Mixed Methods Appraisal Tool used to appraise methodological quality of studies

Results and areas for future research

- 7 studies published 2007-2019 included. All conducted in North America (US and Canada). All studies implemented a pre-post intervention design.
- Types of education classified by OECD's stages of participation in policy-making:
 - Access to information: presentations to increase information to students, off-campus visits, health policy meetings, and use of social media.
 - Consultation: invited to understand and express opinions around health policies. Interviews with policymakers also used.
 - Active engagement: contributed to the policy process by reviewing information or providing advice using knowledge and experience.
- Educational interventions are effective in increasing the competency and interest of nurses and nursing students in policy participation.
- Developing a contemporary tool for evaluating the capacity of nurses for policy participation would be helpful to improve the curriculum.

Take home messages

- Faculty members with expertise in policy, and who can connect concepts of health policy education to relevant practice areas and partnerships, are vital.
- Building nurses' health policy-related knowledge and capabilities will be of benefit for the nursing profession, the health care system, and the wider society.

Citation: Lee W, Choi S. Educational strategies to encourage participation in health policy for nurses: A systematic review. Nurse Educ Today. 2022 Apr;111:105310. doi: 10.1016/j.nedt.2022.105310.

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