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Message from the President, GNFSL



With great pleasure and deep honour, I convey this message as the President of the Graduate Nurses' Foundation of Sri Lanka (GNFSL) for this special issue of *New Vision*, the official publication of the Foundation, published to mark the Annual General Meeting 2026.

Reflecting on the past two years, we have accomplished several initiatives aimed at the betterment of our membership, particularly in enhancing their knowledge of research. We conducted a series of workshops covering different research-related topics, and I am very pleased to note the excellent participation received for these events. In addition, we provided opportunities for nursing scholars to share their research findings with nurses. The primary aim of these activities was to create a strong research culture among nurses and to motivate them to engage more actively in research.

Beyond encouraging nurses to conduct research, we have created platforms to disseminate their research findings to the scientific community. One such initiative is *The Sri Lankan Journal of Nursing*, the first nursing journal in Sri Lanka, which was launched in February 2022. This journal has provided a valuable platform for nurses to publish their undergraduate and postgraduate research and to share their findings with the wider scientific community. I wish to express my sincere gratitude to Dr. S. M. K. S. Seneviratne, the founding Editor-in-Chief for their commitment and dedication in making this journal a reality. I also thank Dr. Pramuditha Madhavi, the current Editor-in-Chief, and Prof. Nirmala Rathnayake, for their continued hard work in sustaining this important initiative.

In addition to the journal, we publish our official newsletter, *New Vision*, twice a year. I strongly encourage all nurses to utilize these opportunities to disseminate their research, as well as their creative and professional work. I extend my heartfelt thanks to all reviewers and members of the editorial boards of both the journal and *New Vision* for their continuous support in ensuring the sustainability of these publications. I would also like to thank the Publishing Committee of the GNFSL for their hard work in producing the newsletter.

Besides these two official publications, the GNFSL also organizes a Biennial Research Conference, providing a platform for nurses to present and share their research findings. We are currently preparing for this major event; the 5th Biennial Research Conference, scheduled to be held on 21st February 2026. The abstract review process has already been completed, and the organizing committee is working tirelessly to ensure the success of this conference. I invite all nurses to participate actively and extend their fullest support, making this event a success.

In addition to research-focused activities, we also conducted special events to raise awareness among nurses about current trends and issues in nursing. For example, we organized a panel discussion on the timely topic "*Ripple Effects of Nurse Migration in Sri Lanka*" last year. I sincerely thank Prof. S. S. P. Warnakulasuriya for moderating the panel and all panel members for sharing their invaluable insights. Furthermore, we created opportunities for nurses and nursing students to enhance their communication and presentation skills by organizing a narrative competition at last year's General Meeting. I would like to offer my sincere gratitude to Ms. Thilini Marpatuna and Ms. Ruwini Senarathna for organizing this event, as well as to the panel of judges for their valuable contribution in selecting the best narrator from each group: nurses and students.

While we are proud of what we have achieved so far, much remains to be done. Our membership continues to be relatively small. Therefore, we invite all graduate nurses to join the Foundation, strengthen its membership, and work together towards its continued progress and advancement. At the same time, we encourage existing members to take an active role in the ongoing initiatives of the Foundation.

Since its establishment in 2003, the GNFSL has worked tirelessly for the advancement of the Foundation and the professional development of nurses. These efforts have significantly contributed to the upliftment and recognition of the nursing profession in Sri Lanka. I take this opportunity to express my heartfelt gratitude and sincere appreciation to all members of the Foundation, including past Presidents and office bearers, for their unwavering dedication and commitment to the GNFSL.

Dear members, let us unite to strengthen the GNFSL and advance the nursing profession in Sri Lanka.

Dr. M. R. S. Jayathilake,
President
Graduate Nurses Foundation of Sri Lanka

Message from the Secretary, GNFSL



It is my great pleasure to extend this message to the official publication of the New Vision news article of the Graduate Nurses' Foundation of Sri Lanka (GNFSL). As the secretary, it brings me great pleasure to communicate the latest updates and opportunities within our esteemed organization. While congratulating all authors who have contributed to the Sri Lankan Journal of Nursing, the first nursing journal published in Sri Lanka, I take this opportunity to express my deepest appreciation to Dr. Sujatha Seneviratna, our esteemed Founder, Dr. A. V. P. Madhavi the current Editor-in-Chief; and the dedicated members of the Editorial Board for their unwavering commitment to advancing the nursing profession through the dissemination of knowledge.

When focusing on the educational sessions conducted by GNFSL during the last year, I am happy to note that we have continued to knowledge exchange through a series of workshops/sessions, such as research workshops/webinars on quantitative research methods, data analysis techniques, qualitative aspects, research writing, and publication. As key highlights of the annual general meetings and general meetings, GNFSL conducted several educational sessions, research-based knowledge sharing sessions, a thought-provoking panel discussion, and a narrative writing competition. The enthusiastic participation of our members underscores the growing interest in professional development opportunities within our community.

We are looking forward and are committed to organizing a series of workshops in 2026 to empower more nurses to enhance their skills and expertise for personal and professional growth. I encourage all members to actively participate in these enriching events and contribute to our collective advancement.

I am pleased to extend a cordial invitation to all members to contribute articles for the annual issue of the "New Vision" Newsletter. Your feedback and suggestions are invaluable to us, and please do not hesitate to reach out with any constructive comments or ideas for the development of our foundation.

In closing, I extend my heartfelt gratitude to each of you for your continued dedication and support. Together, let us continue to uphold the highest standards of nursing excellence and make meaningful contributions to our profession.

Dr. H.S.M.S.K. Wijesiri
Secretary
Graduate Nurses Foundation of Sri Lanka (GNFSL)

Empowering Sri Lankan Nurses Through Digital Health Literacy

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Introduction

The growing burden of chronic non-communicable diseases and the ageing population demand innovative approaches to healthcare delivery, such as telemedicine services, electronic health records, and mobile health applications. (Alipour & Payandeh, 2022). Digital Health Literacy (DHL), defined as the ability to locate, understand, evaluate, and apply health information from electronic sources, has therefore become an essential competency in modern healthcare (Estrela et al., 2023). In Sri Lanka, digital health technologies such as online consultations, mobile and web-based health applications, digital appointment systems, electronic access to medical reports, and electronic health record (EHR) systems in government hospitals are already being used to support healthcare delivery and quality management (Dayananda, 2020; Veronika & Jayathilaka, 2021).

Effective disease management increasingly relies on the empowerment of patients in self-care, which is largely achieved through the support and education provided by healthcare workers. To fulfil this role, nurses must possess a strong understanding of digital health and the skills required to guide patients in using digital tools effectively (Holt et al., 2020). Nurses with higher DHL can better educate patients, promote preventive health behaviors, and ensure safe, efficient, and patient-centered care (Macalindin et al., 2024). As healthcare systems continue to digitalize, enhancing nurses' DHL is essential to improve the quality of care and health outcomes.

What is digital health literacy?

Digital health literacy is more than knowing how to operate computers or mobile phones. It refers to the ability to seek, understand, evaluate, and use digital health information and technologies to improve patient outcomes (Norman et al., 2006). For nurses, this involves applying digital technologies effectively in patient care, education, and clinical decision-making.

Key Digital Health Literacy (DHL) Competencies

- *Navigating electronic health records (EHRs)*
- *Evaluating the credibility of online health information*
- *Using mobile health (mHealth) apps for patient education*
- *Participating in telehealth and virtual consultations*
- *Understanding data privacy and cybersecurity basics*
- *Applying digital tools in clinical decision-making*

A recent study in Sri Lanka indicates that many nursing students still have limited eHealth literacy, particularly in differentiating high-quality online health information from unreliable sources and in using digital information to support health decisions (Rathnayake & Senevirathna, 2019).

Digital health in Sri Lankan context

Sri Lanka has made significant progress in digitizing healthcare services in recent years. The COVID-19 pandemic further accelerated the adoption of these technologies (Veronika & Jayathilaka,

2021), highlighting their role in improving the quality, efficiency, clinical management, patient safety, and many more (Dayananda, 2020). These developments emphasize the growing need for nurses to build confidence and competence in using digital tools effectively. Digitally literate nurses can extend their professional roles beyond traditional care delivery by engaging in health promotion, chronic disease management, and community education through technology. Embracing digital innovations enables nurses to enhance accessibility, continuity of care, and overall patient outcomes within Sri Lanka's evolving healthcare system (Alotaibi et al., 2025).

Challenges for Nurses

Despite these advances, several barriers hinder the widespread adoption of digital health literacy among nurses. Studies show that inadequate training opportunities, poor digital infrastructure, and usability problems continue to limit the effective use of digital health tools (Alotaibi et al., 2025). Resistance to change also remains a major challenge, as some healthcare professionals are more comfortable with traditional methods of care (Eysenbach et al., 2020). Many nurses lack sufficient technical knowledge and confidence, making it difficult to engage with new technologies (Faujdar et al., 2021). Language barriers further challenge digital health adoption, particularly when digital platforms and training resources are primarily available in English, which may limit accessibility for nurses who are more proficient in Sinhala or Tamil. Concerns related to data privacy and patient information security further contribute to hesitation in adopting digital systems (Shiferaw et al., 2020). In addition, differences in experience and digital exposure influence attitudes. Nurses with higher digital literacy are generally more open to embracing innovation. Overcoming these barriers requires continuous digital education, organizational support, and the creation of user-friendly, secure systems

that encourage nurses to integrate technology confidently into their practice (Alotaibi et al., 2025).

Preparing for a Digitally Ready Nursing Workforce

Building digital health literacy requires a coordinated effort across education, infrastructure, and professional development. Nursing curricula at undergraduate and postgraduate levels in Sri Lanka should focus on strengthening and updating existing nursing informatics content, while aligning these curricula with international digital health and informatics standards. Beyond formal education, short courses, workshops, and online learning platforms should be offered as continuing professional development opportunities, ideally in Sinhala and Tamil to improve inclusivity. Hospitals and healthcare institutions must also invest in digital infrastructure, ensuring that nurses across the country have access to reliable devices and stable internet. Importantly, nurses should be encouraged to participate in pilot digital health projects and provide feedback on system usability, which will ensure that technologies are tailored to practical

Self-Assessment Checklist: Are You Digitally Ready?

- *I can confidently use hospital electronic health record (EHR) systems.*
- *I know how to identify trustworthy online health information.*
- *I have used a mobile app or digital tool to educate a patient.*
- *I have participated in, or supported, a teleconsultation.*
- *I understand how to maintain patient privacy and data security online.*
- *I feel confident learning and adapting to new digital technologies.*

Score: 5–6 = Digitally Confident | 3–4 = On the Path | 0–2 = Time to Upskill!

clinical needs. Ethical considerations, such as protecting patient privacy and maintaining professional boundaries online, must also form part of digital literacy training.

Conclusion

As Sri Lanka moves toward a more technology-driven healthcare system, nurses play a pivotal role in ensuring that digital innovations translate into better patient outcomes. Strengthening digital health literacy among nurses is not just a professional necessity. It is a foundation for quality, safety, and equity in healthcare. By integrating digital competencies into nursing education, investing in infrastructure, and fostering a culture of continuous learning, Sri Lanka can build a nursing workforce that is confident and capable in the digital era. Empowering nurses with these skills will not only enhance clinical efficiency but also enable them to lead changes, promote health literacy among patients, and contribute to a more connected, resilient, and patient-centered health system. Nurses are encouraged to explore digital training opportunities, share their experiences, and become champions of digital transformation within Sri Lanka's healthcare system.

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Global Health and the Role of Nursing

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Introduction

Nursing integrates the art and science of caring and focuses on the protection, promotion, and optimization of health and human functioning; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence (American Nurses Association, 2021).

The concept of “global health” did not really exist even 20 years ago. Now it embraces a complex concept that engages with all countries and indeed with the health of the planet itself. Thinking globally is not an academic exercise but a way of seeing that enriches perspectives, increases knowledge, and makes nurses more motivated and effective as leaders, practitioners, managers, teachers, researchers, policy-makers and activists. It helps us to understand how our work contributes to outcomes not only in health sectors, but also in policy, education, economic relations, and environmental activism (Rosa,2017).

Global health is shaped by multiple factors such as infectious diseases, non-communicable diseases, climate change, poverty, and migration. According to the World Health Organization (WHO, 2023), more than half of the global population still lacks full access to essential healthcare services. Disparities are most evident in low- and middle-income countries, where limited resources and fragile health systems restrict the ability to meet people’s needs.

Global health is an important practice that strives to bring improved health outcomes and greater equity to patients and communities all around the world. The Journal of Global Health describes this as a

system-based approach to “research, education and practice” with a core goal of providing “innovative, integrated and sustainable solutions to address complex health problems across national boundaries and improve health for all” (Wernli et al.,2016).

How Nurses Can Engage with Global Health?

- Begin at home – think globally and act locally.
- Cultivate a worldview; be sensitive to the cultural aspects of policy and practice.
- Commit to learning more about the global health agenda, above all the SDGs.
- Know where regional and international organizations and your national and local government stand on key international health and nursing matters, and lobby them.
- Get involved in global health issues, and team up with like-minded groups and people at home and internationally.
- Through your professional association, trade union, workplace or community, help colleagues in and from other countries – and learn from them – as they work to strengthen nursing and health.
- Advocate, initiate, and document nursing’s role in policy.

- Join others in ensuring that national and local structures and roles are in place so that nurses' voices are heard in policy and practice.
- Ensure that nursing leaders – and new nursing graduates – know about policy and politics, how to analyze the environment, how to develop strategy, and how to work together.
- Undertake and disseminate research to build evidence of nursing effectiveness.
- Share your ideas and achievements through discussions, publications, conferences, social media, and the Internet.

Role of Nurses in Global Health

Nurses play a valuable role in delivering impactful solutions that transcend borders. Their unique skills and passions allow them to transform individual patients' lives while extending their influence to emphasize local and global needs.

1. Nurses as Global Health Advocates

As global health advocates, nurses recognize the value of helping people from all around the world improve their health and well-being. They understand that there are many ways to drive far-reaching improvements in health and wellness, and that, often, public advocacy has the greatest impact on the most people.

2. Nurses in Disease Prevention and Control

Many current global health challenges have been exacerbated by weaknesses in wide-scale disease prevention efforts. While epidemiologists work hard to uncover trends and understand the spread (and impact) of infectious diseases, nurses are needed to support this effort and actually implement the programs developed by epidemiologists. They administer

vaccinations to limit the spread of known diseases and are often the first healthcare workers to spot the early signs of emerging outbreaks.

3. Nursing in Humanitarian Aid and Emergency Response

From natural disasters to pandemics and even combat zones, nurses are often on the front lines, providing rapid responses to unfolding emergencies while helping to alleviate suffering. They may be involved in performing assessments and triaging patients to ensure that the most urgent issues are dealt with promptly.

4. Nurses as Leaders in Global Health Research

Global health research provides valuable insights into the most challenging health and wellness issues faced in diverse communities and across the vast spectrum of modern healthcare. Well-designed studies can explore gaps in care or the various interventions that promise to address these concerns.

5. Global Health Nursing Education and Training Programs

Through nurse training programs, global health nurses can equip fellow professionals with the skills needed to address critical health challenges. For instance, global health nurses can help reveal gaps in care that might not immediately be evident to local patients or providers

Challenges Nurses Face in Global Health

Global health faces many concerning challenges, ranging from public skepticism to budgetary constraints and beyond. Unfortunately, these issues are relevant to nurses spanning numerous specializations and geographic locations. Inadequate resources limit nurses' ability to engage in impactful prevention, testing, and treatment programs, with clinics closing or health workers being placed on leave as a result (Available from

<https://news.un.org/en/story/2025/02/1160081>).

These concerns can quickly be exacerbated by significant skill gaps, with nurses well-trained in a clinical capacity but potentially lacking the cultural awareness or other soft skills needed to provide empathetic and responsive care. These soft skill deficits could also involve critical thinking or problem-solving, hampering nurses' ability to make the most of limited resources.

Personal challenges can be overcome with a focus on comprehensive, diversity-oriented training, with a focus on soft skills alongside clinical competencies. Upon entering the field, nurses can address challenges related to resource allocation by advocating for public policies that promote healthy equity on a global scale.

How College /University Students' Nurses Can Get Involved in Global Health Nursing

- **Volunteering opportunities and internships.**

Many nursing students are proud volunteers, with some even traveling thousands of miles to provide medical support in underserved areas. This can be a deeply meaningful and fulfilling experience, but they want to vet volunteer programs carefully. Whether volunteering at community health centers or assisting with local blood drives, you will be exposed to diverse patients and should have a chance to put your cultural skills and knowledge into action.

- **Joining global health-focused nursing organizations.**

Many nursing organizations can enhance the student experience, offering valuable insights into the most relevant challenges and opportunities in global health. Consider joining these organizations early on to learn about global health issues and to discover how you can make a difference.

Always keep in mind that local organizations can also make a discernible global impact, with organizations like the American Nursing Association (ANA) advocating for policies and standards capable of driving global change.

- **Pursuing advanced education and global health certificates.**

A strong clinical skill set can help you provide a better standard of care on behalf of global patients. This is best achieved through advanced education, which introduces you to important clinical competencies and encourages you to hone your critical thinking and problem-solving skills.

Still, you can continue to elevate your skills by pursuing your Bachelor of Science in Nursing (BSN), Master of Nursing (MSN), or even specialized certifications that reveal how you can apply clinical skills in global health environments.

Nurses as Global Health Champions

Passionate, empathetic, and culturally aware, nurses can play a powerful role as global health advocates, capable of driving real change in their own communities and all around the world. Through policy development and tailored education, it is possible to drive both individual transformations and systemic change. With their unique blend of professional skills, nurses have the ability to advocate for vulnerable populations while making a real difference in the lives of their patients.

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Simulation-Based Education: A Transformative Approach for Developing Clinical Competence among Sri Lankan Nursing Students

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A Changing Landscape in Nursing Education

Nursing education is at a crucial turning point in Sri Lanka. Healthcare systems are becoming more complex, and nurses are now expected to make rapid, evidence-based decisions in highly demanding environments in clinical settings in the world. The development of clinical competencies among nursing students is essential to ensure the delivery of safe, quality, effective, and empathetic patient care. Clinical competencies encompass a wide range of skills, including clinical reasoning, decision-making, communication, and the ability to recognize and respond appropriately to patient needs (Mwale et al., 2025). Traditional teaching methods like lectures, demonstrations, and limited clinical exposure are no longer enough to prepare graduates for these realities. Around the world, Simulation-Based Education (SBE) has become one of the most effective educational approaches for developing competent, confident, efficient, and safe nursing professionals (Edward & Chukwuka, 2020). For Sri Lankan universities and nursing training colleges, adopting this approach is not just an innovation; it is a necessity to keep pace with global standards in nursing education in Sri Lanka (WHO, 2019). This paper aims to critically highlight the role of Simulation-Based Education in strengthening clinical competence among nursing students in Sri Lanka.

What is Simulation-Based Education?

Simulation-based education is one of the most important teaching and learning methods that imitate real situations in a clinical environment of safety (Jallad, 2025). SBE is a safe and active educational strategy in nursing education that allows learners to practice skills without harm, mimics the reality of a clinical environment, and evaluates clinical skills at different levels of nursing (Jallad, 2025) by utilizing task trainers, high-fidelity simulators, scenarios, case studies, and standardized patients. There are three main components of the simulation model to plan and implement the simulation experience and achieve desired outcomes: (a) simulation design that creates a trusting environment and shared responsibility between facilitator and learner, (b) educational practices that include experiential, interactive, and collaborative learning, and (c) learners' outcomes that focus on behavior (how learning transfers to the clinical environment), learning (changes in knowledge, performance skills, and attitudes), and reactions (satisfaction and self-confidence) (Edward & Chukwuka, 2020).

Types of Simulation and How They Work

Simulation in nursing education comes in different forms, and not all of them require high technology. Each type serves a unique learning purpose, and universities and nursing training colleges can combine them according to their needs and available resources (Alinier et al., 2006).

Main simulation types can be categorized as follows;

1. *Low-fidelity* simulations use basic task trainers or part models for skills such as injections, wound dressing, or catheterization (Frangi et al., 2025; Kim et al., 2023).
2. *Medium-fidelity* simulations use computerized manikins with basic physiological responses to help learners practice patient monitoring and decision-making (Foronda et al., 2020; Zapko et al., 2018).
3. *High-fidelity* simulation involves life-sized electronic manikins that can talk, breathe, and respond to treatments, allowing students to manage emergencies such as cardiac arrest or postpartum hemorrhage (Cant et al., 2021; Shin et al., 2015).
4. *Standardized patient* simulations using trained actors to teach communication, counselling, and empathy—methods that can be used effectively even in low-resource settings (Oh et al., 2015; Shin et al., 2023).

Why Sri Lankan Universities Need Simulation Now

Although SBE has become routine in many developed countries, and SBE has become routine and is formally integrated into their curricula (Nakhoul et al., 2019). Most universities and nursing training colleges in Sri Lanka currently possess skills laboratories, predominantly equipped with low-fidelity simulators (Gamage et al., 2023; Jayasekara et al., 2022). However, access to high-fidelity simulation facilities remains limited, with only a small number of institutions, such as Kotelawala Defence University (KDU), having advanced simulation infrastructure. As a result, while basic skills training is widely available, opportunities for structured exposure to complex clinical scenarios, emergency management, and interprofessional teamwork remain inconsistent across institutions (Gamage et al., 2023).

Nursing students in Sri Lanka continue to rely predominantly on hospital-based

clinical exposure for skills acquisition and professional socialization. However, studies conducted in Sri Lankan teaching hospitals and nursing education institutions consistently report that clinical learning opportunities are constrained by high patient loads, staff shortages, service-oriented ward priorities, limited supervision, and variability in case exposure (Gamage et al., 2023; Jayasekara et al., 2022). As a result, students' clinical experiences are often opportunistic rather than structured, leading to inconsistent competency development across training institutions.

This reliance on real-patient exposure raises an important ethical question: *Is it ethically acceptable for nursing students to perform complex or invasive procedures on live patients for the first time?* In Sri Lanka's overcrowded public hospitals, where patients frequently experience long waiting times and limited privacy, allowing novice learners to practice without prior simulated preparation poses potential risks to patient safety, dignity, and informed consent (Perera & Gunawardena, 2021). From an ethical and patient-rights perspective, SBE offers a safer and more justifiable alternative by enabling students to develop competence, confidence, and clinical judgement before engaging with real patients (Gamage et al., 2023; WHO, 2019). Thus, SBE aligns strongly with ethical principles of non-maleficence, beneficence, and respect for patient dignity within the Sri Lankan healthcare context.

The strategic introduction of high technologies such as high-fidelity simulation, particularly for emergency, maternal, and critical care training, can further enhance the standardization of clinical learning experiences across Sri Lankan nursing programmes. Evidence from Sri Lankan and regional studies indicates that high-fidelity simulation improves preparedness for complex clinical situations, reduces student anxiety, and supports consistent achievement of competency-based outcomes prior to

clinical placement (Gamage et al., 2023; Senanayake et al., 2024). Importantly, simulation does not replace clinical placements; rather, it complements them by preparing students to engage more safely, ethically, and effectively in real patient care environments.

Building a Practical Path Forward

Introducing simulation into Sri Lankan nursing curricula does not have to be an expensive transformation. Universities can start small, with simple skill models, role-playing scenarios, and low-cost materials made locally. Gradually, institutions can move toward medium- and high-fidelity simulation depending on funding and partnerships (Frangi et al., 2025). A particularly viable strategy is the establishment of shared regional simulation centers through collaboration among universities and nursing training colleges. Such centers can significantly reduce the financial burden on individual institutions, transforming simulation from a perceived “cost barrier” into a collaboration opportunity. Shared facilities promote equitable access, standardization of training, and efficient use of limited national resources. Crucially, faculty development is more important than high-fidelity equipment. A sophisticated simulator cannot produce meaningful learning outcomes without skilled educators who can design scenarios, facilitate learning, conduct effective debriefings, and evaluate performance. Investment in training nurse educators in simulation pedagogy is therefore essential and should be prioritized alongside infrastructure development (Al Khasawneh et al., 2021). With the right planning, Sri Lanka can adopt simulation education step by step, in a way that is sustainable and contextually relevant (WHO, 2019).

One of the strongest benefits of simulation learning is the opportunity for reflection through debriefing. After each session, students and facilitators discuss what went well, what went wrong, and how to improve those areas. This reflection helps learners

internalize knowledge, develop critical thinking skills, and gain self-awareness, skills that are difficult to achieve through lectures alone (Fanning & Gaba, 2007). Simulation also encourages teamwork and communication, as students often work in groups that mimic real healthcare teams. These experiences teach future nurses to collaborate effectively with doctors and other professionals, improving both safety and quality of care (Rudolph et al., 2014). For Sri Lanka, where teamwork in healthcare is still evolving, simulation offers a way to strengthen these essential interpersonal skills (Firth-Cozens, 2002).

Conclusion

A useful and research-based strategy to improve nursing education in Sri Lanka is SBE. By integrating simulation into university curricula, facilitators can create safe and structured learning environments where nursing students actively develop clinical competence, confidence, and critical thinking skills. Although establishing simulation facilities and training faculty requires investment, the long-term benefits, enhanced patient safety, consistent skill development, and globally competitive graduates, are invaluable. Rather than replacing clinical experience, simulation enriches it, bridging the gap between classroom knowledge and real-world practice, and positioning Sri Lankan nursing education to meet the growing demands of modern healthcare.

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A Tribute from the Silent...

Ms. Akindra Kariyawasam

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To console a thousand broken hearts,
To plant hope even at the very edge of life,
Unshaken before blood and sorrow,
Nurses bear burdens beyond measure...

A calling earned across many lifetimes,
Honored by the name they wear,
Though they face death day after day,
Still, they hold our hands,
Helping us stand once more,
For everyone, every day...

They check the temperature and give the pills,
Striving to ease humanity's many ills,
They feed the child, they answer each cry,
With tender voices, though weary inside...

Yet only when we become the patient,
Only when we lie upon the narrow bed,
Only when healing feels delayed,
We begin to search for someone to blame...

Oh, what oceans of patience this demands,
While the heart wanders home in longing,
And the face must still preserve,
That gentle, professional calm...

In the shadow of despair,
Her tired heart burns quietly,
Every fading life brings pain,
Because she is human...

You too have children,
Waiting for your touch,
Your stories, your love,
Yet duty steals those precious hours away...

Why did I never notice your exhaustion?
Why did I fail to read the sorrow in your eyes?
Now I know your worth,
Now I understand the love within your
service...

Those who accused you in their grief,
Simply did not recognize your heart,
Too late, I have learned...

From this stillness,
From this final silence,
A tear falls,
From a silent dead body...

Activities of GNFSL

Contribution to the Medical Camp

The second medical camp was held on 14th July 2024, from 8:30 am to 1:30 pm at the Auditorium of the Organization of Professional Associations of Sri Lanka (OPA). The event was organized by the Senior Professionals' Committee of OPA as its annual event for members and their families aged 55 years and above. The Graduate Nurses' Foundation of Sri Lanka (GNFSL) actively participated in the event by supporting various activities. Dr. M. R. S. Jayathilake, the President of GNFSL, and three nursing officers participated in the event.



Annual General Meeting 2025/2026

The Graduate Nurses' Foundation of Sri Lanka (GNFSL) successfully held its Annual General Meeting for the year 2025/2026 on 22nd February 2025 at the Post Basic College Auditorium.

A key highlight of the event was the thought-provoking panel discussion on "Ripple Effect of Nurse Migration on Health Care, Families, and Communities." The session was moderated by Dean, Faculty of Nursing, University of Colombo, Prof. SSP Warnakulasuriya, and the panelists were Chief Special Grade Nursing Officer RADC Karunarathna, President SLNC Mr. Keerthirathna, Senior Lecturer Dr. Pramuditha Madhavi, Director Nursing Education Mrs. Ashoka Abenayaka, and Director/Administration, Ministry of Health Mr. Ramesh Wijesinghe. The session featured insightful contributions from experts and professionals in the field, sparking meaningful dialogue on the far-reaching impacts of nurse migration in Sri Lanka.

The AGM served as a valuable platform for members to reflect on achievements, discuss challenges, and strengthen professional ties. GNFSL extends its heartfelt thanks to all participants, panelists, and members who contributed to making the event a resounding success





ශ්‍රී ලංකා හෙද හෙදියන් විදේශ රටවලට සංක්‍රමණය වෙන්නේ ඇයි?

ශ්‍රී ලංකාවේ දැනට සේවයේ නියැලෙන හෙද හෙදියන් විදේශ රටවලට සංක්‍රමණය වීම පිළිබඳ විශේෂ සාකච්ඡාවක් ඉකුත්දා පැවැත්විණි.

ශ්‍රී ලංකාවේ දැනට සේවයේ නියැලෙන හෙද හෙදියන් විදේශ රටවලට සංක්‍රමණය වීම සම්බන්ධයෙන් හේතු සාධක සහ සදාචාරාත්මක කරුණු සහ එහි වාසි අවසිය සලකා බැලීම සඳහා සෞඛ්‍ය විශේෂඥයින් සහ ප්‍රතිපත්ති සම්පාදකයින් එක්ව පසුගිය දින පැවැත්වූ මෙම සාකච්ඡාව ශ්‍රී ලංකාවේ උපාධිධාරී හෙද පදනමේදී පැවැත්විණි. එහිදී සෞඛ්‍ය පද්ධතියේ නිරසර භාගය රැකගනිමින් හෙද හෙදියන් සංක්‍රමණය වීම පිළිබඳ විශේෂ සාකච්ඡාවක් කෙරිණි. මෙම ලිපිය සැකසෙන්නාගේ එහිදී පළ වූ අදහස් ඇසුරිනි.

හෙද හෙදියන් විදේශගත වීමට බලපාන සාධක

ශ්‍රී ලංකා හෙද සභාවේ කීර්තියට හානි පලකළ පරිදි, විදේශගත වීමේ ප්‍රධාන හේතු ලෙස ශ්‍රී ලංකාවේ අඩු වැටුප් සහ සීමිත ප්‍රතිලාභ, වැඩි සේවා මුර සහ වැඩි වැඩ බර, වෘත්තීය සංවර්ධනය සඳහා සීමිත අවස්ථා, වෘත්තීය ගෞරවය, පිළිගැනීම සහ වෘත්තීය අනන්‍යතාවය නොමැතිකම, වෘත්තීය ආරක්ෂාව පිළිබඳ සැලකිලිමත් නොවීම, පිරිමි හෙදියන් සඳහා සීමිත සේවා අවස්ථා ලබාදීම, දේශපාලන හා ආර්ථික අස්ථාවරතාවය, එමෙන්ම විදේශ රටවලට සංක්‍රමණය වීමට හොඳවරුන් උනන්දුවක් දක්වන හේතු ලෙස, ඉහළ වැටුප් සහ වඩා හොඳ මූල්‍ය ස්ථාවරත්වයක් හිමිවීම, වෘත්තීය පුහුණුව සහ උසස් වෘත්තීය සංවර්ධනයේ අවස්ථා, වැඩ කිරීමට ඉඩකඩ පරිශ්‍රයක් සහ ආරක්ෂාව, දරුවන්ගේ අධ්‍යාපනය සඳහා වඩාත් හොඳ අවස්ථා දක්විය හැකිය.

ශ්‍රී ලංකාවේ සෞඛ්‍ය සේවා කාර්ය මණ්ඩලය හා රෝගීන්ට වන බලපෑම

ජාතික රෝහලේ ප්‍රධාන හෙද නිලධාරීන් දිනෙන් කාරුණාරක්ත මහත්මිය එහිදී මෙවන් අදහසක් පළ කළ සිටියාය.

2024 වසරේදී, සෞඛ්‍ය සේවාවේ සම්පූර්ණ හෙද කාර්ය මණ්ඩලය 2,679ක් අතරින් 58 දෙනෙකු විදේශගත වී ඇත. මෙය සෞඛ්‍ය සේවා ක්ෂේත්‍රයට දැඩි බාධා ඇති කර තිබේ. ඉහළ පුහුණුවක් සහිත හෙදවරු විදේශගත වීම නිසා විශේෂයෙන්ම දැඩි සත්කාර ඒකක, ළමා රෝග ඒකක සහ වෛද්‍ය වාට්ටු ආදිය දැඩි ලෙස බලපා ඇති ක්ෂේත්‍රයන් බවට පත්වී ඇත. එම නිසා ඉතිරි හෙද හෙදියන්ට අධික වැඩ මුර සංඛ්‍යාවක් යටත් වී ඇති අතර සමහර හෙද හෙදියන් පැය විසි හතරක කාලයක් වැඩ කිරීමටත් මාසිකව රාත්‍රී සේවා මුර පහලෙන් දක්වා ඉටුකිරීමටත් සිදුව ඇත. වෛද්‍ය වාට්ටු සඳහා දිනකට රෝගීන් 8,000ක් පමණ ආසන්න සංඛ්‍යාවක් වාර්තා වන අතර බිම මත රෝගීන්ට ප්‍රතිකාර කිරීමක් ද සිදුකිරීමට මෙම හෙද හෙදවරුන්ට සිදුවී ඇත.

අධික වැඩ බර, තෙහෙට්ටුව සහ පළපුරුදු උපදේශකයින් නොමැතිකම හේතුවෙන් රැකවරණය ඉණන්මක භාවය අධික වී ඇති අතර වෛද්‍ය දේපළ සහ ආසාදන අවදානම් වැඩි වී ඇත. "Brain Drain" (බ්‍රේන් ඩ්‍රේන්) යන සංකල්පය "Brain Circulation" (බ්‍රේන් සංසරණය) යන සංකල්පයට හැරවිය යුතු අවශ්‍යතාවයක් එකමුණ අවධාරණය කෙරිණ. මෙය විදේශ අන්දකීම් ලබා නැවත රටට ආපසු පැමිණෙන ආකාරයකට මාරුවිය යුතුය. මෙවන් ආකාරයක් දිගුකාලීන සෞඛ්‍ය කාර්යබල සැලසුම් සඳහා වඩාත් සුදුසුය.

සංක්‍රමණ සදාචාරාත්මක සලකා බලන කරුණු
එහිදී අගෝකා අභේතායක මහත්මිය දක් වූවේ මෙවැනි අදහස් පෙළකි.

සංක්‍රමණය, නපුරුකමෙන් නොවීම, හානිකර නොවන බව, යුක්තිය සහ ස්වාධීනත්වය ඇතුළු ආචාර ධර්ම මූලධර්ම පිළිපැදිය යුතුය.

ශ්‍රී ලංකාව සහ විදේශීය ඉලක්ක රටවල පවතින සදාචාරාත්මක ක්‍රියාවට අතර ඇති වෙනස හේතුවෙන් විදේශගත හෙදියන් අවදානම් සත්ත්වයන්ට මුහුණ දෙන්නට සිදු වෙයි.

සත්කාර ඉණන්මකභාවය පිළිබඳ නීති සම්පාදනය සහ ආරක්ෂාව වැනි උසස් සත්කාර ප්‍රතිනීති පිළිබඳ ප්‍රමාණවත් දැනුමක් නොමැතිකම, රෝගීන්ගේ ආරක්ෂාව සීමා කරයි. සංක්‍රමණික හෙදියන් දැනුවත් කැමැත්ත, ස්වාධීනත්වය, රහස්‍යභාවය සහ ආදේශන තීරණ ගැනීම වැනි කරුණු වලදී අභියෝගවලට මුහුණ දෙයි. විදේශගත වීමට සූදානම් වන හෙද වෘත්තීයයන් සඳහා පුළුල් උපදේශන ක්‍රමවේදයක් ක්‍රියාත්මක කළ යුතුය. සංක්‍රමණ වී සිටින හෙද හෙදියන්ගේ අයිතිවාසිකම් ආරක්ෂා වන පරිදි, නීතිමය සහ සම්මත ක්‍රමවේදයක් හඳුන්වා දිය යුතුය.

සංක්‍රමණික හෙදියන්, හිටුත්තේ පවුල් සහ ප්‍රජාවන් සෞඛ්‍ය බලපෑම්
රජයේ කටයුතු සඳහා ආචාර ප්‍රවෘත්තිය මාධ්‍ය එහිදී මෙලෙස කරුණු සඳහන් කළාය.

බොහෝ හෙදියන් සංක්‍රමණය වීමට පෙළඹී සිටියද, නැවත පදිංචි කිරීමේ ක්‍රියාවලිය අභියෝගාත්මකය. වෛද්‍ය ගැටලු අතර සංස්කෘතික කම්පනය, තනිකම, මානසික අවපීඩනය, අධි රුධිර පීඩනය සහ වෙනස් කොට සැලකීම ඇතුළත් වේ. වැසිකිළි (තෙත් සිට වියළි දක්වා පද්ධති) භාවිතය සහ ධුරාවලී වැඩ සංස්කෘතීන් වැනි විවිධ සමාජ සම්මතයන් සහ පද්ධතිවලට අනුවර්තනය වීම දුෂ්කරතා ඇති කරයි. නැවත පැමිණීමෙන් පසු වැඩ පද්ධතිවල සහ අපේක්ෂාවන්හි වෙනස්කම් හේතුවෙන් නැවත ඒකාබද්ධ වීම සංකීර්ණ වේ.

නිරසර සංක්‍රමණ සලකා බැලිය යුතු සඳහා ප්‍රතිපත්ති මට්ටමේ සලකා බැලීම්

සෞඛ්‍ය අමාත්‍යාංශයේ රජයේ විදේශීය මහතා එහිදී පහත කරුණු ගෙනහැර දක් විය.

පළාත් සභාවලින් ලැබෙන තොරතුරු සම්පූර්ණයෙන්ම දත්ත පද්ධතියට ඇතුළත් නොවීම නිසා නිවැරදි තීරණ ගැනීම බාධා වෙයි.

සංක්‍රමණය සඳහා අනුමත නිවාඩු ගණන 2021-2022 කාලය තුළ 105ක් වූ අතර, 2023 වසරේදී එය 502ක් දක්වා දැඩි ලෙස ඉහළ ගියේය.

වත්මන් සේවා ව්‍යවස්ථා නීති රාමුව සහනයේ සිටින ශ්‍රම බලකායේ අවශ්‍යතා සමග නොගැලපේ.

බඳවා ගැනීම සීමා වී ඇති අතර වාර්ෂිකව හෙද පුහුණු සාකච්ඡාවන් හෙදියන් 75ක් සහ විස්ථවිද්‍යාලවලින් හෙදියන් 25ක් පමණක් නිවැරදිය. දැනටමත් හෙද පුරප්පාඩු 3,915ක් පමණ පවතී. මෙම අභියෝගවලට ප්‍රතිචාර දක්වීමට සේවා ව්‍යවස්ථාව සංශෝධනය කිරීම සහ සේවක හිඟය, සංක්‍රමණය ආදී ගැටලු සම්බන්ධව පහසුකම් පිළිබඳව සලකා බලන පුළුල් ප්‍රවේශයක් අවශ්‍ය බව අවධාරණය කරන ලදී.

තවද, රට තුළ හෙදියන්ගේ වෘත්තීය අනන්‍යතාවය ශක්තිමත් කිරීමේ වැදගත්කම මණ්ඩලය අවධාරණය කළේය. අධ්‍යයන හා සායනික උපදේශකත්වය තුළින් මෙම අනන්‍යතාවය වර්ධනය කිරීමේදී අධ්‍යාපනඥයින්ට වැදගත් කාර්යභාරයක් ඇති බව සඳහන් විය. හෙද අධ්‍යාපනය සහ පුහුණුව පුරාවට පෝෂණය කළ යුතු මූලික නිපුණතාවයක් ලෙස සායනික විනිශ්චය වර්ධනය කිරීම ඉස්මතු කරන ලදී.

සංස්කෘතික සංවේදීතාව ඇතුළත් ජාත්‍යන්තරව පෙළගස්වන ලද හෙද විෂයමාලා ඒකාබද්ධ කිරීම සඳහා ද මණ්ඩලය පෙනී සිටියේය. එවැනි විෂයමාලා ප්‍රතිසංස්කරණ මගින් ශ්‍රී ලාංකික හෙදියන්ගේ ගෝලීය සූදානම් වැඩි දියුණු කිරීම පමණක් නොව, දේශීය සහ ජාත්‍යන්තරව සංස්කෘතික වශයෙන් ලබාදීම වැදගත්කම ඔවුන් අවධාරණය කළේය.

මෙම සාකච්ඡාව මෙහෙයවා ඇත්තේ ශ්‍රී ලංකා හෙද සංගමයේ සභාපති මහාචාර්ය එස්.එස්.වී. වර්ණකුලසූරිය මහතා විසිනි.

ලිපිය සැකසීම -
ප්‍රකාශන කමිටුව ශ්‍රී ලංකා
උපාධිධාරී හෙද පදනම
අයට යොමු කළේ
නිළිණි මාපටුන

International Nurses Day Celebration – 24th May 2025

Nurses' Day Celebrations 2025 were held on 24th May 2025 at the National Hospital of Sri Lanka, collaboratively organized by the Sri Lanka Nurses Association (SLNA) and the Graduate Nurses Foundation of Sri Lanka (GNFSL). The Nightingale Commemoration Speech was delivered by Dr. M. R. S. Jayathilake, President of GNFSL, followed by the Theme Speech of the event titled "Our Nurses. Our Future. Caring for nurses strengthens economies," delivered by Prof. S. S. P. Warnakulasuriya, President of SLNA. Mr. A. Keerthirathna, Secretary of SLNA, delivered the Vote of Thanks.

Representatives from the SLNA, GNFSL, and nursing staff of the National Hospital, including special grade nursing officers, nurse managers, and nursing officers, participated in the event. SINEC Campus sponsored the event.



OPA Annual Conference & National Apex Awards 2025

The 38th Annual Conference of the Organization of Professional Associations (OPA) and the 4th National Apex Awards Ceremony were held on the 19th and 20th of August 2025 at Cinnamon Life, Colombo. Hon. Dr. Jagath Wickramaratna, the Speaker of the Parliament of the Democratic Socialist Republic of Sri Lanka, graced the inaugural session as the Chief Guest.

Professionals from member associations were invited to the event. The President of GNFSL, Dr. M. R. S. Jayathilake, the Vice President, Ms. R.A.D.C Karunaratne, and three Executive Committee members participated in the inaugural session as well as in the technical sessions held on both days



General Meeting 2025

The Graduate Nurses' Foundation of Sri Lanka (GNFSL) successfully held its General Meeting 2025 on 22nd November 2025 at the Post Basic College of Nursing Auditorium. A key highlight of the programme was the Research-Based Knowledge Sharing Session conducted by Dr. Ashoka Dissanayake, Lecturer, Department of Nursing and Midwifery, University of Sri Jayewardenepura. Dr. Dissanayake delivered an insightful session that provided valuable perspectives for both academic and clinical practitioners.



Narrative Writing Competition 2025

The general meeting of the Graduate Nurses Foundation 2025 featured the final round of the Narrative Writing Competition, showcasing the creativity and reflective writing skills of the participants. Following these sessions, the General Meeting was held, providing a platform for members to review the year's progress, discuss ongoing initiatives, and share ideas for future activities. GNFSL extends its sincere appreciation to all attendees, contributors, evaluators of the narrative writing competition, and members for their enthusiastic participation and continued commitment to uplifting the nursing profession in Sri Lanka.



Workshops Conducted by GNFSL

Research Workshop for Beginners

The Graduate Nurses' Foundation of Sri Lanka organized a research workshop for beginners on 29th June 2024 for nursing students and nurses. The workshop aimed at improving knowledge and skills towards selecting a research topic, setting objectives, determining research designs, developing a questionnaire, method of data collection, and ethical considerations and how to write a proposal. The resource persons were Prof. Damayanthi Dasanayake, Professor in Nursing, University of Peradeniya, Prof. Nirmala Rathnayake, Professor in Nursing, University of Ruhuna, Dr. K. A. Sriyani, Senior Lecturer, The Open University of Sri Lanka, Dr. M. R. S. Jayathilake, Senior Lecturer, University of Sri Jayewardenepura and Dr. Maliga Wijesiri, Senior Lecturer, General Sir John Kotelawala Defence University. Sixty-three participants actively engaged in the workshop.



GRADUATE NURSES' FOUNDATION OF SRI LANKA

RESEARCH WORKSHOP FOR BEGINNERS

As a beginner, are you interested in creating compelling research ?

RESOURCE PERSONS

- 
Prof. Damayanthi Dasanayake
Professor in Nursing
University of Peradeniya
- 
Dr. K.A. Sriyani
Senior Lecturer
Open University of Sri Lanka
- 
Dr. M.R.S. Jayathilake
Senior Lecturer
University of Sri Jayewardenepura
- 
Dr. Maliga Wijesiri
Senior Lecturer
Kotelawala Defence University
- 
Prof. Nirmala Rathnayake
Professor in Nursing
University of Ruhuna

Moderated By
Ms. Thilini Mapatuna
Assistant secretary
GNFSL



29 JUNE 2024

08.30 AM - 12.30 PM

PLATFORM 

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0773120732
Dr. M.R.S. Jayathilake
(Chairperson)

0715616656
Thilini Mapatuna
(Assistant Secretary)

<https://gnfsl.lk/>

Qualitative Research Workshop

A qualitative research Workshop was organized by the Research Committee of the Graduate Nurses' Foundation of Sri Lanka on 28th September 2024. The workshop covered areas such as introduction to qualitative research and identification of research questions, qualitative data collection methods and qualitative research designs. The resource persons were Prof. M. K. D. L. Meegoda, Professor in Nursing and Midwifery, University of Sri Jayewardenepura, Prof. B. Sunil S. De Silva, Professor in Nursing, The Open University of Sri Lanka and Dr. S. M. T. D. Sundarapperuma, Senior Lecturer, University of Ruhuna. Forty-three participants.

 GRADUATE NURSES' FOUNDATION OF SRI LANKA

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"Unlocking the power of stories"

Qualitative Research Workshop

WWW.GNFSL.LK


Prof. B. Sunil S. De Silva
Dean/Professor in Nursing
The Open University of Sri Lanka


Prof. M.K.D.L. Meegoda
Professor in Nursing and Midwifery
University of Sri Jayewardenepura


Dr. S.M.T.D. Sundarapperuma
Senior Lecturer
University of Ruhuna

28TH SEPTEMBER 2024
9.00am - 12.30pm

Moderated By
Mr. Kavishka Madushan
Temp. Lecturer
Faculty of Nursing
University of Colombo



TOPICS -

- Introduction to qualitative research and identification of research questions
- Qualitative research designs
- Qualitative data collection methods

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 0769384283
Mr.Kavishka Madushan

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Quantitative Data Analysis Workshop

The Research Committee successfully conducted a *Quantitative Data Analysis* workshop on 1st March 2025. The resource panel included Prof. Nirmala Rathnayaka, Dr. K.A. Sriyani, Dr. Maliga Wijesiri, Ms. Nilanthi Chathurika, and Ms. Dinithi Abeykoon, with moderation by Mr. D.K.M. De Silva and Ms. M.G.S. Nishara.

A total of 36 participants attended the workshop. The GNFSL has been officially recognized as a Continuing Professional Development (CPD) provider, accredited by the Education, Training & Research Unit of the Ministry of Health. Accordingly, the workshop was awarded 2 CPD points per hour for each resource person and 1 CPD point per hour for participants, enabling each participant to earn a total of 7 CPD points.

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GRADUATE NURSES' FOUNDATION OF SRI LANKA

Online Workshop on

Quantitative Data Analysis

Discover Insights Beyond Numbers

zoom Are you a researcher, student, or professional looking to enhance your quantitative data analysis skills? This webinar is designed to guide you through essential techniques and tools to analyze quantitative data effectively.

PLATFORM

RESOURCE PERSONS

Prof. Nirmala Rathnayake
Professor in nursing
Faculty of Allied Health Sciences
University of Ruhuna

Dr. Sriyani Kumarasinghe
Senior Lecturer
Faculty of Health Sciences
The Open University of Sri Lanka

Dr. Maliga Wijesiri
Senior Lecturer
Faculty of Allied Health Sciences
Sir John Kotelawala Defence University

Ms. Nilanthi Chathurika
Lecturer
Faculty of Nursing
University of Colombo

Ms. Dinithi Abeykoon
Visiting Lecturer
The Open University of Sri Lanka

CONTENT

- Introduction & Data Preparation
- Data Management & Exploratory Analysis
- T-tests and Related Non-Parametric Tests
- ANOVA and Correlations with Relevant Non-Parametric Tests
- Reporting, Interpretation, and Advanced Visualizations

01st MARCH 2025
8.30am - 04.30pm

REGISTER NOW

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Moderated By
Mr. D.K.M. De Silva & Ms. M.G.S. Nishara

Contact Us for more information
0714825701
Ms. M.G.S. Nishara

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Workshop on Research Writing and Publication

The Graduate Nurses' Foundation, Sri Lanka, organized a research workshop on "Research writing and Publication" on 25th October 2025. The workshop aimed to improve knowledge and skills related to writing research abstracts, manuscripts, selecting suitable journals, and creating awareness of publication ethics. The resource persons were Prof. Sudath S.P. Warnakulasuriya, Professor in Nursing and Dean, Faculty of Nursing, University of Colombo, Prof. Nirmala Rathnayaka, Professor in Nursing, University of Ruhuna, Dr. M.R.S. Jayathilake, Senior Lecturer, University of Sri Jayewardenepura and Dr. Maliga Wijesiri, Senior Lecturer, General Sir John Kotelawala Defence University. Forty-nine participants actively participated in the workshop. The workshop was accredited by the Education, Training & Research Unit of the Ministry of Health and registered for CPD points. Therefore, this workshop accredited 05 CPD points for each participant and 2 CPD points for each resource person.

Graduate Nurses' Foundation of Sri Lanka

A WORKSHOP ON RESEARCH WRITING AND PUBLICATION

Resource Persons

 Prof. SSP Warnakulasooriya Dean, Faculty of Nursing University of Colombo	 Dr. M.R.S. Jayathilake Senior Lecturer University of Sri Jayewardenepura	 Prof. Nirmala Rathnayake Senior Lecturer University of Ruhuna	 Dr. Maliga Wijesiri Senior Lecturer Kotelawala Defence University
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25th October 2025
8.00 am onwards

ONLINE WORKSHOP

Topics -

- How to write an abstract?
- How to write a manuscript?
- How to find a good journal?
- Publication Ethics

Registration Fee- Rs. 2000/- only

Moderated by 
Ms. M.G.S. Nishara

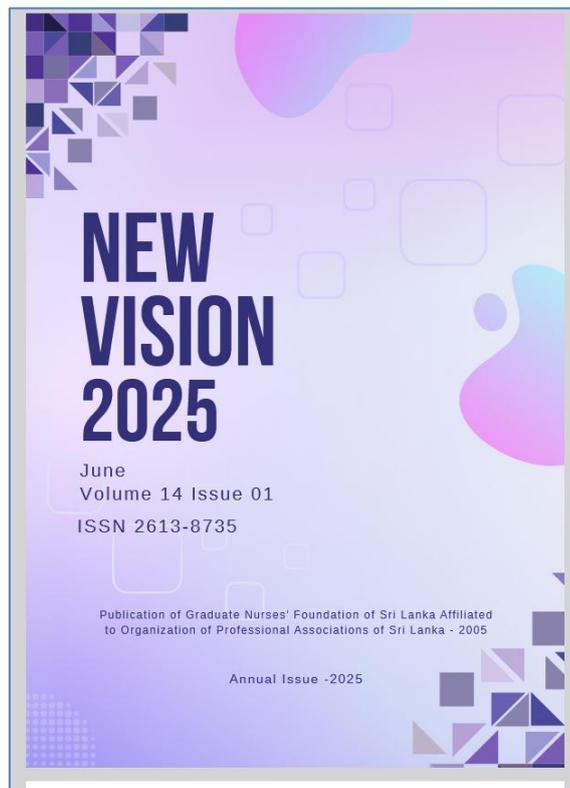
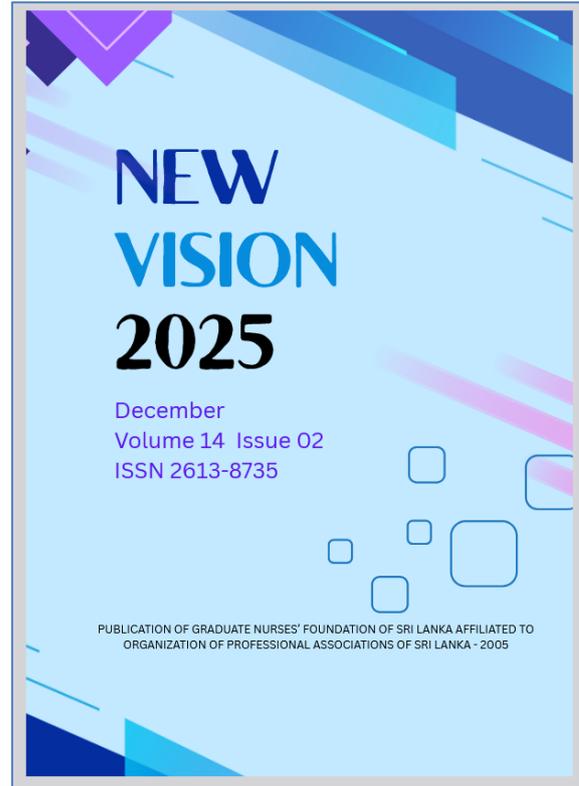
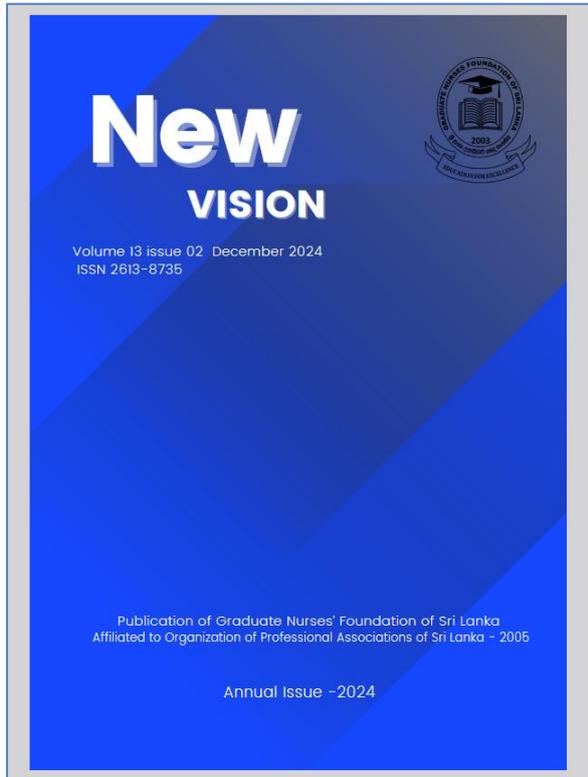
All participants will receive a e-certificate of participation (and CPD points)

REGISTER

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 0773120732 Dr. M.R.S. Jayathilake (President)	 0710645524 Dr. Maliga Wijesiri (Secretary)	 0715616656 Thilini Mapatuna (Assistant Secretary)	 https://gnfsl.lk/
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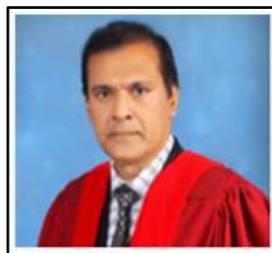
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