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University of Catalonia

Ibero -American consensus on communication skills for Nursing Degree students

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1 Theoretical Framework and Justification
2 Hypothesis
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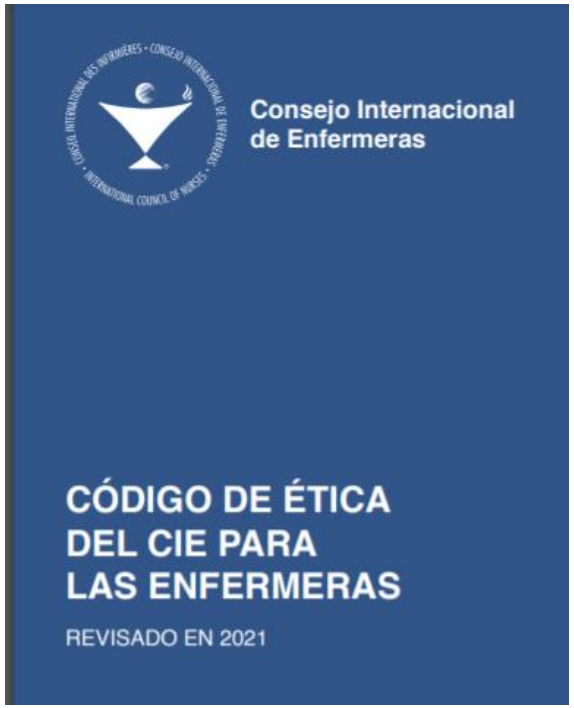
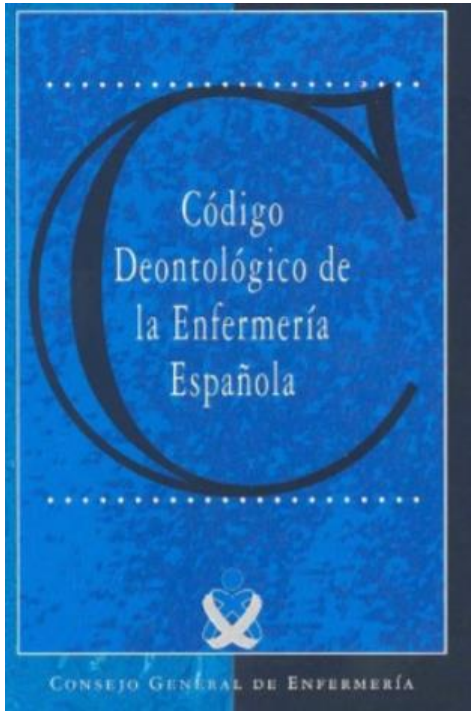
Communication as a key element in Nursing care

- **Essential competence in human relationships it includes an innate component and is considered a skill that can be learned.**
- **The practice of the nursing profession requires having a high sensitivity to treat and relate to people who are in health-disease processes.**
- **It is based on the ethical and deontological principles that make up this discipline.**

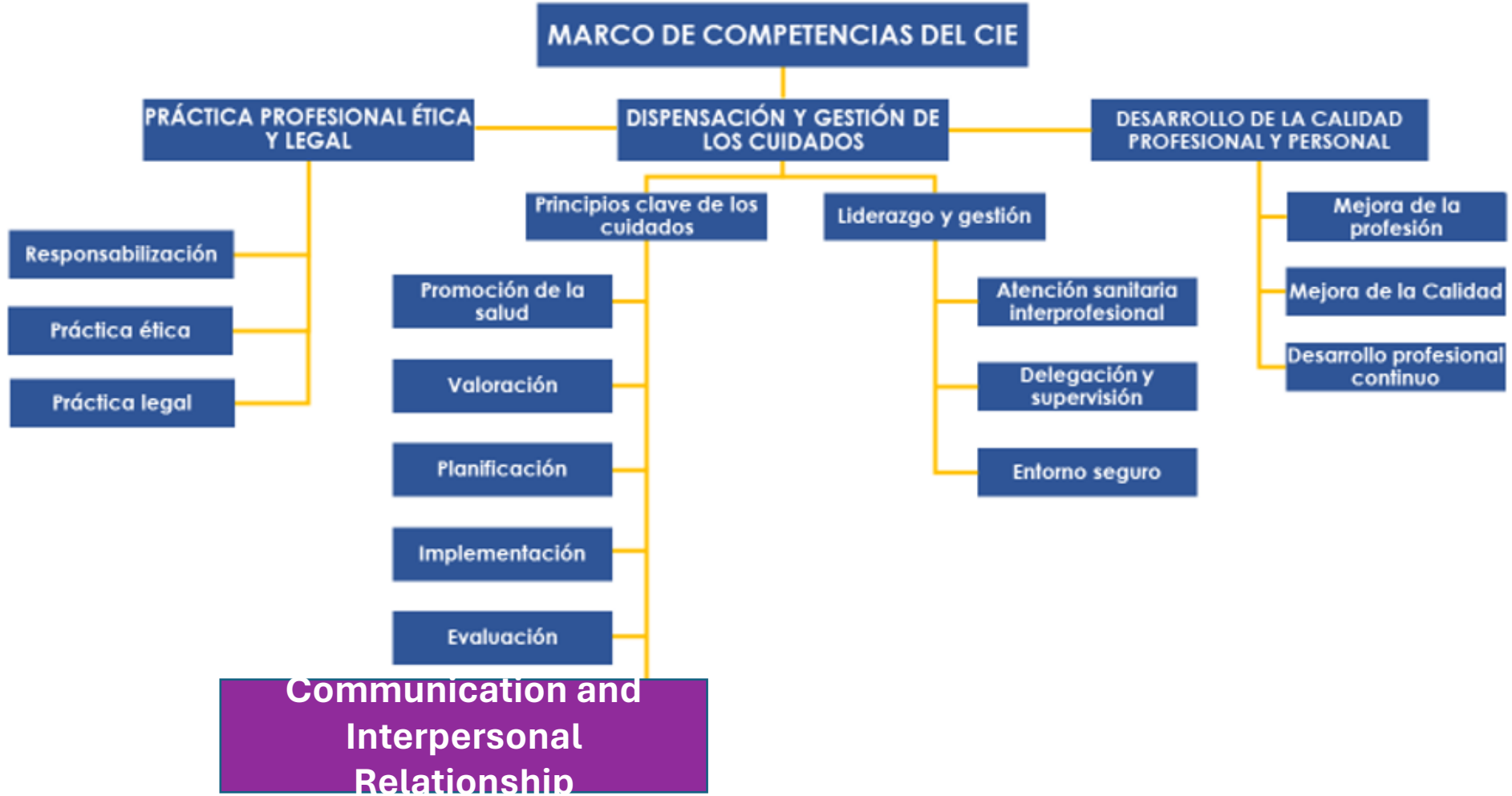
Regulation and documentary references on communication skills in Nursing

Nursing Ethical and Deontological Codes References





International Council of Nurses Competency Framework



Document´s and regulatory references in Europe

L 354/132 ES Diario Oficial de la Unión Europea 28.12.2013

DIRECTIVA 2013/55/UE DEL PARLAMENTO EUROPEO Y DEL CONSEJO

de 20 de noviembre de 2013

por la que se modifica la Directiva 2005/36/CE relativa al reconocimiento de cualificaciones profesionales y el Reglamento (UE) nº 1024/2012 relativo a la cooperación administrativa a través del Sistema de Información del Mercado Interior («Reglamento IMI»)

Marco de Competencias de EFN
Adoptado en la reunión de la Asamblea General de EFN en abril de 2015 en Bruselas

EFN

Directiva 2013/55/UE	Áreas competenciales (AC) Marco de Competencias de EFN
COMPETENCIA H	AC. 1: Cultura, Ética y valores
COMPETENCIA C	AC. 2: Promoción de la salud y prevención, orientación y enseñanza
COMPETENCIA A COMPETENCIA F	AC. 3: Toma de decisiones
Competition B and G	**AC 4:Communication and Teamwork**
COMPETENCIA G	AC. 5: Investigación, desarrollo y liderazgo

Document´s and regulatory references in Europe

Tuning
Tuning Educational Structures in Europe

Marco de Competencias de EFN
Adoptado en la reunión de la Asamblea General de EFN en abril de 2015 en Bruselas

EFN

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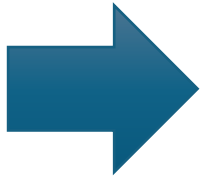
Document´s and regulatory references in Nursing profession in Spain:

1. **Degree in Nursing National Agency for Quality Assessment and Accreditation.**
2. **CIN Order Ministry of Innovation and Science**
3. **State official newsletter (BOE)**

Document´s and regulatory references in Nursing Spain

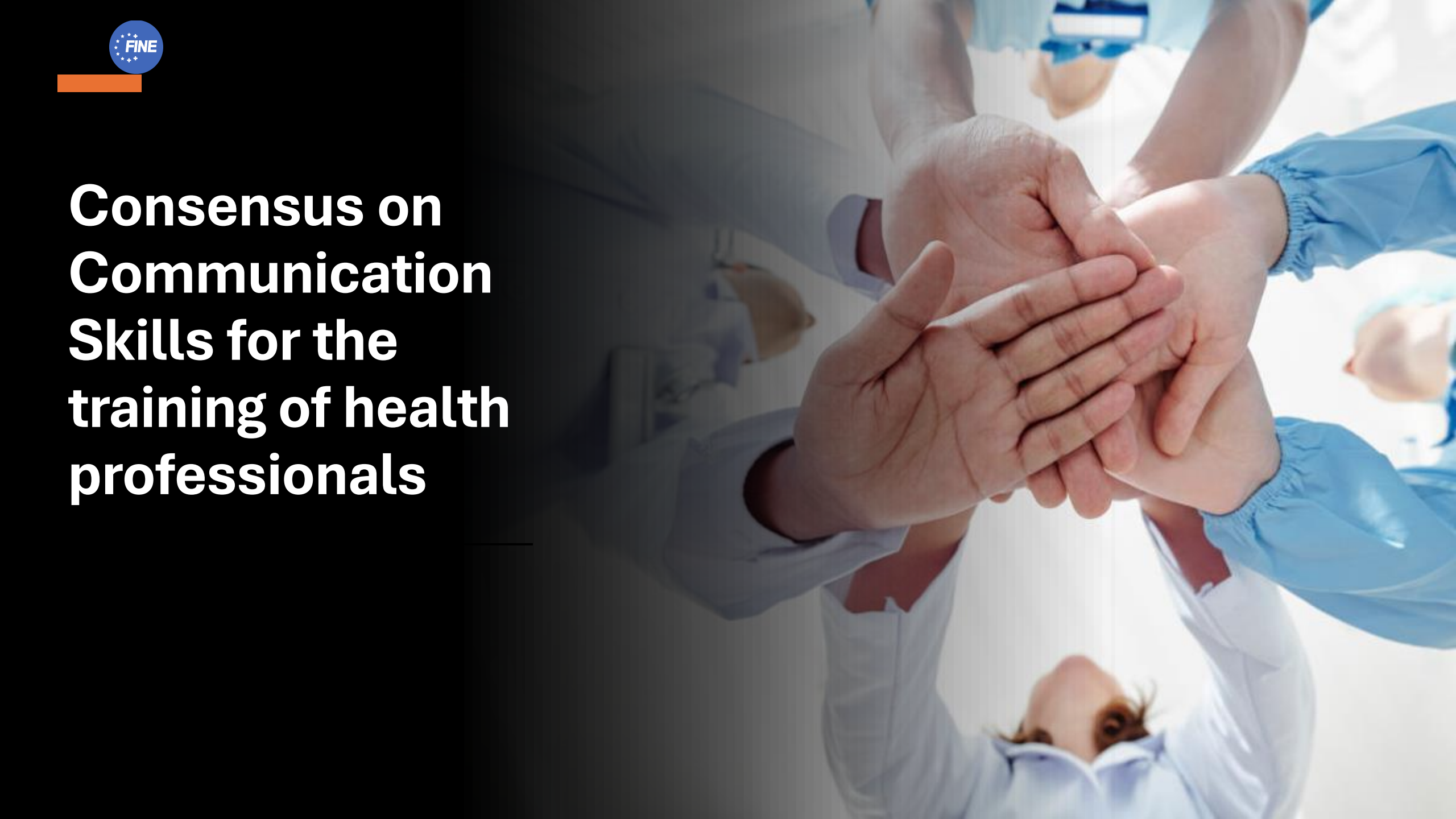
MINISTERIO DE CIENCIA
E INNOVACIÓN

12388 *ORDEN CIN/2134/2008, de 3 de julio, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Enfermero.*



INSTRUMENT FOR THE EVALUATION OF CLINICAL PRACTICES OF UNDERGRADUATE STUDENTS IN NURSING AT UFV SINCE 2014

Consensus on Communication Skills for the training of health professionals



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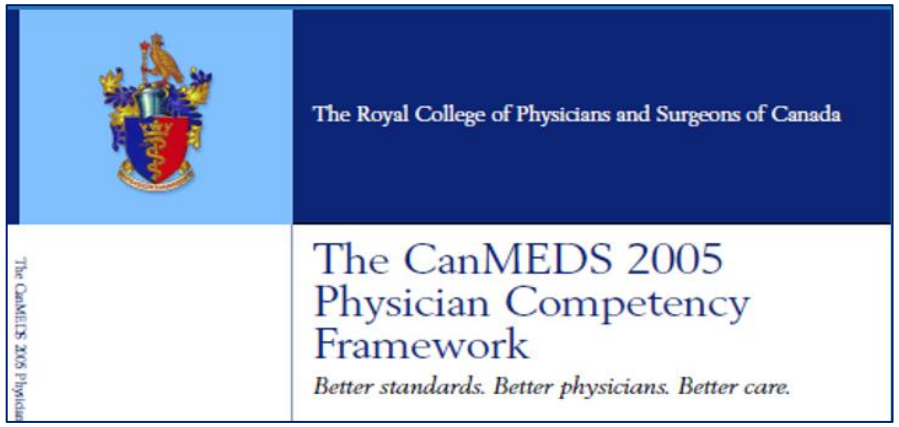
Doctor-patient communication: the Toronto consensus statement

Michael Simpson, Robert Buckman, Moira Stewart, Peter Maguire, Mack Lipkin, Dennis Novack, James Till

Essential Elements of Communication in Medical Encounters: The Kalamazoo Consensus Statement

Participants in the Bayer–Fetzer Conference on Physician–Patient Communication in Medical Education



UK consensus statement on the content of communication curricula in undergraduate medical education

Martin von Fragstein,[1] Jonathan Silverman,[2] Annie Cushing,[3] Sally Quilligan,[2] Helen Salisbury[4] & Connie Wilkin[5] on behalf of the UK Council for Clinical Communication Skills Teaching in Undergraduate Medical Education

Justification

No consensual list of communication skills has been found with regard to the training of Bachelor's Degree in Nursing students.

There is no unification in terms of evaluation criteria, no in terms of their development methods in the different study plans.

It seems convenient to develop common criteria for a comprehensively understood communication competence, detailing specific learning outcomes.

In this way, goals can be shared regarding educational strategies and the acquisition of these competencies can be evaluated with common criteria in the most objective way possible.

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HYPOTHESIS

It is possible to define, through the consensus of academic experts and nursing professionals, a profile of communication skills (formulated in the format of observable learning outcomes) that nursing degree students should acquire during their university studies to develop a graduate profile.
That responds to the current needs of society regarding the profession.

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GENERAL OBJECTIVE

Define a common set of communication skills to acquire during university studies for a Degree in Nursing, acceptable in Spain, Portugal and in countries of the Ibero-American sociocultural environment.

SPECIFIC OBJECTIVE (I)

1. Identify competency areas in the field of healthcare communication most relevant to apply to Nursing Degree teaching in the countries involved.

2. Define, under a consensus of Ibero-American experts, a detailed list of possible learning outcomes in terms of communication competence for university nursing students, in each of the defined competence areas.

3. Identify, within the agreed upon learning outcomes, a subset of them that can be considered more applicable and suitable to form part of a core curriculum of core and priority communication skills for nursing students.

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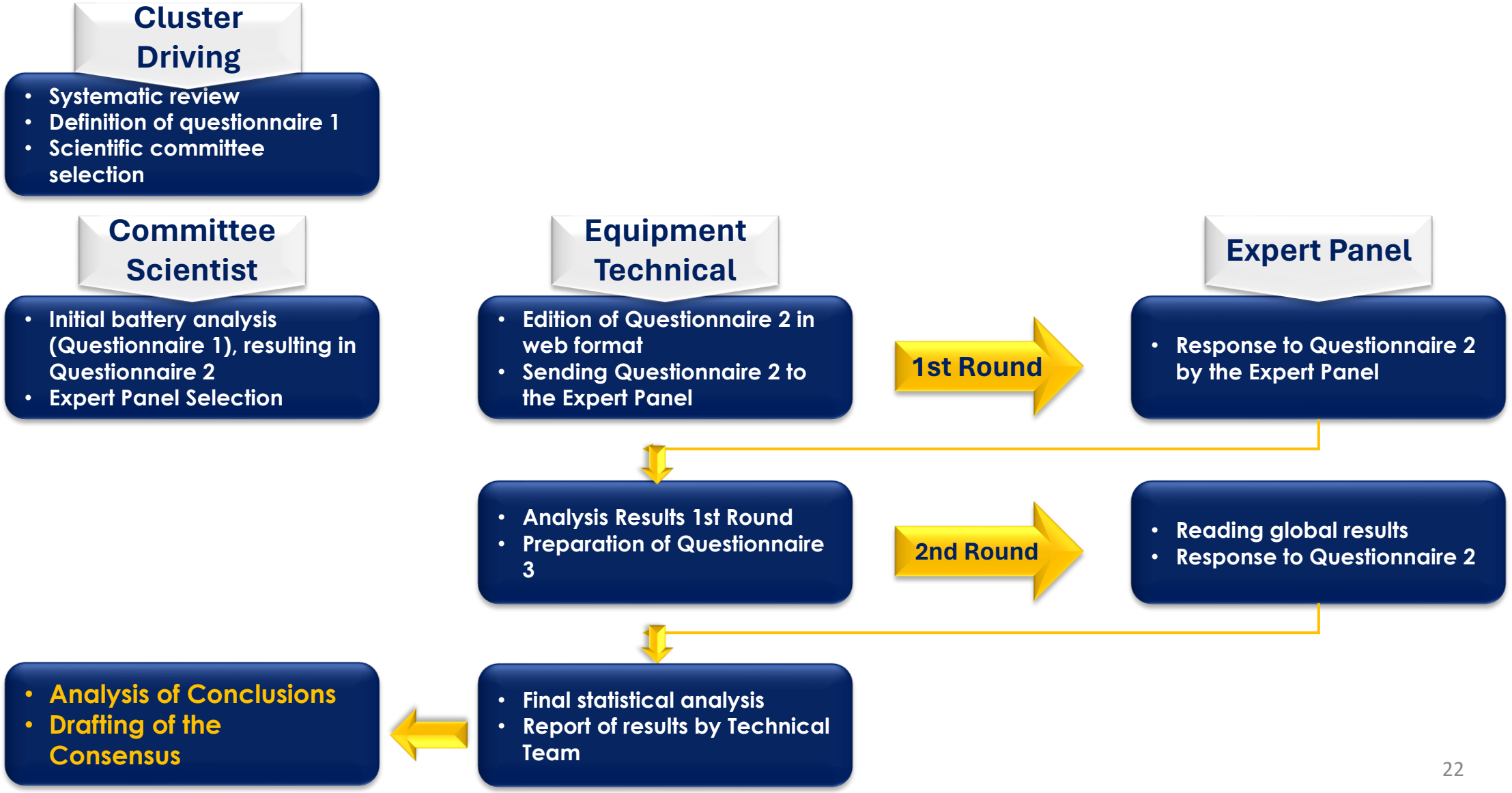
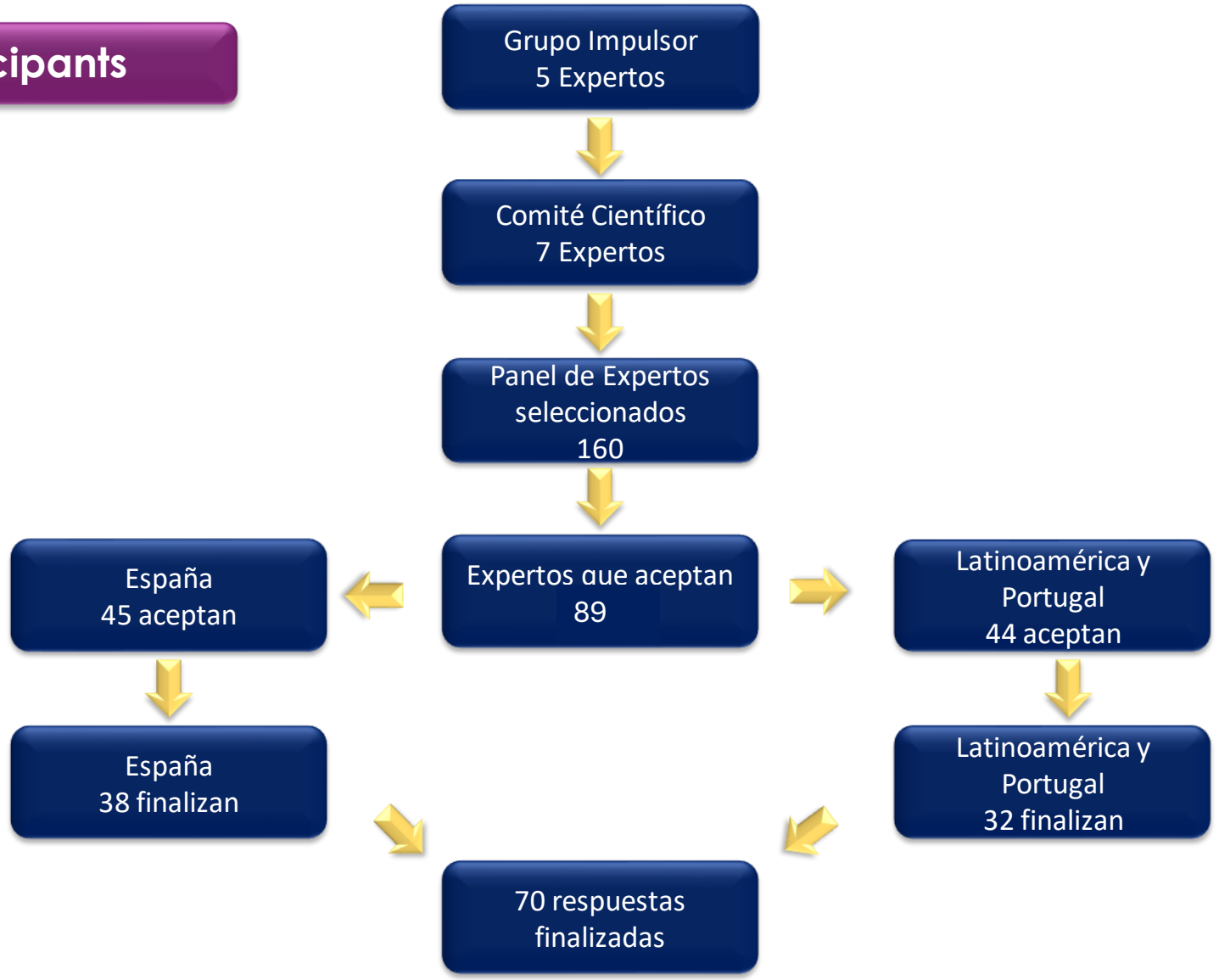
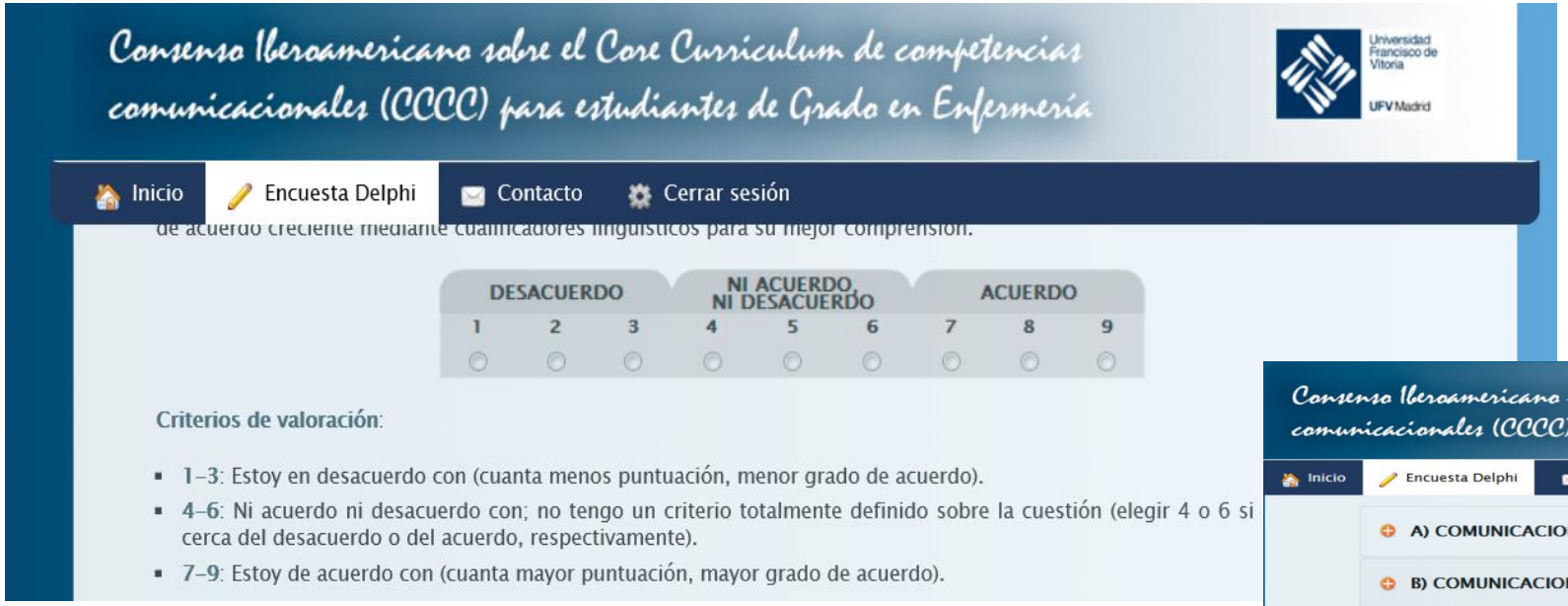
Expert Consensus Procedure

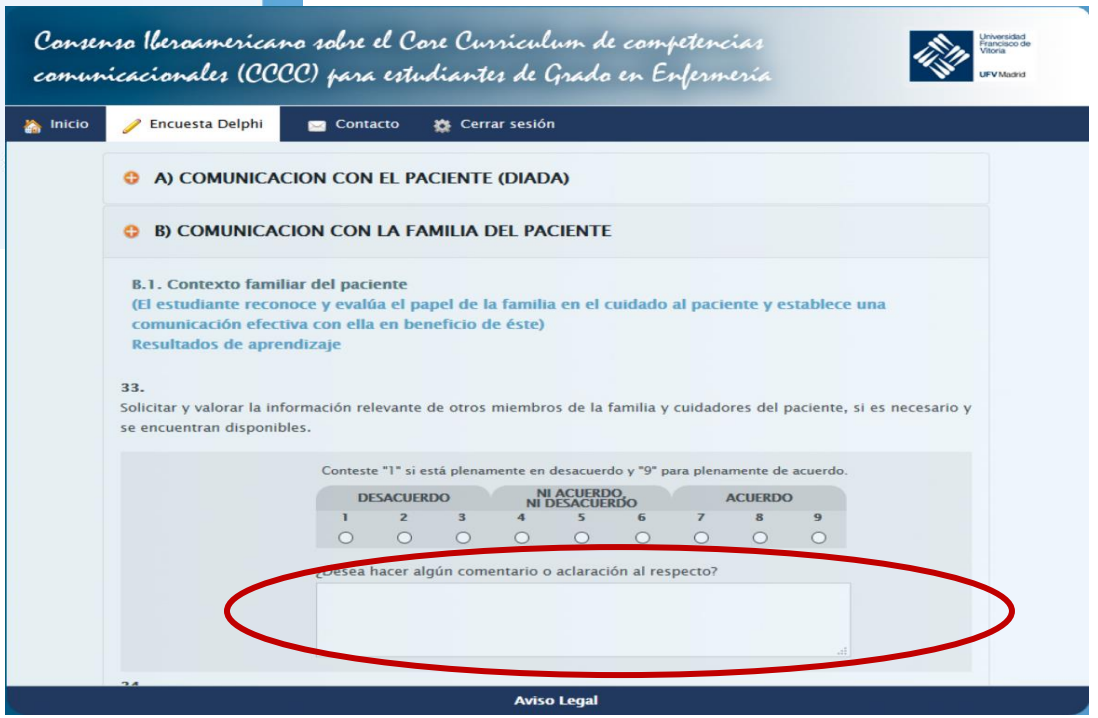


Participants

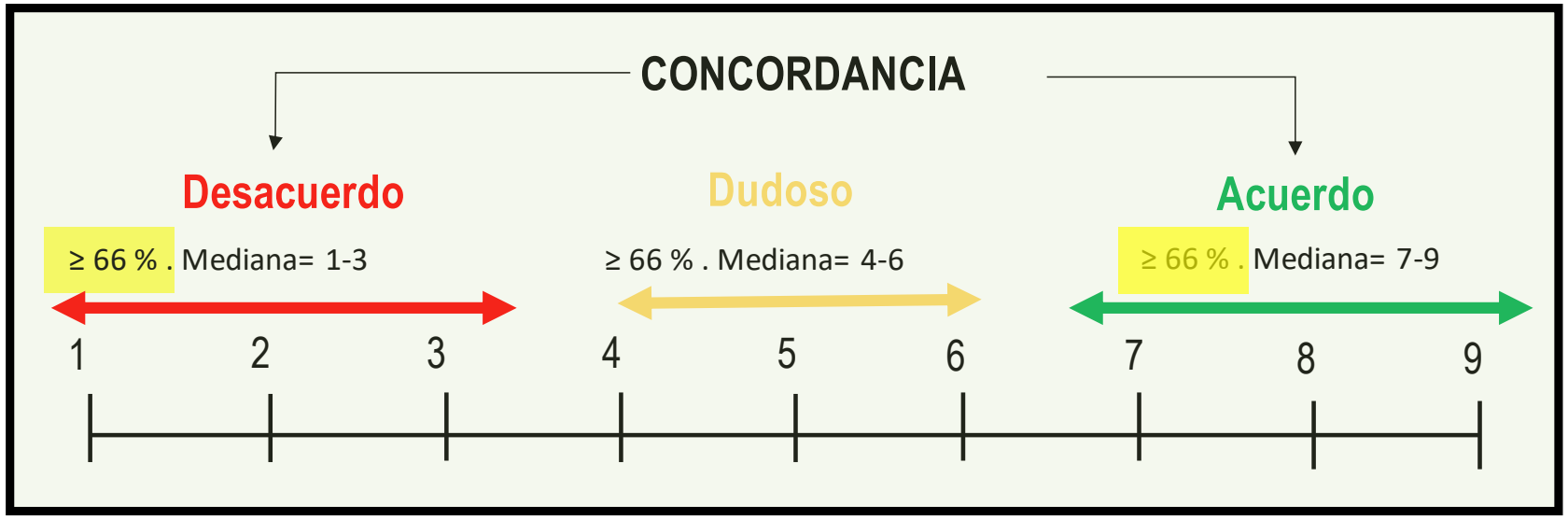


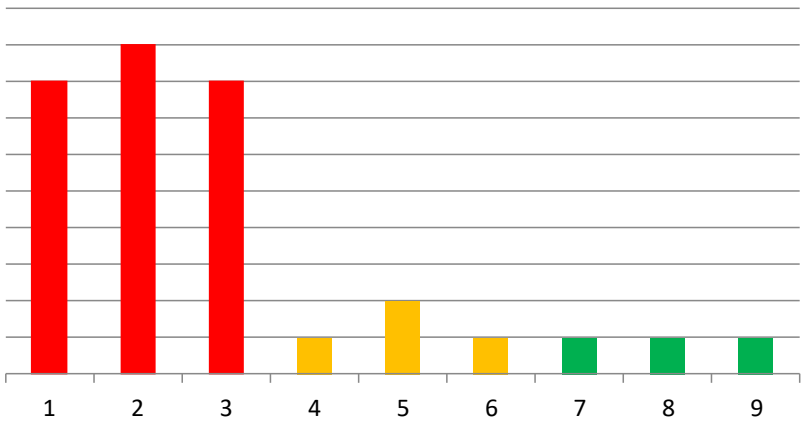
Instruments

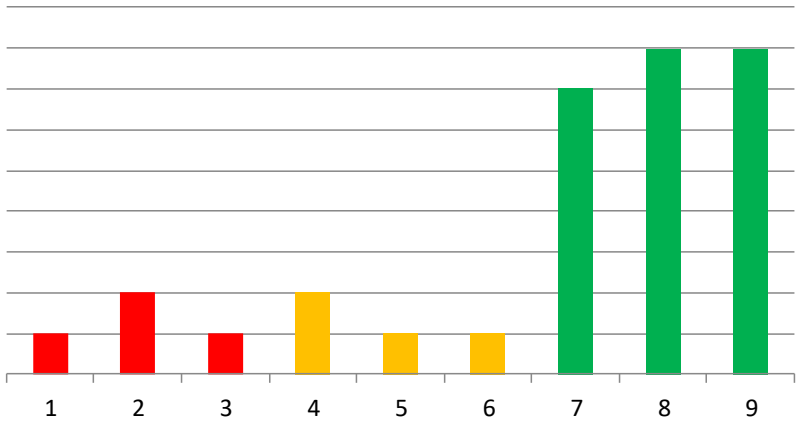




Consensus criteria







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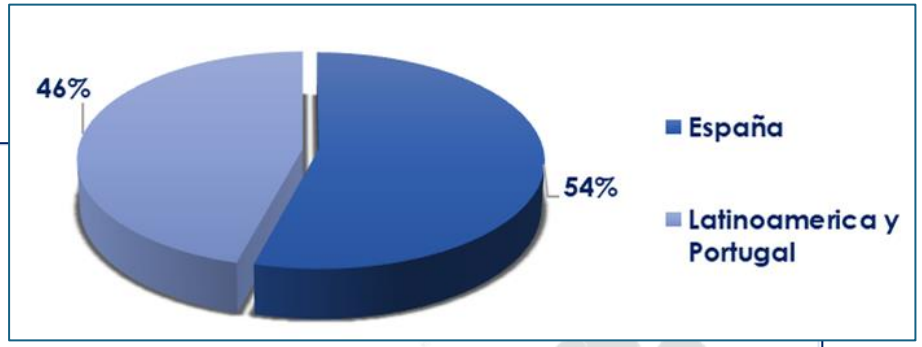
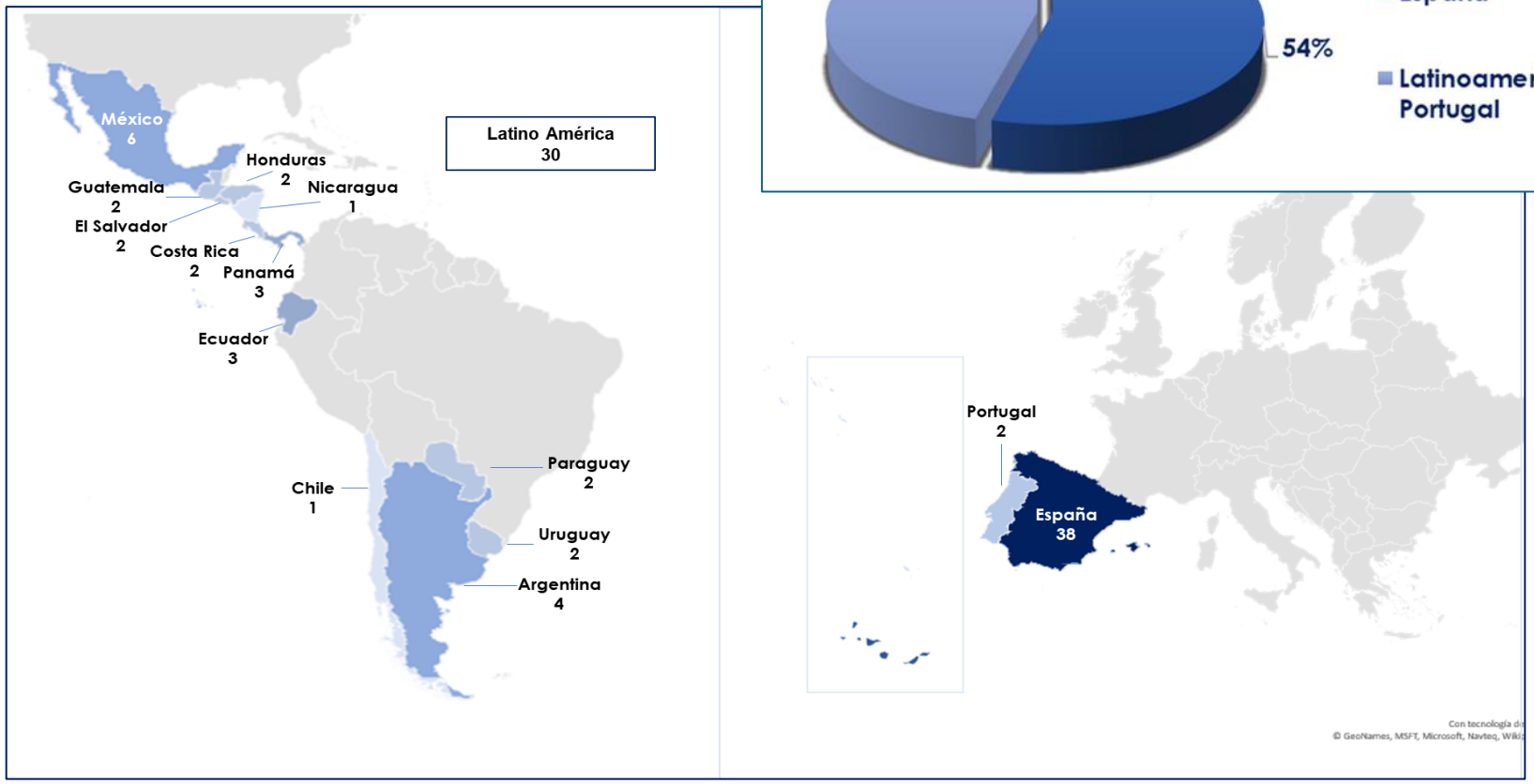
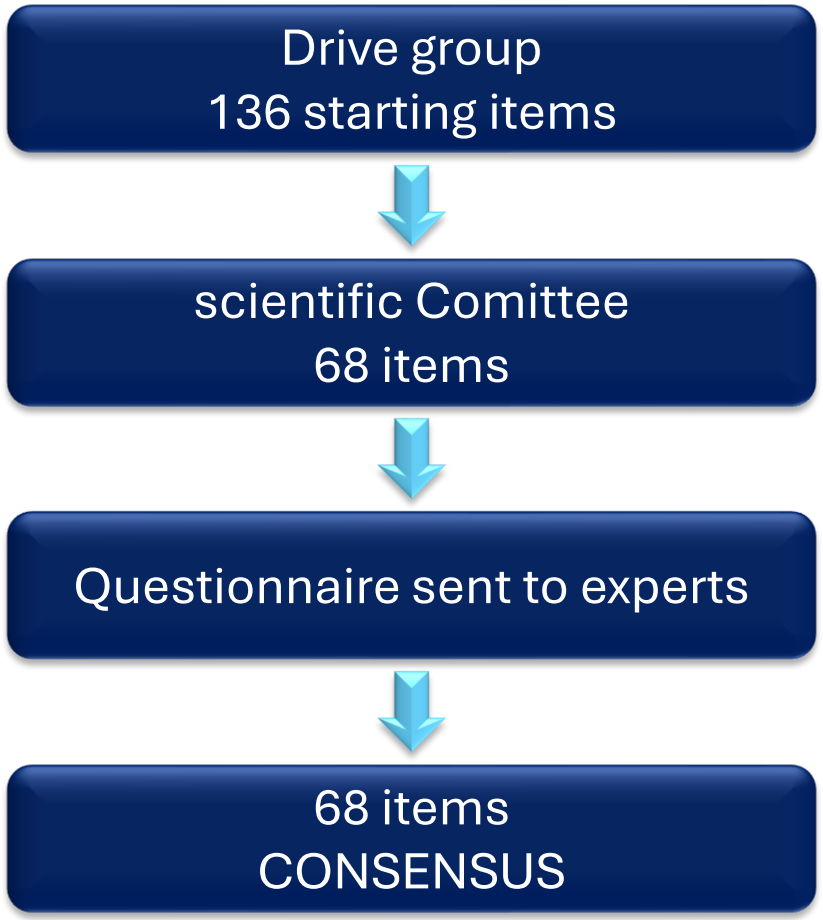
Geographic distribution of participating experts





Global results of the consensus reached. Starting items

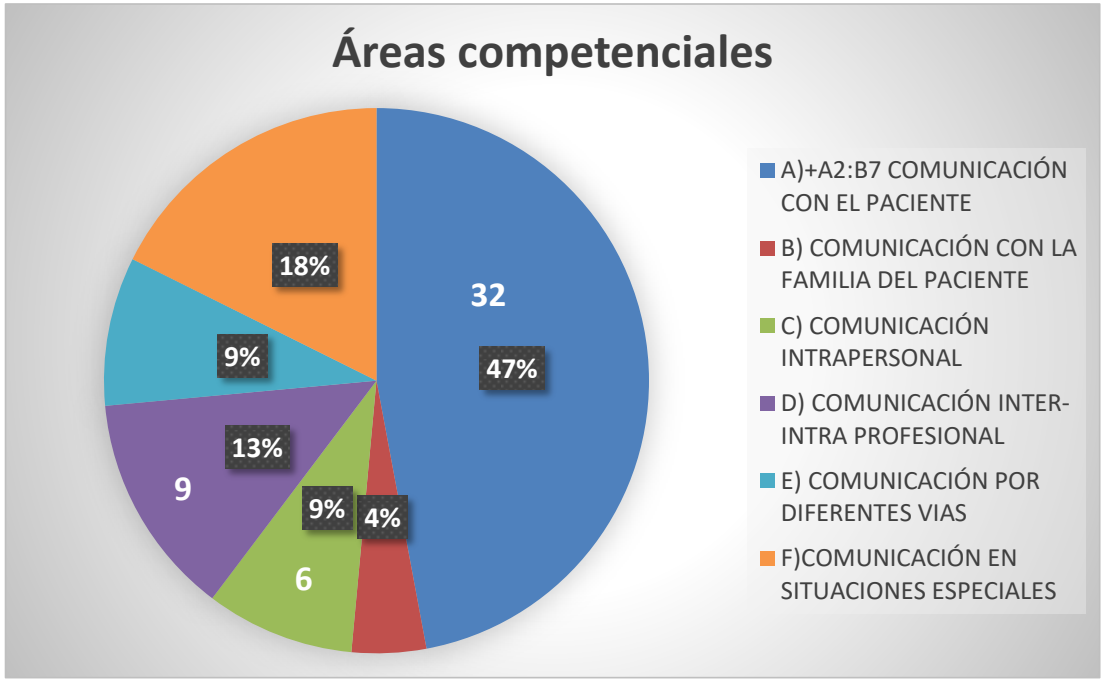


Areas Basic Competencies Areas

- Communication with the patient
- Communication with the patient's family
- Intrapersonal communication
- Inter-intraprofessional communication
- Communication through different means
- Communication in special situations

Global results of the consensus reached

Consensus items



The panel reached sufficient agreement in the first round of the survey, according to the pre-established consensus criteria, regarding the 68 learning objectives proposed for evaluation by the Scientific Committee.

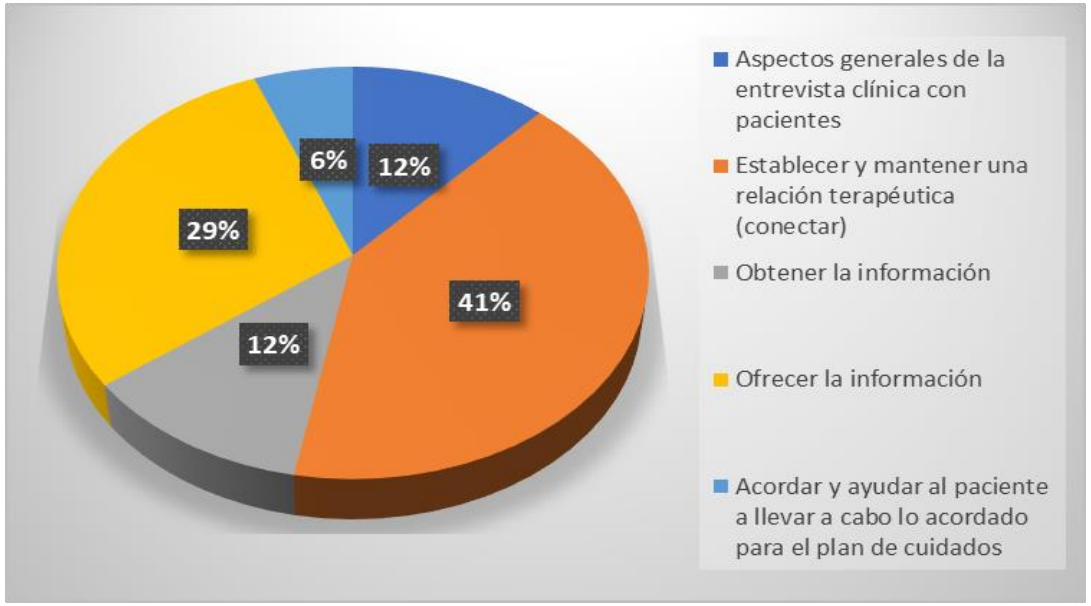
Core Curriculum of priority learning objectives

Included in the proposal are the 17 items with a mean score higher than the value of the 75th percentile of said distribution of means (8.306).

All of them belong to the "Communication with the patient (dyad)"

P2; P3; P4; P5; P7; P8; P9; P10; P11; P14; P16; P18; P20; P22; P23; P25; P28

(From an average of 8.56 to 8.34)



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Discussion

Interpersonal relationship and the Nurse - Patient binomial

(Marriner-Tomey A. 1994; Nursing Theories, 2021)

International and National References in Nursing Communication

CIE, 2021; EFN, 2015; CGE, 1998; LOPS, 2003; Order CIN 2134/2008; ICD, 2003; Directive 2013/55/EU; Tuning Project , 2003; ANECA, 2004; ECOEnf , 2011)

Communication Competence in the training of Nursing Degree students.

(RUCT)

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Conclusions

1.- The final result of the consensus process establishes a list of 68 learning outcomes in clinical communication adapted to Nursing Degree studies in Ibero-American Countries, developed and agreed upon with the active participation of an international expert group widely recognized in their reference areas.

2.- The project concludes with the selection and proposal of a subgroup of 17 learning outcomes that present an especially high degree of agreement in the context studied, which allows them to be considered as a basic and priority core (a core-curriculum) of results. of central learning on which to place emphasis when developing training curricula in clinical communication for Nursing studies.

Ibero -American consensus on communication skills for Nursing Degree students

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