EDITORIAL

Dear Readers,

Nursing competences are being challenged by constant and rapid changes in service delivery systems and society in general. Mutual understanding on required new competences and the ways to attain them are of crucial importance to educators in academic and practical training organisations. Increasingly, quality assurance policies should also be targeted at measuring the quality of training in practical placements.

Technology competence is one of the new competences playing an increasingly important role in nursing education. The focus on how to use hospital machinery over practical placements is far too narrow an aspect to provide technology competence in today's nursing. Services are moving into communities and individual homes based on European health strategies. Thanks to digitalisation, the accelerating pace of technological development has opened up a new world providing individualised and ubiquitous health and care services. New concepts, like e-, m-, p-, or telehealth are an evident part of everyday healthcare practice. Money is not an issue but shortage in innovative thinking and general technology competence narrow the scope of how to optimise modern technology use for care purposes.

Recent global research has pointed out numerous benefits in technological deployment in healthcare. Mobile services have facilitated new dimensions in individualised and ubiquitous care delivery. Gamification has interestingly become an outstanding means of making a positive difference in health promotion, patient and staff education, in professional therapies, and social inclusion of marginalised groups.

With this editorial, I would like to challenge European nursing education, including organisations offering practical placements, to step out and embrace the challenge of attaining new innovative competences, bringing healthcare service deliveries up-to-date in the 21st century.

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