

FINE Workgroup
7-8 November 2022

RESULTS

Driving future developments in nursing education across Europe

Current and future proof education: challenges and
opportunities

Stimuler les développements futurs de la formation infirmière en Europe

L'enseignement actuel et futur : défis et
opportunités



*EUROPEAN FEDERATION
OF EDUCATORS
IN NURSING SCIENCE*

*FÉDÉRATION EUROPÉENNE
DES ENSEIGNANTS
EN SCIENCES INFIRMIÈRES*

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Objectif de ce groupe de travail FINE :

- Explorer l'écart entre la théorie et la pratique infirmière et créer des ponts.

Objectifs spécifiques :

- Élargir la réflexion à l'enseignement clinique (il ne suffit pas de modifier le programme éducatif contemporain et de restructurer le contenu théorique des programmes d'études actuels)
- Inclure d'autres partenaires clés fondamentaux tels que les cliniciens, les associations de patients et la population étudiante infirmière.
- Encourager les attitudes positives par des actions largement participatives afin de garantir des effets durables et des résultats éducatifs optimaux.
- Exercer un leadership et collaborer pour établir un lien efficace et solide sur une variété d'environnements d'apprentissage et plus complexes.

Pourquoi :

- Pour répondre aux exigences de qualité et de sécurité des soins
- Pour une pratique clinique de qualité doit être intrinsèquement liée aux preuves et aux recherches les plus récentes menées par les infirmières, mais aussi par d'autres professionnels de la santé au sein d'équipes multidisciplinaires

En ce sens, FINE soutient une rationalisation plus académique de la pratique clinique, et un développement de la recherche infirmière.

Participants

The workgroup brought together about 40 participants, in person and online, from different countries:

Spain, France, Belgium, Portugal, Malta, North Macedoine, Greece, Georgia, Estonia, United Kingdom, South Arabia.

We also thank the students for their dynamic participation in the organization of the event as well as in the debates and exchanges.

Le workgroup a rassemblé une quarantaine de participantes et participants, en présentiel et en ligne, issus de différents pays :

Espagne, France, Belgique, Portugal, Malte, Macédoine du Nord, Grèce, Géorgie, Estonie, Angleterre, Arabie du Sud.

Nous remercions également les étudiantes et étudiants pour leur participation dynamique tant dans l'organisation de l'évènement que dans les débats et échanges.

Inspiring oral presentations

Driving future developments in nursing education across Europe
Current and future proof education: challenges and opportunities

Dr. Maria Filomena Mendes Gaspar, Vice President of FINE

Studying in Greece : a student's perspective

Paola Gizari

Primacy of clinical teaching in bridging the theory practice gap

Dr. Herdís Sveinsdóttir

Former Dean and professor at the Faculty of Nursing, University of Iceland

Reflective Learning in Nursing

Dr. Stefanos Mantzoukas

Associate Professor in Qualitative Research & Reflective Based Nursing Praxis

Director of Research Lab. Integrated Care, Health & Well-being



Question 1

How can we help students to reduce the gap between theory and practice



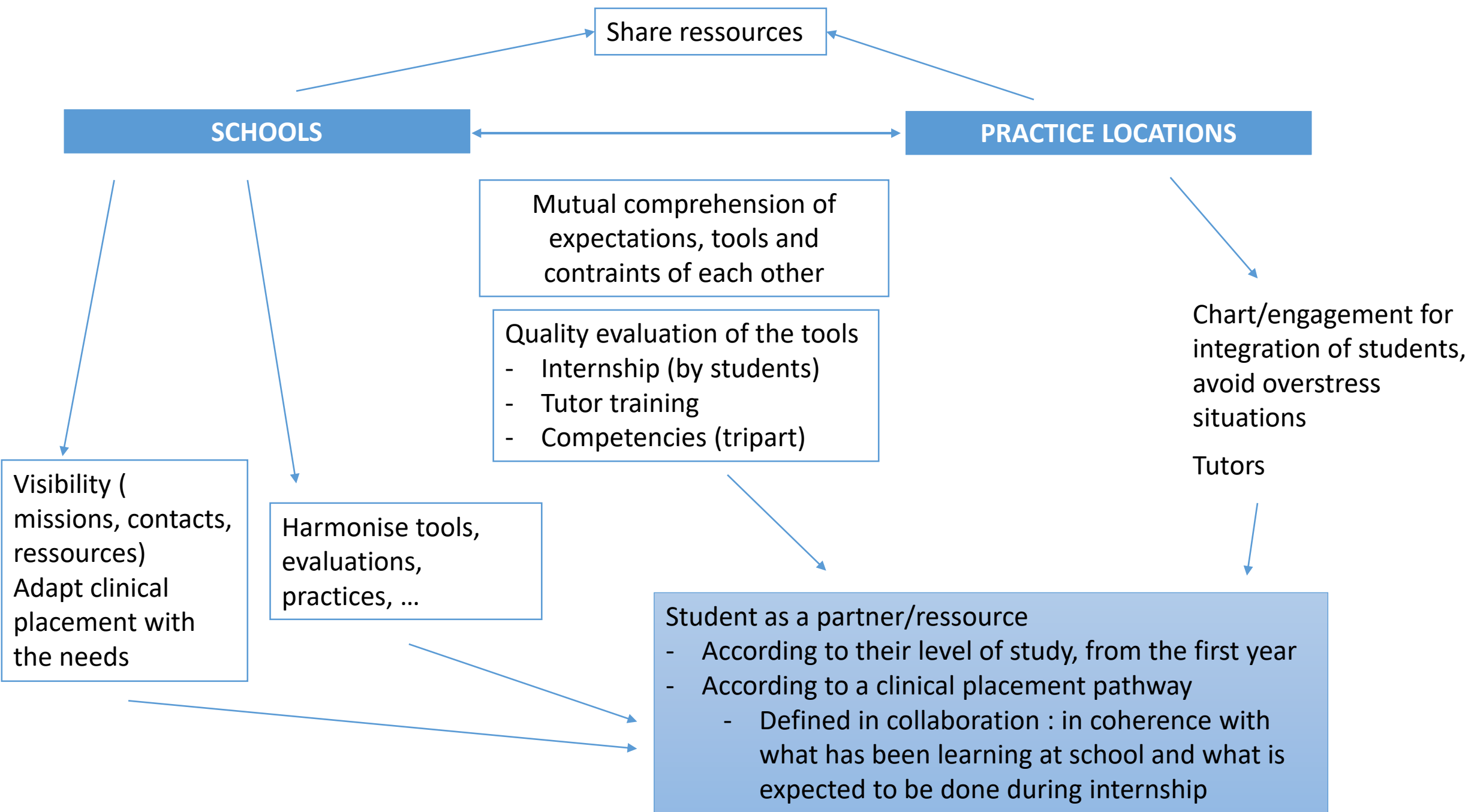
- The meaning and implications of the “ Gap” need to be re considered by students and educators;
- Clarification and reflection on good practice;
- Good practice discusses also with professionals;
- Following the best evidence and research to fill/reduce the gap;
- Improve communication;
- Stronger partnership are needed between clinicians, that is qualified nurses and student nurses, and nurse educators/ academics
- working on students responsibility for an ethical behavior in learning and clinical practice;
- Built a truly *ethic of care* for professors students and nurses;
- Reduce students work load - Students are not a resource for the clinical environment;
- Tutor or a reference professional with the students in the clinical practice;
- Accreditation of the services and wards for having students (selected environment for a safe clinical learning process)

Question 2

How can we help institutions to reduce the gap between theory and practice

- Visibility of the mission of institutions involved
- Quality as an important tool
- Student as a partner
- Collaboration
- Tutor as a linking person
- Harmonize tools for evaluation
- Mutual understanding
- Adapt clinical places to the needs - Work on that together
- The role and participation of clinical management/ administration in nurse education may require further attention and revision





Question 3

How can we act at the political level to reduce the gap between theory and practice (I)



- Policy initiatives focus and seek to address building bridges rather than addressing gaps.
- Funding to conduct research together concerning clinical practice hours and components;
- Including simulation as activity on clinical practice;
- Ask politicians to work together on this matter at several level (institutions ;
- Ask for an evolution of the directive; revision of clinical teaching definition;
- Specify the level of study (professional or higher education)
- Nurse's title reserve to higher education;
- Reduce the time for clinical practice at the bedside;
- Integration of other activities than bedside internship like reflective work, reports, simulation;
- Define and ensure the implementation of a real "tutoring" professionals of the clinical environment

Question 3

How can we act at the political level to reduce the gap between theory and practice (II)



- Tutor as a key person to link between the academic and clinical world and also to reinvent it (redesign clinical practice) ;
- Ensure that the tools used to support students in professional environments are understandable by all (skills, need competences and evaluation frameworks)
- Speaking the same “ language”
- Act in political level evaluation in four dimensions: 1)clinical learning environment characteristics; 2) Team leader leadership; 3) The tutor ; 4) The teacher.
- Work in coherence

Question 3

How can we act at the political level to reduce the gap between theory and practice (III)

- Multidisciplinary
- Reflect on the access to higher education
- Communicate positively and in scientific terms about the nurse, and its added value
- Students as an important partner of the reflexion process
- Retention of students and nurses on the profession
- Assume real leadership
- Quality assurance of the clinical practice



- Exemples

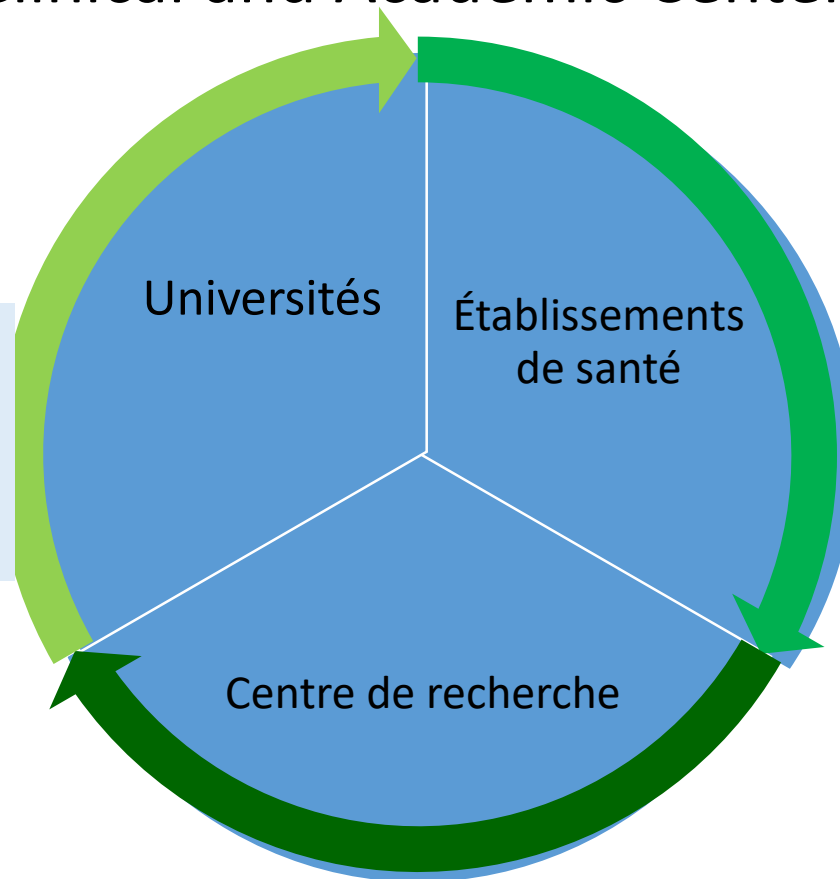
Wales Centre (Centre gallois)pour l'innovation dans la pratique - Gary Rolfe
Ce centre vise à réduire le fossé physique, social, psychologique et professionnel entre la pratique et le milieu universitaire.

A model :



Clinical and Academic Centers (CAC)

Structures intégrées d'activité clinique, d'enseignement et de recherche du secteur public ou privé



Les Centres Académiques Cliniques (CAC) sont une opportunité unique d'agréger et de consolider la recherche, l'enseignement et l'offre de soins dans une stratégie collaborative visant à atteindre l'excellence à tous ces niveaux.

Published in the official government journal

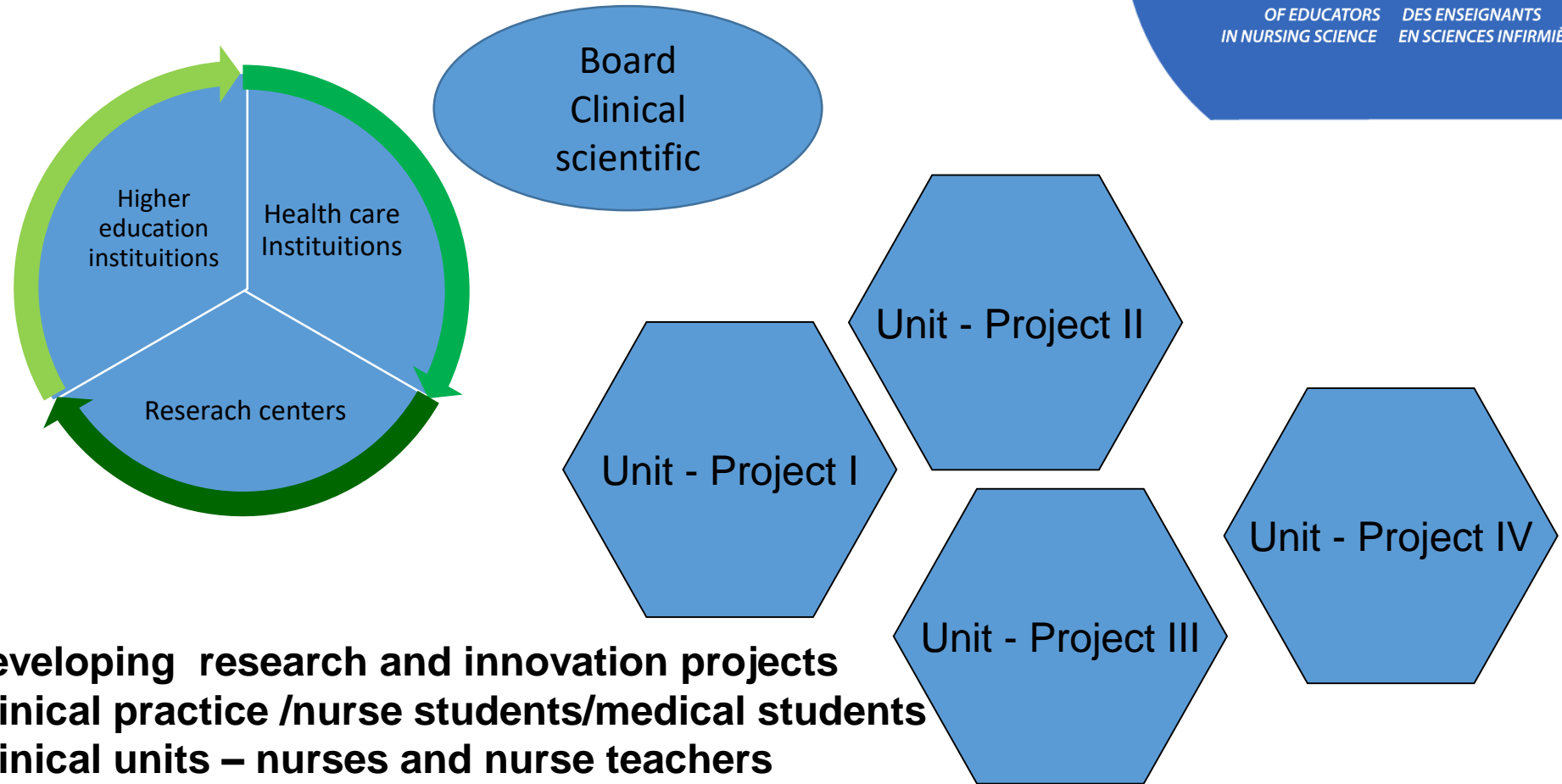
instauração requer financiamento.
Deve igualmente assegurar-se a possibilidade de realização de investigação clínica e de translação através de uma articulação estruturada entre os hospitais e restantes unidades de saúde, os centros de I&D na área das ciências da vida, as escolas médicas, as escolas de enfermagem, de saúde e de tecnologias de saúde e as empresas na área biomédica.
Para responder adequadamente às necessidades de promoção, avaliação e financiamento da investigação e inovação clínica, as funções de avaliação e financiamento têm sido sistematicamente cometidas em muitos países de referência internacional a uma agência que integra também um laboratório de referência ao nível do controlo de qualidade e associado a políticas de prevenção da saúde pública. Deve, assim, aproveitar-se a oportunidade que emerge em Portugal para ponderar a integração do INSA, I. P. numa agência com competências alargadas. Tais objetivos devem

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Unit structure /Ward structure- Projects



- Developing research and innovation projects**
- Clinical practice /nurse students/medical students**
- Clinical units – nurses and nurse teachers**
- Consulting and partners**
- Clients**
- Quality for teaching and research /Accreditation**



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