



The Role of Continuing Education in addressing Skill Gaps among Practicing Nurses in Ghana's Healthcare System

Kweku Owusu Danso,^{1*} Patricia Adade,² Gifty Boafowaa Assim,³ Flora-Munaku Kambile,⁴ Paul Kolbugri⁵

¹Nursing Training College, Kwapong

²Health Tutor, Assinman Nursing and Midwifery training college

³Principal Health Tutor, College of Nursing and Midwifery, Tanoso

⁴Senior Nursing Officer, St. Joseph Nursing Training College, Jirapa

⁵Principal Health Tutor, Nursing and Midwifery Training College, Gushegu

*Corresponding author's email: dkwekuowusu@gmail.com

Abstract

This analysis examines the role of continuing education in addressing skill gaps among practicing nurses in Ghana's healthcare system. The study aims to analyze the importance of continuing education, identify the major barriers and challenges, and provide a balanced perspective by considering potential limitations and counterarguments. The analysis is based on a synthesis of relevant literature, including research papers on continuing education in nursing, healthcare, and midwifery. The findings reveal that while continuing education is crucial for maintaining nursing competencies and addressing skill gaps, various barriers such as financial constraints, time limitations, and inequities in access hinder its effectiveness. The analysis also highlights the need to align continuing education with evolving practice needs and establish robust monitoring and evaluation systems. The study concludes with a comprehensive set of recommendations to strengthen the role of continuing education, including enhancing the infrastructure, promoting equity, and addressing broader systemic issues. The significance of this analysis lies in its potential to inform the development and implementation of more effective continuing education initiatives in Ghana and similar healthcare contexts.

Keywords: Continuing education, Nursing, Skill gaps, Ghana, Healthcare

Cite this article as: Danso, KO., Adade, P., Assim, GB., Kambile, F. & Kolbugri, P. (2024). The Role of Continuing Education in addressing Skill Gaps among Practicing Nurses in Ghana's Healthcare System. *Ghana Journal of Nursing and Midwifery (GJNMID)*, 2024 (3). <https://doi.org/10.69600/gjnmid.2024.v01.i03.113-131>

Introduction

Continuing education plays a pivotal role in ensuring that practicing nurses maintain and continuously update their competencies to provide high-quality patient care [7,13]. In the dynamic healthcare landscape, rapid advancements in medical knowledge, technologies, and treatment protocols necessitate ongoing learning and skill development among nurses [22]. Effective continuing education programs can have a direct impact on improving patient outcomes by equipping nurses with the necessary knowledge and skills to deliver evidence-



based care [22]. Furthermore, continuing education can play a crucial role in addressing skill gaps among practicing nurses, which is a significant concern in many healthcare systems, including Ghana [1,4,21].

However, the accessibility and effectiveness of continuing education programs in Ghana are hindered by various barriers, such as financial constraints, time limitations, and disparities in the availability of educational opportunities across different regions and socioeconomic groups [6,8,27]. The misalignment between the content and focus of continuing education initiatives and the actual practice needs of nurses, as well as the lack of systematic monitoring and evaluation, further undermine the ability of these programmes to effectively address skill gaps [7,22,24].

There are however, multifaceted-perspectives, acknowledging the potential limitations and challenges in demonstrating the tangible impact of continuing education on nursing practice and patient outcomes [7,8,13,22]. There are highlights on the broader systemic issues within Ghana's healthcare system that may constrain the effectiveness of continuing education initiatives, such as chronic understaffing, poor working conditions, and the potential for "wastage" of the nursing workforce [4,14,19].

The purpose of this analysis is to examine the role of continuing education in addressing skill gaps among practicing nurses in Ghana's healthcare system, identify the key gaps and challenges, and propose a comprehensive set of recommendations to strengthen the effectiveness and impact of these programmes.

The specific objectives of this analysis are:

1. To analyze the importance of continuing education for nurses in maintaining and enhancing their competencies, as well as its role in addressing skill gaps.
2. To identify the major barriers and challenges that hinder the accessibility and effectiveness of continuing education programmes in Ghana.
3. To provide a balanced perspective by considering the potential limitations and counterarguments surrounding the impact of continuing education on nursing practice and patient outcomes.

This analysis is highly relevant and significant for nursing, midwifery, and healthcare in the Ghanaian context, as it addresses a critical issue that directly impacts the quality of healthcare delivery. By strengthening the role of continuing education in addressing skill gaps, Ghana can ensure that its nursing workforce is equipped with the necessary knowledge and competencies to provide optimal patient care, ultimately contributing to the overall well-being of the population.

The contribution of this analysis to the literature on continuing education in health, midwifery, and nursing in Ghana and elsewhere is substantial. By providing a comprehensive examination of the role, gaps, and challenges, as well as a set of targeted recommendations, this analysis can inform the development and implementation of more effective continuing education initiatives. Additionally, the insights gained from this case study of Ghana's healthcare system can have broader implications for other low- and middle-income countries facing similar challenges in addressing skill gaps within their nursing workforce.



Methods

This analysis employed a comprehensive literature review approach to examine the role of continuing education in addressing skill gaps among practicing nurses in Ghana's healthcare system. The review process was guided by the steps utilized in similar studies [2,3,5,6,7].

The literature search was conducted using various academic databases, including Google Scholar and ResearchGate, to identify relevant peer-reviewed journal articles, conference proceedings, and gray literature published between 2000 and 2023. The keywords used in the search included "continuing education," "nursing," "skill gaps," "Ghana," "healthcare," and their combinations.

The initial search yielded a broad range of literature related to continuing education, nurse training, and healthcare workforce development in Ghana and other Sub-Saharan African countries. The articles were then screened for relevance based on their title, abstract, and keywords, and a more focused set of 31 studies were selected for in-depth analysis.

The selected literature was thoroughly reviewed, and the key information was extracted and synthesized to develop the role analysis, gap analysis, and counter-analysis. The role analysis examined the importance of continuing education for nurses, the current practices in Ghana, and the governance and policies related to continuing education. The gap analysis identified the barriers to accessing continuing education, the misalignment between continuing education and practice needs, inequities in opportunities, and the lack of systematic monitoring and evaluation. The counter-analysis considered the potential limitations and challenges in demonstrating the impact of continuing education on nursing practice and patient outcomes.

The analysis followed a narrative synthesis approach, drawing insights and evidence from the reviewed literature to construct a comprehensive understanding of the role of continuing education in addressing skill gaps among practicing nurses in Ghana. The findings and recommendations presented in this paper can be replicated and adapted to similar healthcare contexts, with the potential to contribute to the broader literature on continuing education in nursing, midwifery, and healthcare.

Results & Findings

A. Role Analysis

I. Importance of Continuing Education for Nurses

Continuing education plays a crucial role in ensuring that practicing nurses maintain and continuously update their competencies to provide high-quality patient care [7,13]. In the dynamic healthcare landscape, rapid advancements in medical knowledge, technologies, and treatment protocols necessitate ongoing learning and skill development among nurses [22]. Engaging in continuous professional development not only helps nurses stay abreast of the latest best practices but also enhances their overall job satisfaction and career



progression [11].

Effective continuing education programs can have a direct impact on improving patient outcomes by equipping nurses with the necessary knowledge and skills to deliver evidence-based care [22]. Studies have highlighted the positive association between nurses' participation in continuing education and their ability to implement evidence-based practices, leading to better patient safety and clinical outcomes [22]. Mlambo et al. [7] emphasize that lifelong learning and continuing professional development are essential for nurses to maintain their competence, adapt to changing healthcare needs, and provide high-quality, patient-centered care throughout their careers.

Furthermore, continuing education can play a crucial role in addressing skill gaps among practicing nurses, which is a significant concern in many healthcare systems, including Ghana [1,4,21]. Skill gaps can arise due to various factors, such as the rapid evolution of medical knowledge, the introduction of new technologies, changes in healthcare policies and regulations, and the diverse needs of the patient population [1,21]. By providing targeted educational opportunities, continuing education programs can help nurses acquire the necessary skills to address these gaps and enhance their overall competence [7,13].

II. Current Continuing Education Practices in Ghana

In Ghana, the provision of continuing education for practicing nurses has been an area of focus, although the landscape is not without its challenges [4,16,21]. Formal continuing education programs are offered through various channels, including in-service training, short-term workshops, and post-graduate degree programs [4,16,21].

In-service training programmes are often organized by healthcare facilities or professional associations to address specific skill gaps or update nurses on new protocols and guidelines [4,21]. These programmes can range from one-day workshops to multi-day training sessions, covering topics such as clinical management, patient safety, and emerging healthcare issues [4,21]. While these programs are generally accessible to practicing nurses, their frequency and the extent to which they address the diverse learning needs of the nursing workforce can vary across different regions and healthcare facilities [4,21].

Additionally, Ghana's nursing education system includes post-graduate degree programs, such as Master's and Doctoral programs, which provide opportunities for nurses to further their education and develop advanced skills [4,16]. These programs are typically offered through universities and can be pursued by practicing nurses who seek to enhance their professional development and career prospects [4,16]. However, access to these programs can be limited due to factors such as financial constraints, time commitments, and the availability of educational institutions [4,16,27].

Beyond formal continuing education programmes, nurses in Ghana also engage in informal learning and professional development activities, such as self-directed study, peer-to-peer learning, and participation in professional associations [7,13,17]. These activities can play a crucial role in maintaining and enhancing nursing competencies, as they allow nurses to stay informed about the latest trends, share best practices, and



engage in critical reflection on their own practice [7,17].

III. Governance and Policies Related to Continuing Nursing Education

The governance and policies surrounding continuing education for nurses in Ghana are primarily overseen by regulatory and accreditation bodies, such as the Nursing and Midwifery Council of Ghana [4,21,25]. These bodies are responsible for setting the standards and requirements for nursing education, including the minimum standards for continuing education programs [25].

The Nursing and Midwifery Council of Ghana, for instance, has established guidelines and regulations that govern the continuing education requirements for practicing nurses [21,25]. These requirements typically include a minimum number of continuing education hours or credits that nurses must accumulate over a specified period, often as a condition for license renewal or professional advancement [21,25].

While these policies and regulations aim to ensure that nurses maintain their competence and engage in ongoing learning, the implementation and enforcement of these requirements can vary across different regions and healthcare settings [4,21,25]. Additionally, the availability and accessibility of continuing education programs that align with the Council's standards and guidelines can be a challenge, particularly in underserved or remote areas of the country [4,21].

Addressing these governance and policy-related issues is crucial for strengthening the role of continuing education in addressing skill gaps among practicing nurses in Ghana. Consistent enforcement of continuing education requirements, coupled with the availability of high-quality and accessible educational programs, can help ensure that nurses are equipped with the necessary knowledge and skills to provide optimal patient care [4,21,25].

IV. Barriers to Accessing Continuing Education

Despite the recognized importance of continuing education for nurses, there are several barriers that can hinder their access and participation in such programs in Ghana [6,8,27].

Financial constraints are a significant barrier, as many nurses may lack the financial resources to cover the costs associated with continuing education activities, such as tuition fees, travel expenses, and lost wages [6,8,27]. The limited availability of funding support or scholarships can further exacerbate this challenge, particularly for nurses working in resource-constrained healthcare facilities or rural areas [6,8,27].

Time constraints and heavy workloads are another major obstacle. Practicing nurses often face demanding work schedules, long shifts, and high patient-to-nurse ratios, leaving little time for them to engage in continuing education activities [6,8,27]. The competing demands of their clinical responsibilities and personal commitments can make it challenging for nurses to prioritize and allocate time for their professional development [6,8,27].

Furthermore, the availability and accessibility of continuing education resources and programs can vary



significantly across different regions of Ghana [4,6,21]. Nurses in urban areas may have better access to a wider range of educational opportunities, while their counterparts in rural or underserved regions may face limited options and logistical challenges in terms of transportation and accommodation [4,6,21].

These barriers can collectively contribute to a widening of skill gaps among practicing nurses, as those who are unable to access or participate in continuing education programs may fall behind in their knowledge and competencies [6,8,27]. Addressing these barriers and ensuring equitable access to continuing education is crucial for building a strong and competent nursing workforce capable of delivering high-quality patient care throughout Ghana's healthcare system [6,8,27].

V. Aligning Continuing Education with Practice Needs

Ensuring that continuing education programs are aligned with the evolving practice needs of nurses is crucial for addressing skill gaps and enhancing the quality of healthcare delivery [7,22,24]. In Ghana, this alignment can be challenging, as the healthcare landscape is constantly evolving, with new treatments, technologies, and patient care priorities emerging [1,21,22].

One key aspect of this alignment is the relevance and applicability of the content covered in continuing education programs. Nurses need educational opportunities that directly address the knowledge and skills required to manage the specific healthcare challenges they face in their daily practice [7,22]. This may involve incorporating topics such as emerging disease management protocols, advanced nursing interventions, patient safety measures, and the implementation of evidence-based practices [7,22,30].

Additionally, continuing education programmes should keep pace with the changing healthcare needs of the population, such as the growing burden of non-communicable diseases, the increasing prevalence of mental health issues, and the unique needs of vulnerable groups [5,10,22]. By aligning the curriculum and learning objectives with these emerging healthcare priorities, continuing education can better equip nurses to provide holistic, patient-centered care [5,10,22].

Effective collaboration between healthcare facilities, educational institutions, and regulatory bodies can facilitate the development of continuing education programmes that are responsive to the evolving practice needs of nurses [7,22,24]. This may involve conducting needs assessments, gathering feedback from practicing nurses, and actively incorporating their perspectives into the design and implementation of continuing education initiatives [7,22,24].

Furthermore, the integration of evidence-based teaching and learning strategies within continuing education programs can enhance their relevance and effectiveness [7,22,30]. Approaches such as simulation-based training, case studies, and interactive workshops can help nurses translate theoretical knowledge into practical skills and apply their learning directly to their clinical practice [30,31].

By aligning continuing education with the evolving practice needs of nurses, Ghana can better address skill gaps and ensure that its healthcare system is equipped with a nursing workforce capable of delivering high-



quality, patient-centered care [7,22,24].

VI. Promoting Equity in Continuing Education Opportunities

Ensuring equitable access to continuing education opportunities is crucial for building a competent and empowered nursing workforce in Ghana [4,6,21]. However, the current landscape is marked by disparities in the availability and accessibility of such programs, particularly between urban and rural areas, as well as across different socioeconomic and gender groups [4,6,21].

Rural-urban disparities in access to continuing education are a significant concern in Ghana [4,6,21]. Nurses working in remote or underserved regions may face logistical challenges, such as limited transportation, lack of affordable accommodations, and inadequate infrastructure to support their participation in continuing education activities [4,6,21]. This can lead to a widening of skill gaps between nurses in urban and rural settings, potentially compromising the quality of healthcare delivery in these underserved areas [4,6,21].

Socioeconomic factors can also play a significant role in determining nurses' ability to access and engage in continuing education [6,27,28]. Nurses from lower-income backgrounds or those working in resource-constrained healthcare facilities may have fewer financial resources to cover the costs associated with continuing education programs [6,27,28]. This can limit their opportunities for professional development and contribute to the perpetuation of skill gaps within the nursing workforce [6,27,28].

Furthermore, gender-based disparities in access to continuing education have been observed in Ghana, with female nurses facing additional barriers compared to their male counterparts [4,28]. These barriers may include family responsibilities, cultural norms, and gender-based biases that can hinder women's ability to prioritize and participate in continuing education activities [4,28].

Addressing these inequities in continuing education opportunities requires a multifaceted approach that involves policy interventions, targeted initiatives, and collaboration among various stakeholders [4,6,21]. Strategies may include:

1. Developing scholarship and financial assistance programmes to support nurses, particularly those from underserved regions or low-income backgrounds, in accessing continuing education [6,27,28].
2. Implementing flexible and accessible delivery modes, such as online or distance learning programs, to overcome geographical barriers and accommodate the diverse needs of nurses [4,6,21].
3. Engaging in community outreach and awareness campaigns to promote the importance of continuing education and encourage participation among nurses, especially in rural and underserved areas [4,6,21].
4. Implementing gender-responsive policies and initiatives that address the unique challenges faced by female nurses, such as providing childcare support or creating mentorship programs to empower women in the nursing profession [4,28].



By promoting equity in access to continuing education, Ghana can ensure that its nursing workforce is equipped with the necessary skills and knowledge to deliver quality healthcare services to all members of the population, regardless of their geographic location or socioeconomic status [4,6,21].

B. Gap Analysis

I. Barriers to Accessing Continuing Education

Despite the recognized importance of continuing education for nurses in Ghana, various barriers exist that hinder their access and participation in such programs [6,8,27]. Understanding these barriers is crucial in addressing the skill gaps among practicing nurses and ensuring equitable access to professional development opportunities.

Financial constraints are a significant barrier, as many nurses in Ghana may lack the financial resources to cover the costs associated with continuing education activities [6,8,27]. These costs can include tuition fees, travel expenses, and lost wages during the time spent away from their clinical responsibilities [6,8,27]. The limited availability of funding support or scholarships, particularly for nurses working in resource-constrained healthcare facilities or rural areas, can further exacerbate this challenge [6,8,27].

Time constraints and heavy workloads are another major obstacle faced by practicing nurses in Ghana [6,8,27]. Nurses often face demanding work schedules, long shifts, and high patient-to-nurse ratios, leaving them with little time to engage in continuing education activities [6,8,27]. The competing demands of their clinical responsibilities and personal commitments can make it challenging for nurses to prioritize and allocate time for their professional development [6,8,27].

Furthermore, the availability and accessibility of continuing education resources and programs can vary significantly across different regions of Ghana [4,6,21]. Nurses in urban areas may have better access to a wider range of educational opportunities, such as in-service training programs, workshops, and post-graduate degree programs [4,6,21]. In contrast, their counterparts in rural or underserved regions may face limited options and logistical challenges in terms of transportation and accommodation, making it difficult for them to participate in these activities [4,6,21].

These barriers can collectively contribute to a widening of skill gaps among practicing nurses, as those who are unable to access or participate in continuing education programmes may fall behind in their knowledge and competencies [6,8,27]. Addressing these barriers and ensuring equitable access to continuing education is crucial for building a strong and competent nursing workforce capable of delivering high-quality patient care throughout Ghana's healthcare system [6,8,27].

II. Misalignment between Continuing Education and Practice Needs

Ensuring that continuing education programmes are aligned with the evolving practice needs of nurses is crucial for addressing skill gaps and enhancing the quality of healthcare delivery [7,22,24]. However, in Ghana, there is a persistent challenge in aligning the content and focus of continuing education initiatives



with the actual needs and challenges faced by practicing nurses in their daily work [1,21,22].

One key aspect of this misalignment is the relevance and applicability of the content covered in continuing education programs [7,22]. Nurses need educational opportunities that directly address the knowledge and skills required to manage the specific healthcare challenges they face in their clinical practice [7,22]. This may involve incorporating topics such as emerging disease management protocols, advanced nursing interventions, patient safety measures, and the implementation of evidence-based practices [7,22,30].

However, in many cases, the curriculum and learning objectives of continuing education programmes in Ghana may not adequately reflect the evolving practice needs of nurses [1,21,22]. This can lead to a disconnect between the knowledge and skills acquired through these programs and the actual competencies required to deliver high-quality, patient-centered care [1,21,22].

Additionally, the changing healthcare needs of the population in Ghana, such as the growing burden of non-communicable diseases, the increasing prevalence of mental health issues, and the unique needs of vulnerable groups, are not always adequately addressed in continuing education initiatives [5,10,22]. By failing to align the curriculum with these emerging healthcare priorities, continuing education may not equip nurses with the necessary skills to provide holistic, patient-centered care [5,10,22].

The lack of systematic needs assessment and feedback mechanisms can contribute to this misalignment [7,22,24]. Without a comprehensive understanding of the specific learning needs and challenges faced by practicing nurses, continuing education providers may struggle to develop programs that are truly responsive to the realities of healthcare practice [7,22,24].

This misalignment between continuing education and practice needs can lead to a widening of skill gaps, as nurses may not be adequately prepared to handle the evolving healthcare challenges they encounter in their daily work [1,21,22]. Addressing this gap requires a collaborative effort among healthcare facilities, educational institutions, and regulatory bodies to ensure that continuing education programs are tailored to the specific needs of the nursing workforce and the changing healthcare landscape in Ghana [7,22,24].

III. Inequities in Continuing Education Opportunities

Ensuring equitable access to continuing education opportunities is crucial for building a competent and empowered nursing workforce in Ghana [4,6,21]. However, the current landscape is marked by disparities in the availability and accessibility of such programs, particularly between urban and rural areas, as well as across different socioeconomic and gender groups [4,6,21].

Rural-urban disparities in access to continuing education are a significant concern in Ghana [4,6,21]. Nurses working in remote or underserved regions may face logistical challenges, such as limited transportation, lack of affordable accommodations, and inadequate infrastructure to support their participation in continuing education activities [4,6,21]. This can lead to a widening of skill gaps between nurses in urban and rural settings, potentially compromising the quality of healthcare delivery in these underserved areas [4,6,21].



Socioeconomic factors can also play a significant role in determining nurses' ability to access and engage in continuing education [6,27,28]. Nurses from lower-income backgrounds or those working in resource-constrained healthcare facilities may have fewer financial resources to cover the costs associated with continuing education programs [6,27,28]. This can limit their opportunities for professional development and contribute to the perpetuation of skill gaps within the nursing workforce [6,27,28].

Furthermore, gender-based disparities in access to continuing education have been observed in Ghana, with female nurses facing additional barriers compared to their male counterparts [4,28]. These barriers may include family responsibilities, cultural norms, and gender-based biases that can hinder women's ability to prioritize and participate in continuing education activities [4,28].

The lack of targeted initiatives and support mechanisms to address these inequities can perpetuate the uneven distribution of continuing education opportunities [4,6,21]. As a result, certain segments of the nursing workforce may be left behind, unable to acquire the necessary skills and knowledge to provide high-quality care, leading to persistent skill gaps within the healthcare system [4,6,21].

Addressing these inequities requires a comprehensive approach that involves policy interventions, targeted initiatives, and collaboration among various stakeholders [4,6,21]. Strategies may include the development of scholarship and financial assistance programs, the implementation of flexible and accessible delivery modes, and the adoption of gender-responsive policies and initiatives to empower female nurses [4,6,21,27,28].

By promoting equity in access to continuing education, Ghana can ensure that its nursing workforce is equipped with the necessary skills and knowledge to deliver quality healthcare services to all members of the population, regardless of their geographic location or socioeconomic status [4,6,21].

IV. Lack of Systematic Monitoring and Evaluation

The effectiveness of continuing education programmes in addressing skill gaps among practicing nurses in Ghana is often hindered by the lack of systematic monitoring and evaluation mechanisms [7,22,24]. Without robust data and feedback loops, it becomes challenging to assess the impact of these programs, identify areas for improvement, and ensure that they are truly meeting the learning needs and professional development requirements of the nursing workforce.

One of the key gaps in this area is the lack of comprehensive tracking and documentation of nurses' participation in continuing education activities [7,22,24]. While some healthcare facilities or regulatory bodies may maintain records of nurse participation, these data are often fragmented or inconsistently collected, making it difficult to analyze trends, identify patterns, and understand the reach and coverage of these programs across the nursing workforce [7,22,24].

Additionally, the assessment of the direct impact of continuing education on nurses' knowledge, skills, and clinical performance is often lacking [7,22,24]. Without systematic mechanisms to evaluate the outcomes and



effectiveness of these programmes, it becomes challenging to determine the extent to which they are contributing to the development of competent and skilled nurses capable of addressing the healthcare needs of the population [7,22,24].

The absence of feedback loops and continuous improvement processes further exacerbates this issue [7,22,24]. Nurses' perspectives, experiences, and suggestions for enhancing the relevance and effectiveness of continuing education programs are often not adequately incorporated into the design and implementation of these initiatives [7,22,24]. This can lead to a disconnect between the content and delivery of continuing education and the actual needs and preferences of the nursing workforce [7,22,24].

The lack of systematic monitoring and evaluation also hinders the ability to identify and address emerging skill gaps in a timely and targeted manner [7,22,24]. Without robust data and analysis, healthcare leaders and policymakers may struggle to make informed decisions about the prioritization and allocation of resources for continuing education programs, ultimately limiting their impact on addressing skill gaps and improving patient outcomes [7,22,24].

Addressing this gap requires the development and implementation of comprehensive monitoring and evaluation frameworks that encompass data collection, performance measurement, and continuous feedback mechanisms [7,22,24]. This may involve establishing standardized reporting systems, conducting regular surveys and assessments, and engaging in collaborative dialogue with nurses to understand their learning needs and the perceived effectiveness of continuing education programmes [7,22,24].

By strengthening the monitoring and evaluation of continuing education initiatives, Ghana can gain valuable insights into the strengths, weaknesses, and areas for improvement, ultimately enhancing the ability of these programs to address skill gaps and foster a more competent and responsive nursing workforce [7,22,24].

V. Strategies to Address the Gaps

To address the identified gaps in the role of continuing education in addressing skill gaps among practicing nurses in Ghana's healthcare system, a multifaceted approach is required. This approach should involve strategies targeting the barriers to access, the alignment of continuing education with practice needs, the promotion of equity, and the establishment of robust monitoring and evaluation systems.

A. Strengthening Continuing Education Infrastructure

1. Expanding Access and Availability:

- Invest in the development of a diverse range of continuing education programs, including in-service training, workshops, and post-graduate degree programs [4,6,21].
- Leverage technology-enabled learning solutions, such as online and distance education, to overcome geographical barriers and increase the accessibility of continuing education opportunities [4,6,21].
- Establish continuing education hubs or regional centers to improve the distribution and availability of educational resources, particularly in underserved areas [4,6,21].



2. Ensuring Affordability and Funding Support:

- Develop scholarship and financial assistance programs to support nurses, especially those from low-income backgrounds or working in resource-constrained healthcare facilities, in accessing continuing education [6,27,28].
- Collaborate with healthcare facilities, professional associations, and government agencies to secure dedicated funding for continuing education initiatives [6,27,28].
- Explore innovative financing mechanisms, such as public-private partnerships or employer-sponsored programs, to increase the affordability and sustainability of continuing education opportunities [6,27,28].

B. Aligning Continuing Education with Practice Needs

1. Needs Assessment and Curriculum Development:

- Conduct comprehensive needs assessments to identify the specific learning needs and challenges faced by practicing nurses in Ghana [7,22,24].
- Engage in collaborative dialogues with nurses, healthcare leaders, and regulatory bodies to ensure that the content and design of continuing education programs are aligned with the evolving practice needs [7,22,24].
- Incorporate evidence-based teaching and learning strategies, such as simulation-based training and case studies, to enhance the relevance and applicability of continuing education programs [30,31].

2. Integrating Emerging Healthcare Priorities:

- Continuously update the curriculum of continuing education programs to address emerging healthcare challenges, such as the growing burden of non-communicable diseases and the unique needs of vulnerable populations [5,10,22].
- Collaborate with subject matter experts and healthcare professionals to ensure that continuing education content reflects the latest advancements in nursing practice and patient care [5,10,22].
- Facilitate the integration of continuing education programs with the implementation of evidence-based practices and quality improvement initiatives within the healthcare system [7,22].

C. Promoting Equity and Inclusivity

1. Targeted Initiatives for Underserved Regions and Groups:

- Develop and implement focused outreach and awareness campaigns to encourage the participation of nurses, especially those in rural and underserved areas, in continuing education activities [4,6,21].
- Establish mentorship and support programs to empower and uplift nurses from marginalized communities, such as those facing socioeconomic or gender-based barriers [4,28].
- Collaborate with local community leaders and healthcare facilities to identify and address the unique challenges faced by nurses in remote and underserved regions [4,6,21].



2. Flexible Delivery Modes and Schedules:

- Offer a range of flexible delivery modes, such as online, hybrid, or self-paced learning options, to accommodate the diverse needs and schedules of nurses [4,6,21].
- Provide childcare support or flexible work arrangements to enable the participation of female nurses in continuing education programs [4,28].
- Ensure that the timing and scheduling of continuing education activities are responsive to the work-life balance considerations of the nursing workforce [4,6,21].

D. Establishing Monitoring and Evaluation Systems

1. Tracking Participation and Competency Improvements:

- Develop standardized data collection and reporting systems to track nurses' participation in continuing education activities across different healthcare facilities and regions [7,22,24].
- Implement competency-based assessments to evaluate the impact of continuing education on nurses' knowledge, skills, and clinical performance [7,22,24].
- Utilize data analytics and benchmarking to identify trends, gaps, and areas for improvement in the delivery and effectiveness of continuing education programs [7,22,24].

2. Continuous Feedback and Programme Refinement:

- Establish regular feedback mechanisms, such as surveys, focus groups, and stakeholder consultations, to gather input from nurses on the relevance, quality, and perceived impact of continuing education initiatives [7,22,24].
- Incorporate the perspectives and experiences of nurses into the continuous refinement and optimization of continuing education programs [7,22,24].
- Foster collaborative partnerships between healthcare facilities, educational institutions, and regulatory bodies to facilitate the sharing of best practices and the co-creation of more effective continuing education strategies [7,22,24].

By implementing these strategies, Ghana can address the key gaps in the role of continuing education in addressing skill gaps among practicing nurses, ultimately strengthening the competence and responsiveness of its nursing workforce to meet the evolving healthcare needs of the population.

C. Counter-Analysis

While the role analysis and gap analysis have provided a comprehensive understanding of the importance of continuing education for nurses and the various challenges that hinder its effectiveness in addressing skill gaps in Ghana's healthcare system, it is crucial to consider the potential counterarguments and limitations to this perspective.

One of the key counterarguments is the ongoing debate around the overall impact and effectiveness of



continuing education programs in improving nursing practice and patient outcomes [7,13,22]. Some studies have suggested that the relationship between nurses' participation in continuing education and their actual performance in clinical settings is not always straightforward [7,13,22]. Factors such as the quality of the educational content, the relevance to the nurses' specific work environments, and the ability to translate learning into practical application can influence the real-world impact of these programs [7,13,22].

Eslamian et al. [8] highlighted several challenges in the implementation of continuing education programs, including a lack of alignment with nurses' learning needs, insufficient support from healthcare organizations, and inadequate monitoring and evaluation mechanisms. These issues can undermine the effectiveness of continuing education in addressing skill gaps and may contribute to a perception of its limited value among nurses and healthcare leaders [8].

Furthermore, the sustainability and long-term impact of continuing education initiatives are often questioned [7,13]. Mlambo et al. [7] noted that while nurses may acquire new knowledge and skills through continuing education, the retention and application of this learning in their daily practice can be influenced by various organizational and individual factors, such as the availability of resources, workload pressures, and the level of support from management.

Another counterargument relates to the broader systemic issues within Ghana's healthcare system that may limit the ability of continuing education to address skill gaps effectively [4,14,19]. Factors such as chronic understaffing, poor working conditions, and inadequate healthcare infrastructure can create significant barriers to the implementation and impact of continuing education programs [4,14,19]. In such an environment, even well-designed and accessible continuing education initiatives may face challenges in translating into tangible improvements in nursing practice and patient outcomes [4,14,19].

Dovlo [14] highlighted the issue of “wastage” in the health workforce, where skilled healthcare professionals, including nurses, may leave the profession or migrate to other countries, undermining the long-term benefits of investments in continuing education. This suggests that addressing skill gaps may require a more holistic approach that considers the broader factors influencing the retention and deployment of the nursing workforce [14,19].

Additionally, the counter-analysis acknowledges the potential trade-offs and opportunity costs associated with prioritizing continuing education over other healthcare system strengthening initiatives [15,19]. In resource-constrained settings like Ghana, decision-makers may face tough choices in allocating limited resources to various interventions, including continuing education, infrastructure development, or increasing the overall supply of nurses [15,19]. The optimal balance and prioritization of these investments require careful consideration of the potential impact and the unique context of the healthcare system [15,19].

Finally, the counter-analysis should recognize the inherent challenges in measuring the direct impact of continuing education on patient outcomes and healthcare system performance [7,22,24]. Establishing clear causal linkages between nurses' participation in continuing education and tangible improvements in patient care or healthcare system indicators can be methodologically complex and resource-intensive [7,22,24]. This



difficulty in quantifying the direct benefits of continuing education may hinder its prioritization and sustained investment by healthcare leaders and policymakers [7,22,24].

The counter-analysis highlights the need for a balanced and nuanced understanding of the role of continuing education in addressing skill gaps among practicing nurses in Ghana's healthcare system. While the role analysis and gap analysis have demonstrated the importance of continuing education and the key challenges that need to be addressed, the counter-analysis underscores the potential limitations, trade-offs, and systemic factors that may influence the overall effectiveness and implementation of these programs. A comprehensive approach that addresses both the opportunities and the constraints is necessary to ensure that continuing education can effectively contribute to the development of a skilled and responsive nursing workforce in Ghana.

Conclusion and Recommendations

I. Conclusion

The analysis of the role of continuing education in addressing skill gaps among practicing nurses in Ghana's healthcare system has revealed the critical importance of this endeavor, as well as the significant challenges that must be overcome to ensure its effectiveness and impact.

The role analysis has highlighted the multifaceted benefits of continuing education for nurses, including the maintenance and enhancement of their competencies, the improvement of patient care and outcomes, and the promotion of professional development and job satisfaction [7,11,13,22]. Continuing education plays a crucial role in addressing skill gaps that arise due to the rapidly evolving healthcare landscape, the introduction of new technologies, and the changing needs of the patient population [1,4,21].

However, the gap analysis has identified several barriers that hinder nurses' access and participation in continuing education programs, such as financial constraints, time limitations, and disparities in the availability and accessibility of these programs across different regions and socioeconomic groups [6,8,27]. The misalignment between the content and focus of continuing education initiatives and the actual practice needs of nurses, as well as the lack of systematic monitoring and evaluation, further undermine the ability of these programs to effectively address skill gaps [7,22,24].

The counter-analysis has provided a balanced perspective, acknowledging the potential limitations and challenges in demonstrating the tangible impact of continuing education on nursing practice and patient outcomes [7,8,13,22]. It has also highlighted the broader systemic issues within Ghana's healthcare system that may constrain the effectiveness of continuing education initiatives, such as chronic understaffing, poor working conditions, and the potential for "wastage" of the nursing workforce [4,14,19].

II. Recommendations

To address the gaps and limitations identified in the analysis, a comprehensive and multifaceted approach is



necessary to strengthen the role of continuing education in addressing skill gaps among practicing nurses in Ghana's healthcare system. The following recommendations provide a framework for action:

1. Strengthening Continuing Education Infrastructure:

- Expand access and availability of continuing education programs by leveraging technology-enabled learning solutions and establishing regional hubs [4,6,21].
- Ensure affordability and access to continuing education through the development of scholarship and financial assistance programmes [6,27,28].

2. Aligning Continuing Education with Practice Needs:

- Conduct comprehensive needs assessments to identify the learning needs and challenges faced by practicing nurses [7,22,24].
- Integrate emerging healthcare priorities, such as the management of non-communicable diseases and the unique needs of vulnerable populations, into the continuing education curriculum [5,10,22].
- Incorporate evidence-based teaching and learning strategies to enhance the relevance and applicability of continuing education programs [30,31].

3. Promoting Equity and Inclusivity:

- Implement targeted outreach and awareness campaigns to encourage the participation of nurses in rural and underserved areas [4,6,21].
- Develop mentorship and support programs to empower and uplift nurses from marginalized communities [4,28].
- Offer flexible delivery modes and schedules to accommodate the diverse needs and work-life balance considerations of the nursing workforce [4,6,21,28].

4. Establishing Monitoring and Evaluation Systems:

- Develop standardized data collection and reporting systems to track nurses' participation in continuing education activities [7,22,24].
- Implement competency-based assessments to evaluate the impact of continuing education on nurses' knowledge, skills, and clinical performance [7,22,24].
- Incorporate continuous feedback mechanisms to ensure the continuous refinement and optimization of continuing education programs [7,22,24].

5. Fostering Collaborative Partnerships:

- Strengthen the collaboration between healthcare facilities, educational institutions, and regulatory bodies to facilitate the co-creation of effective continuing education strategies [7,22,24].
- Engage in knowledge-sharing and the dissemination of best practices across different regions and healthcare settings to promote the replication and scaling of successful continuing education



initiatives [7,22,24].

6. Addressing Broader Systemic Issues:

- Advocate for improvements in healthcare infrastructure, working conditions, and staffing levels to create an enabling environment for the effective implementation of continuing education programmes [4,14,19].
- Explore strategies to enhance the retention and deployment of the nursing workforce, such as improved compensation, career advancement opportunities, and targeted retention initiatives [14,19].

By implementing these recommendations, Ghana can strengthen the role of continuing education in addressing skill gaps among practicing nurses, ensuring that the nursing workforce is equipped with the necessary knowledge, skills, and competencies to provide high-quality, patient-centered care. This holistic approach, which addresses both the specific challenges related to continuing education and the broader systemic factors, can contribute to the development of a more resilient and responsive healthcare system capable of meeting the evolving needs of the population.

Ultimately, the success of these efforts will depend on the commitment and collaboration of various stakeholders, including healthcare leaders, policymakers, regulatory bodies, educational institutions, and the nursing profession itself. By working together to overcome the identified gaps and limitations, Ghana can harness the power of continuing education to build a nursing workforce that is capable of delivering exceptional healthcare services and contributing to the overall well-being of the nation.

References

- [1] Asamani, J. A., Amertil, N. P., Ismaila, H., Francis, A. A., Chebere, M. M., & Nabyonga-Orem, J. (2019). Nurses and midwives demographic shift in Ghana-the policy implications of a looming crisis. *Human resources for health*, 17(1), 32. <https://doi.org/10.1186/s12960-019-0377-1>.
- [2] Badu, E., O'Brien, A. P., & Mitchell, R. (2019). An integrative review on methodological considerations in mental health research - design, sampling, data collection procedure and quality assurance. *Archives of public health = Archives belges de sante publique*, 77, 37. <https://doi.org/10.1186/s13690-019-0363-z>.
- [3] Baatiema, L., Sumah, A. M., Tang, P. N., & Ganle, J. K. (2016). Community health workers in Ghana: the need for greater policy attention. *BMJ global health*, 1(4), e000141. <https://doi.org/10.1136/bmjgh-2016-000141>.
- [4] Bell, S. A., Rominski, S., Bam, V., Donkor, E., & Lori, J. (2013). Analysis of nursing education in Ghana: Priorities for scaling-up the nursing workforce. *Nursing & Health Sciences*, 15(2), 244-249.
- [5] Matsubara, C.; Dalaba, M.A.; Danchaka, L.L.; Welaga, P. Situation Analysis of a New Effort of Community-Based Health Planning and Services (CHPS) for Maternal Health in Upper West Region in Rural Ghana. *Int. J. Environ. Res. Public Health* **2023**, *20*, 6595. <https://doi.org/10.3390/ijerph20166595>.
- [6] Bvumbwe, T., & Mtshali, N. (2018). Nursing education challenges and solutions in Sub Saharan Africa: an integrative review. *BMC Nursing*, 17(1), 1-11.
- [7] Mlambo, M., Silén, C., & McGrath, C. (2021). Lifelong learning and nurses' continuing professional development, a metasynthesis of the literature. *BMC nursing*, 20(1), 62. <https://doi.org/10.1186/s12912-021-00579-2>



- [8] Eslamian, J., Moeini, M., & Soleimani, M. (2015). Challenges in nursing continuing education: A qualitative study. *Iranian journal of nursing and midwifery research*, 20(3), 378–386.
- [9] Chiampou, Eleni & Maz-Machado, Alexander & Linde-Valenzuela, Gema & Rodriguez-Baiget, Maria. (2024). The Continuing Training of Nurses and their Impact on their Organizational Commitment. *Revista de Gestão Social e Ambiental*. 18. e06043. <https://doi.org/10.24857/rgsa.v18n7-041>.
- [10] Zarei, M., Mojarab, S., Bazrafkan, L. *et al.* The role of continuing medical education programs in promoting iranian nurses, competency toward non-communicable diseases, a qualitative content analysis study. *BMC Med Educ* 22, 731 (2022). <https://doi.org/10.1186/s12909-022-03804-x>
- [11] Price, Sheri & Reichert, Carol. (2017). The Importance of Continuing Professional Development to Career Satisfaction and Patient Care: Meeting the Needs of Novice to Mid- to Late-Career Nurses throughout Their Career Span. *Administrative Sciences*. 7. 17. <https://doi.org/10.3390/admsci7020017>.
- [12] Chaker, R., Hajj-Hassan, M. & Ozanne, S. (2024). The Effects of Online Continuing Education for Healthcare Professionals: A Systematic Scoping Review. *Open Education Studies*, 6(1), 20220226. <https://doi.org/10.1515/edu-2022-0226>.
- [13] Lorraine Gallagher. (2007). Continuing education in nursing: A concept analysis. *Nurse Education Today*, 27(5),466-473. <https://doi.org/10.1016/j.nedt.2006.08.007>.
- [14] Dovlo, D. Wastage in the health workforce: some perspectives from African countries. *Hum Resour Health* 3, 6 (2005). <https://doi.org/10.1186/1478-4491-3-6>.
- [15] Gyedu, A., Debrah, S., Agbedinu, K., Goodman, S. K., Plange-Rhule, J., Donkor, P., & Mock, C. (2019). In-Country Training by the Ghana College of Physicians and Surgeons: An Initiative that has Aided Surgeon Retention and Distribution in Ghana. *World journal of surgery*, 43(3), 723–735. <https://doi.org/10.1007/s00268-018-4840-2>.
- [16] Opare, M., & Mill, J. E. (2000). The evolution of nursing education in a postindependence context—Ghana from 1957 to 1970. *Western Journal of Nursing Research*, 22(8), 936-944.
- [17] Johnson, M., Cowin, L. S., Wilson, I., & Young, H. (2012). Professional identity and nursing: contemporary theoretical developments and future research challenges. *International nursing review*, 59(4), 562–569. <https://doi.org/10.1111/j.1466-7657.2012.01013.x>.
- [18] McCalla-Graham, J. A., & De Gagne, J. C. (2015). The lived experience of new graduate nurses working in an acute care setting. *Journal of continuing education in nursing*, 46(3), 122–128. <https://doi.org/10.3928/00220124-20150220-17>.
- [19] Varpilah, S.T., Safer, M., Frenkel, E. *et al.* Rebuilding human resources for health: a case study from Liberia. *Hum Resour Health* 9, 11 (2011). <https://doi.org/10.1186/1478-4491-9-11>.
- [20] Bvumbwe, T., & Mtshali, N. (2018). Nursing education challenges and solutions in Sub Saharan Africa: an integrative review. *BMC nursing*, 17, 3. <https://doi.org/10.1186/s12912-018-0272-4>.
- [21] Donkor, N. T., & Andrews, L. D. (2011). 21st century nursing practice in Ghana: challenges and opportunities. *International nursing review*, 58(2), 218–224. <https://doi.org/10.1111/j.1466-7657.2010.00856.x>.



- [22] Pitsillidou, M., Roupa, Z., Farmakas, A., & Noula, M. (2021). Factors Affecting the Application and Implementation of Evidence-based Practice in Nursing. *Acta informatica medica : AIM : journal of the Society for Medical Informatics of Bosnia & Herzegovina : casopis Društva za medicinsku informatiku BiH*, 29(4), 281–287. <https://doi.org/10.5455/aim.2021.29.281-287>.
- [23] Reyes, Helen., Hadley, Lance., & Davenport, Deborah, A Comparative Analysis of Cultural Competence in Beginning and Graduating Nursing Students, *International Scholarly Research Notices*, 2013, 929764, 5 pages, 2013. <https://doi.org/10.1155/2013/929764>.
- [24] Julia van Kraaij., Marloes Veenstra., Dewi Stalpers., Lisette Schoonhoven., Hester Vermeulen, & Catharina van Oostveen (2023). Uniformity along the way: A scoping review on characteristics of nurse education programs worldwide. *Nurse Education Today*, 120, 105646. <https://doi.org/10.1016/j.nedt.2022.105646>.
- [25] Hallow report (2021). Review of Minimum Education and Training Standards in Nursing and Midwifery – Desk Based Research. <https://www.nmc.org.uk/globalassets/sitedocuments/education-programme/education-programme-standards-research-sept-2021---harlow-consulting-benchmarking-report.pdf>.
- [26] Badu-Nyarko, S. K. (2023). A Survey of Continuing Professional Education of Nurses in Ghana. *Asian Journal of Humanities and Social Sciences (AJHSS)*, 3(1). <http://192.99.73.27/pdfs/Vol3Issue1/9.pdf>.
- [27] Almaze, J. P., Emmamally, W., & Brysiewicz, P. (2023). Barriers and enablers to scholarship for post basic nursing students in clinical service. *Curationis*, 46(1), e1–e7. <https://doi.org/10.4102/curationis.v46i1.2385>.
- [28] Roets, Lizeth & Botma, Yvonne & Grobler, Cecilna. (2016). Scholarship in nursing: Degree-prepared nurses versus diploma-prepared nurses. *Health SA Gesondheid*. 21. 422-430. <https://doi.org/10.4102/hsag.v21i0.1001>.
- [29] Talley, B. (2006), Nurses and nursing education in Ghana: creating collaborative opportunities. *International Nursing Review*, 53: 47-51. <https://doi.org/10.1111/j.1466-7657.2006.00431.x>.
- [30] Gamble A. S. (2017). Simulation in undergraduate paediatric nursing curriculum: Evaluation of a complex 'ward for a day' education program. *Nurse education in practice*, 23, 40–47. <https://doi.org/10.1016/j.nepr.2017.02.001>.
- [31] Gamble, Andree. (2017). Simulation in undergraduate paediatric nursing curriculum: Evaluation of a complex 'ward for a day' education program. *Nurse Education in Practice*. 23. <https://doi.org/10.1016/j.nepr.2017.02.001>.