MOBILE TECHNOLOGY AND ITS POTENTIAL TO EDUCATE THE EUROPEAN NURSING WORKFORCE – A REVIEW OF ITS IMPLEMENTATION IN CLINICAL SETTINGS

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THE CHALLENGE
◆ Education and training in clinical settings presents a variety of challenges for nurses who need to learn and apply new knowledge as well as refresh their clinical skills.
◆ Information and communication technology (ICT), in particular mobile devices and applications, are one of the avenues being explored to support nurses in primary and secondary care and improve nursing education and clinical practice through mobile learning (mLearning) (O’Connor & Andrews, 2012).

AIMS
◆ To review, synthesise and critically analyse peer-reviewed literature on the use of mobile technology in clinical nursing education.

METHODS
Five bibliographical databases searched (MEDLINE, PubMed, CINAHL, Cochrane, ERIC)

Combination of ‘mobile’, ‘nurse’ and ‘education’ search terms applied

Peer-reviewed English language papers between 2000-2013 retrieved (n= 216)

192 excluded using inclusion criteria

24 papers thematically analysed

BARRIERS TO IMPLEMENTATION

Applications
Freezing, slow to load, crashing, lack of tailored resources for nurses.

Device
Limited battery life, small screen size, cost, possibility of device being damaged/stolen

Infrastructure
Lack of Wi-Fi access & availability, poor technical support, lack of digital literacy training

FACILITATORS TO IMPLEMENTATION

Applications
Usability of interface and ease of functionality

Device
Portability and flexibility of mobile learning (i.e. anywhere, anytime)

Attitudes
Positive attitudes of nursing staff & patients, prior knowledge & use of mobile devices

LESSONS LEARNED
◆ Mobile technology has spawned a cultural shift, creating continuous and pervasive access to data. It is clear these unique features can support both learners and teachers in numerous educational settings (UNESCO, 2012).
◆ However, many sociotechnical issues that affect the implementation of mobile technology in clinical nursing education still need to be addressed (O’Connor & Andrews, 21015; Walton et al, 2005).
◆ Nurse educators across Europe must work with local and national health services to minimise barriers and improve mobile learning for nurses in clinical settings.

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REFERENCES

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