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EUROPEAN FEDERATION OF EDUCATORS IN NURSING SCIENCE
FÉDÉRATION EUROPÉENNE DES ENSEIGNANTS EN SCIENCES INFIRMIÈRES

BARCELONA

MARCH 21-22

2024

PAN-EUROPEAN MEETING AND WORKSHOP
**Nursing Education for a Sustainable Future:
Challenges and Opportunities**



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"Nursing Education in Europe; Moving Forward"

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What is our starting point?

Who do we graduate

How do we do it?

What do I need as a professor ?

What are our career pathways?

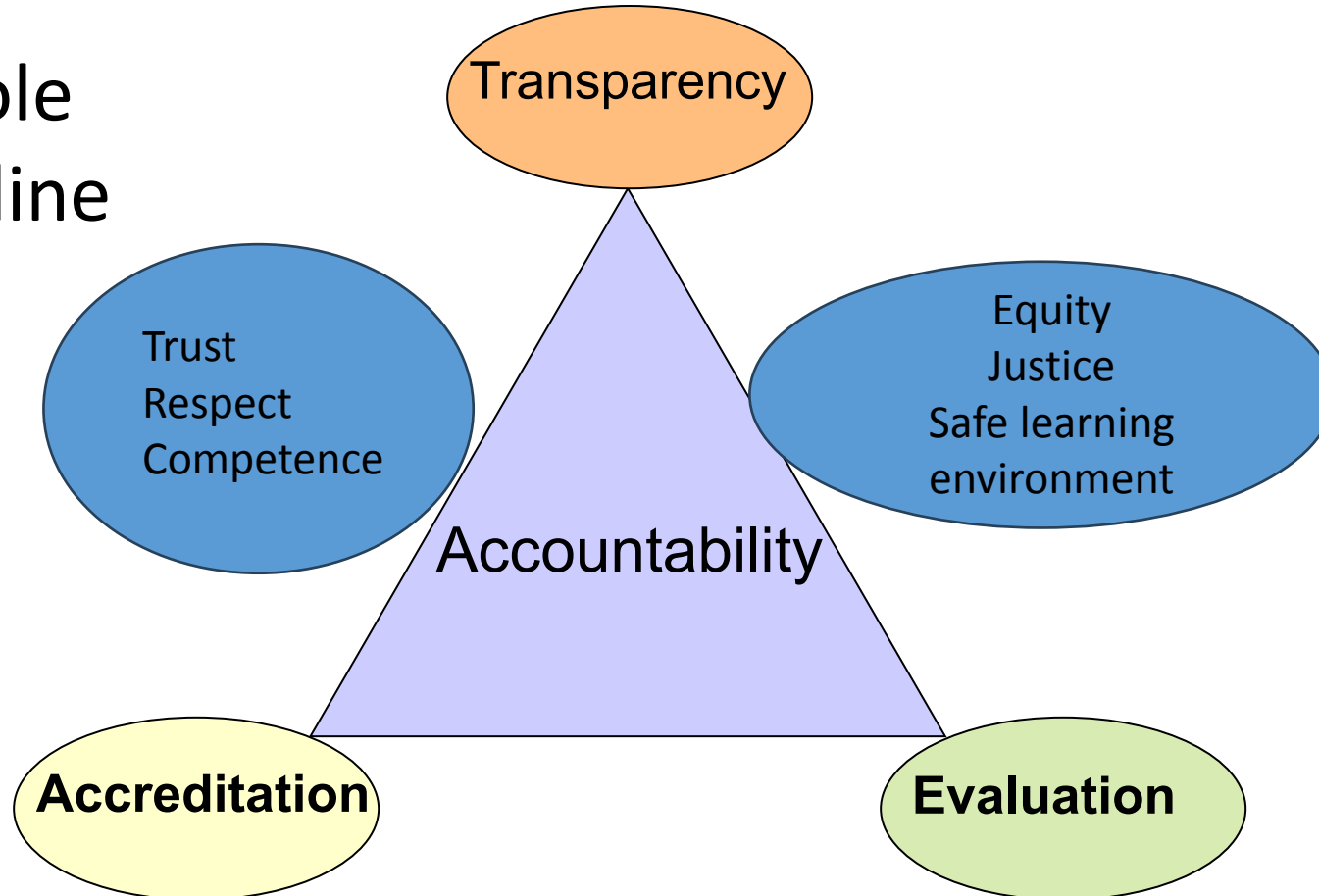
What are nurses career pathways?

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Quality and Accreditation:

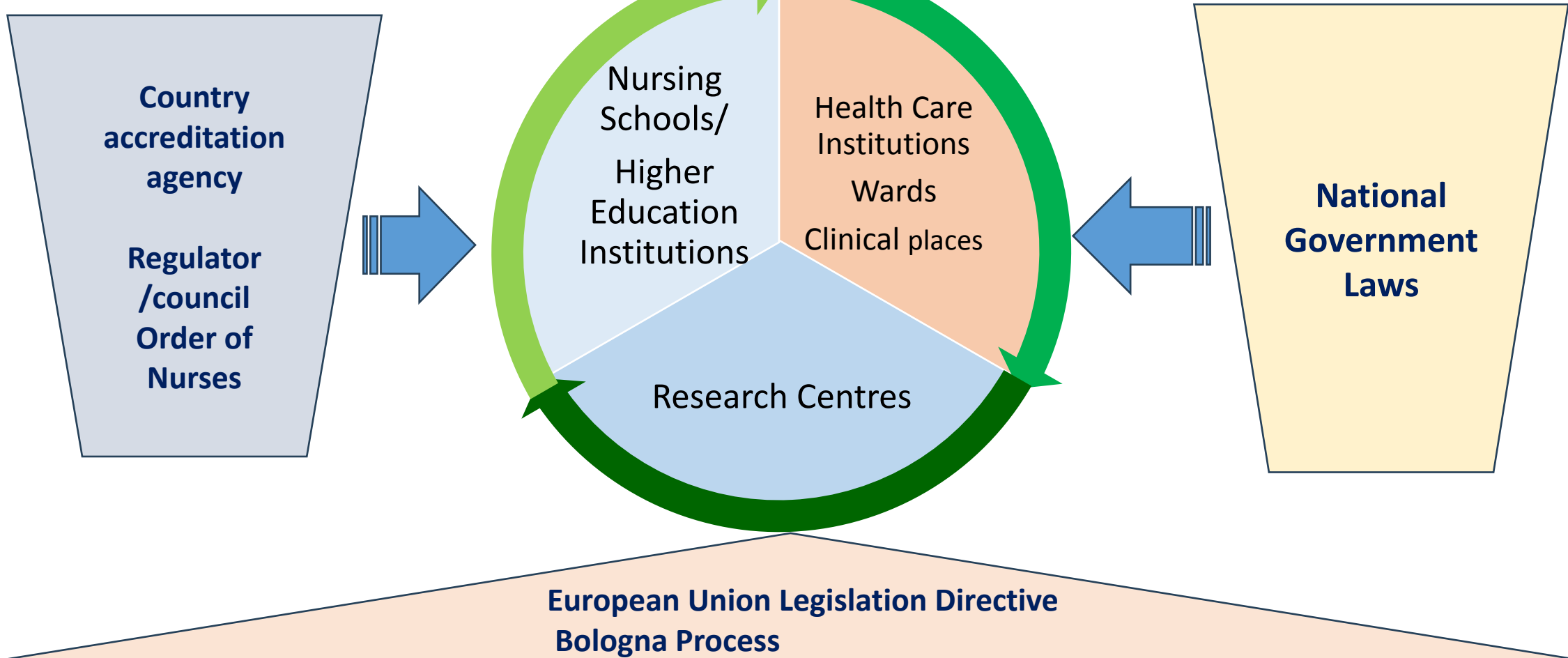
- 1) Programmes/Curricula and academic level
- 2) Professor career development
- 3) Institutions- Conditions; resources; attractiveness

FINE Important Role for Nursing Discipline development!!



Fine Perspective Future of Nursing Education process in Europe

Quality and Accreditation Process



Quality and Accreditation :

Programmes /courses

Curricula and academic level

- Nursing degree (180/ 240 Ects) - **Level 6** Professional RN Nurse.
- Master's degree Nursing - Several specialisation areas - Professional Clinical Nurse Specialist (90 to 120 ECTS)- **Level 7**
- PhD Nursing - Professor / Clinical Nurse Researcher – **Level 8**

Looking into Curricula Design...

- Health Policy
- Adequacy to multicultural needs;
- Curricula innovation:
 - Coaching
 - Clinical practice simulation
 - Virtual communities / living labs
- **Extended knowledge concerning the major health problems;** aging population; chronic conditions; complex interventions; migration; war context challenge; policy

Master degrees at ESEL 90 ECTS (3 semesters) 120 ECTS (four semesters) Level 7

Master's in Nursing Management

Master's in Community Health Nursing

Master in Family Nursing

Master's in Rehabilitation Nursing

Master's in Child Health and Paediatric Nursing

Master's in Maternal Health and Obstetric Nursing (120)

Master's in Mental Health and Psychiatric Nursing

Master's in Medical-Surgical Nursing - Critical Care person

Master's in Medical-Surgical Nursing - Palliative Care

Master's in Medical-Surgical Nursing - Chronic Illness Care

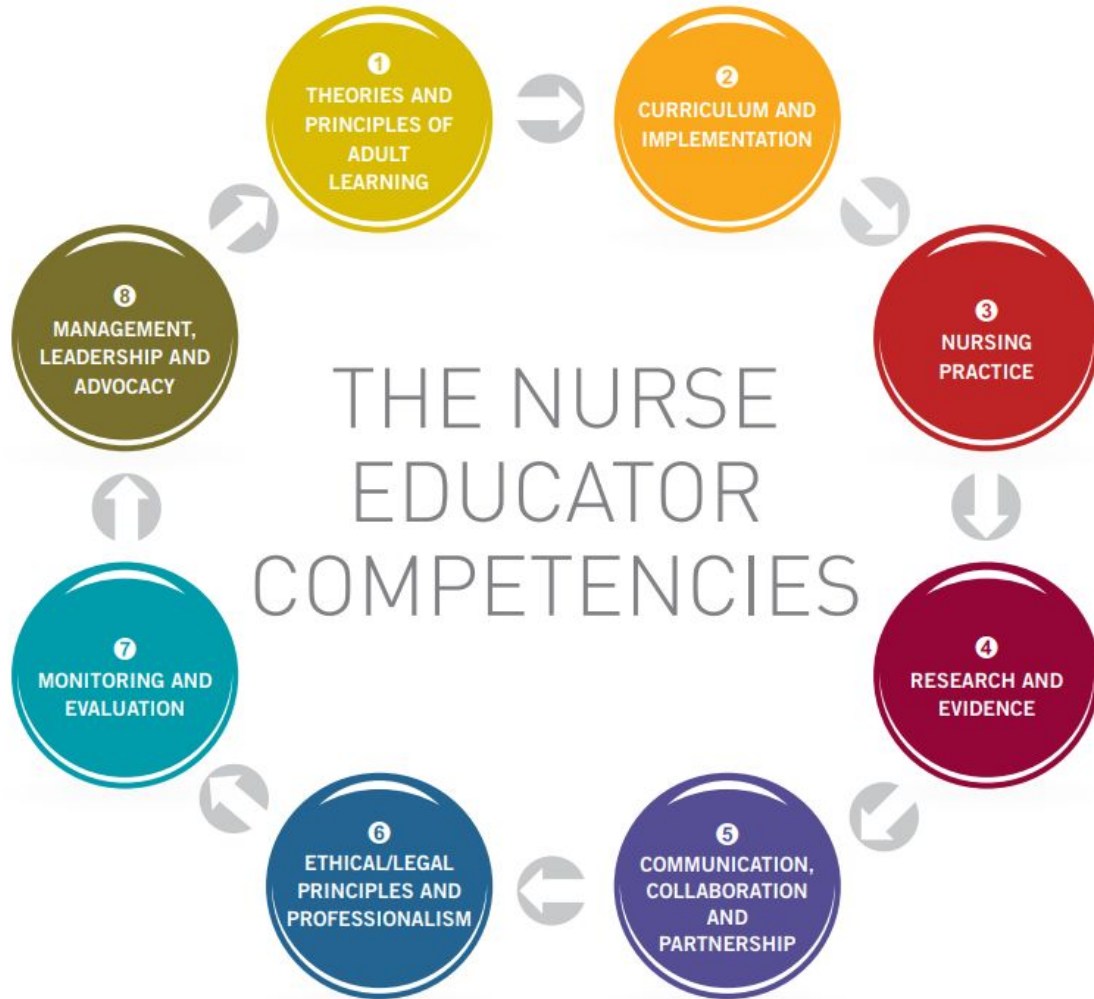
*** Master's in Perioperative Nursing- Curricula design phase**

We follow an advanced nursing career pathway – Nurse specialist is a Master degree nurse – Mandatory / Council Order of nurses since 2 years ago.

Quality and Accreditation:

2) Professors:

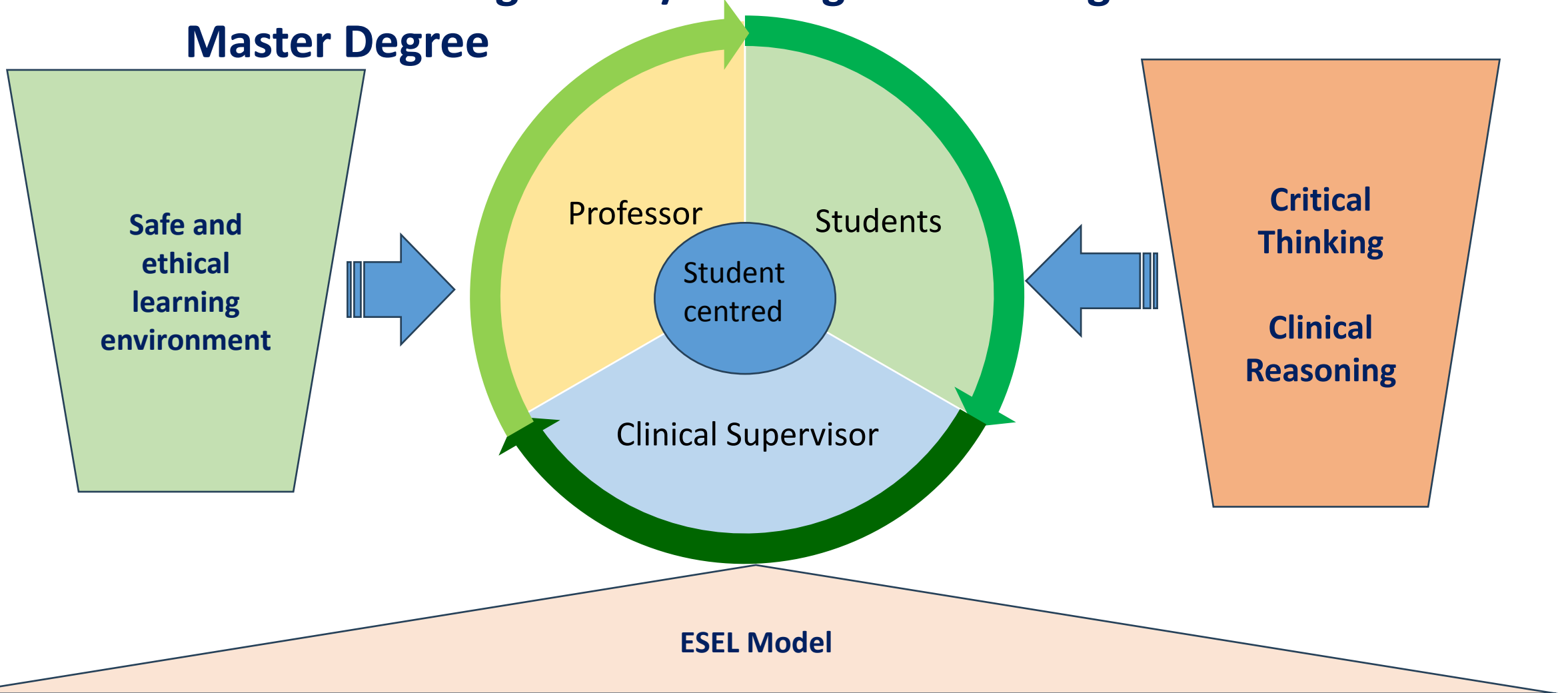
- Career - University career
- Academic development (Master and PhD) Pedagogical skills / Post graduation on Education (some countries)-
- Link to clinical teaching /and research
- Model of clinical and academic centre (possibility)



**FINE Reflexion on that!!!!
European Post –Graduation?**

WHO, 2016

Clinical teaching model/ Undergraduate Programme and Clinical Master Degree



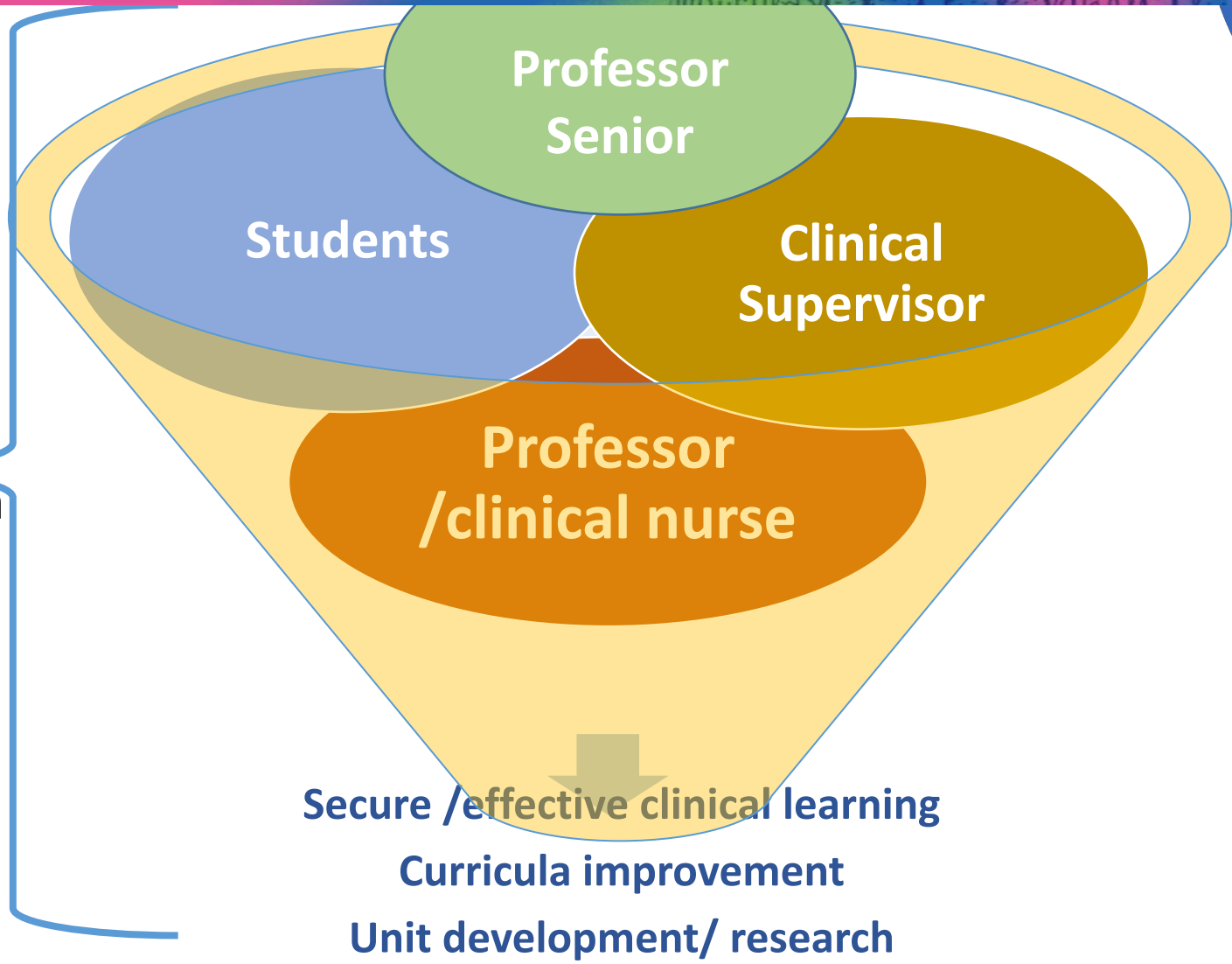
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In some situations we add a senior professor for pedagogical and scientific approach

Quality and Accreditation:

2) Professors:

Academic Degree / Courses	Educators Professional Development %
Nursing degree/ licence /bachelor	-----
Master	Invited assistant professor
PhD	Adjunct professor Coordinator Professor /Associate Professor/ Full professor

Need for a post graduation on pedagogy on higher educations institutions !!!!

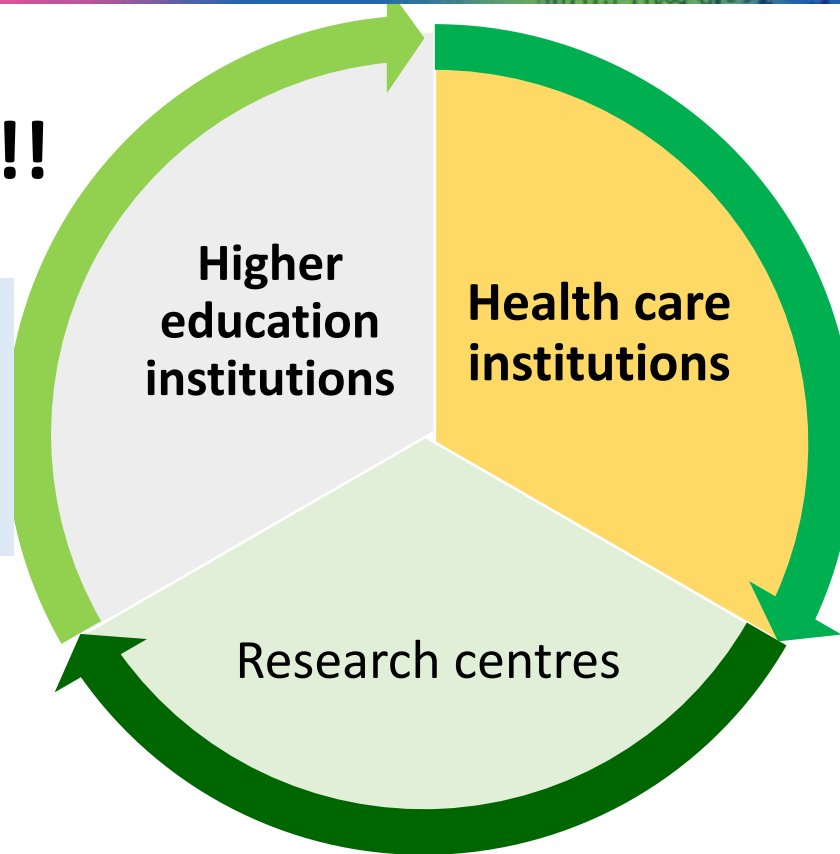
Quality and Accreditation:

3) Institutions

- Logistic Conditions
- Number of students
- Resources; Technology
- Labs
- Research Centre
- Attractiveness
- Protocols with health institutions
- Internationalisation of Students; Professors and Curricula

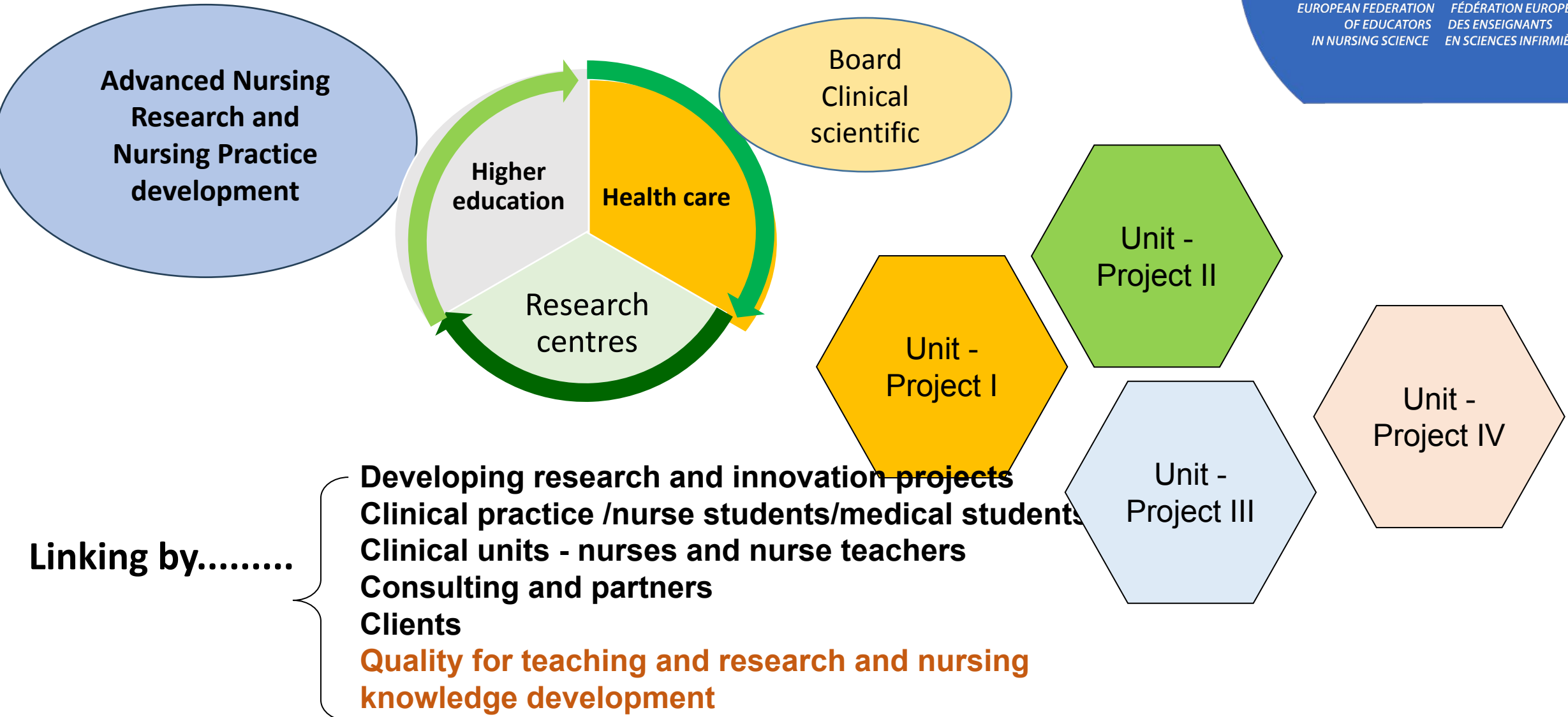
Protocols for Research... A way!!!

Integrated structures of clinical activity, teaching, and research both from public or private sector

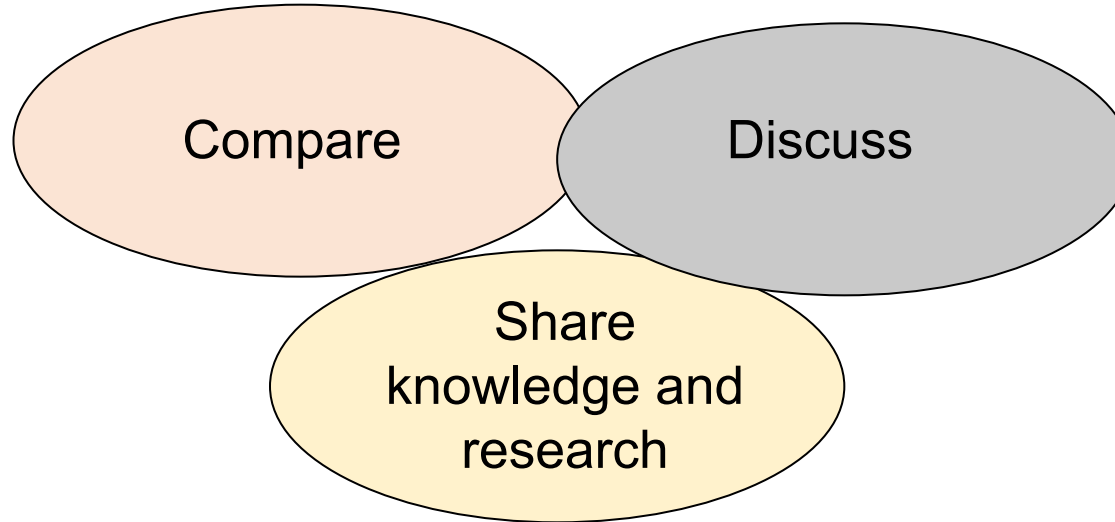


to aggregate and consolidate research, teaching and healthcare in a collaborative strategy aiming at achieving excellence at all of those levels.

**Clinical and Academic Centres (CAC)
/or Academic Health Centres**



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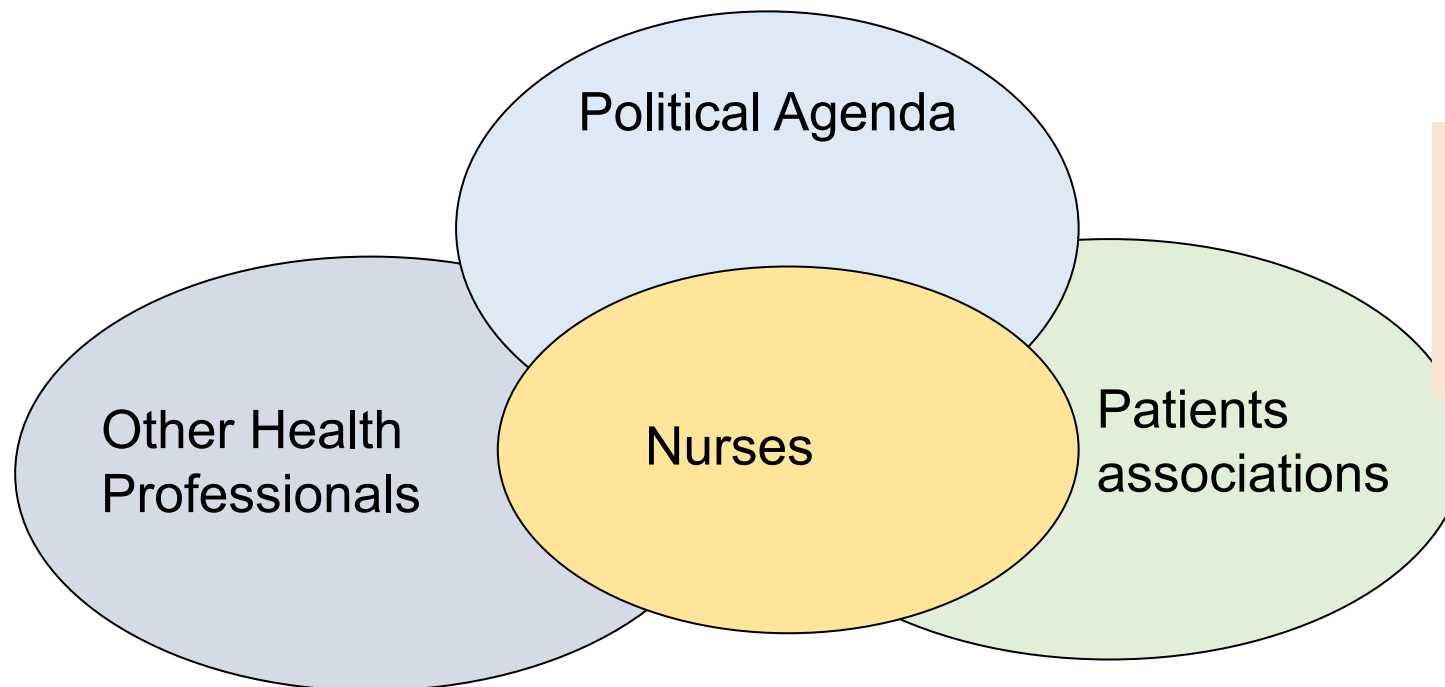


International external evaluation and accreditation - An European Agency?????

**IMPROVE Nursing Education
AND GAIN POWER**

Nurses and Health Policies

Participation
Voice ?



What is our
real capacity
for political
influence?

The Role of Professional Associations

Conceptual Model in Nursing and Health Policy

It is developed on five levels that articulate the health system with the results of *nursing practice* with the results of *health policy*.

Fawcett and Russell (2001; 2008)

Fine improved the this important competence:

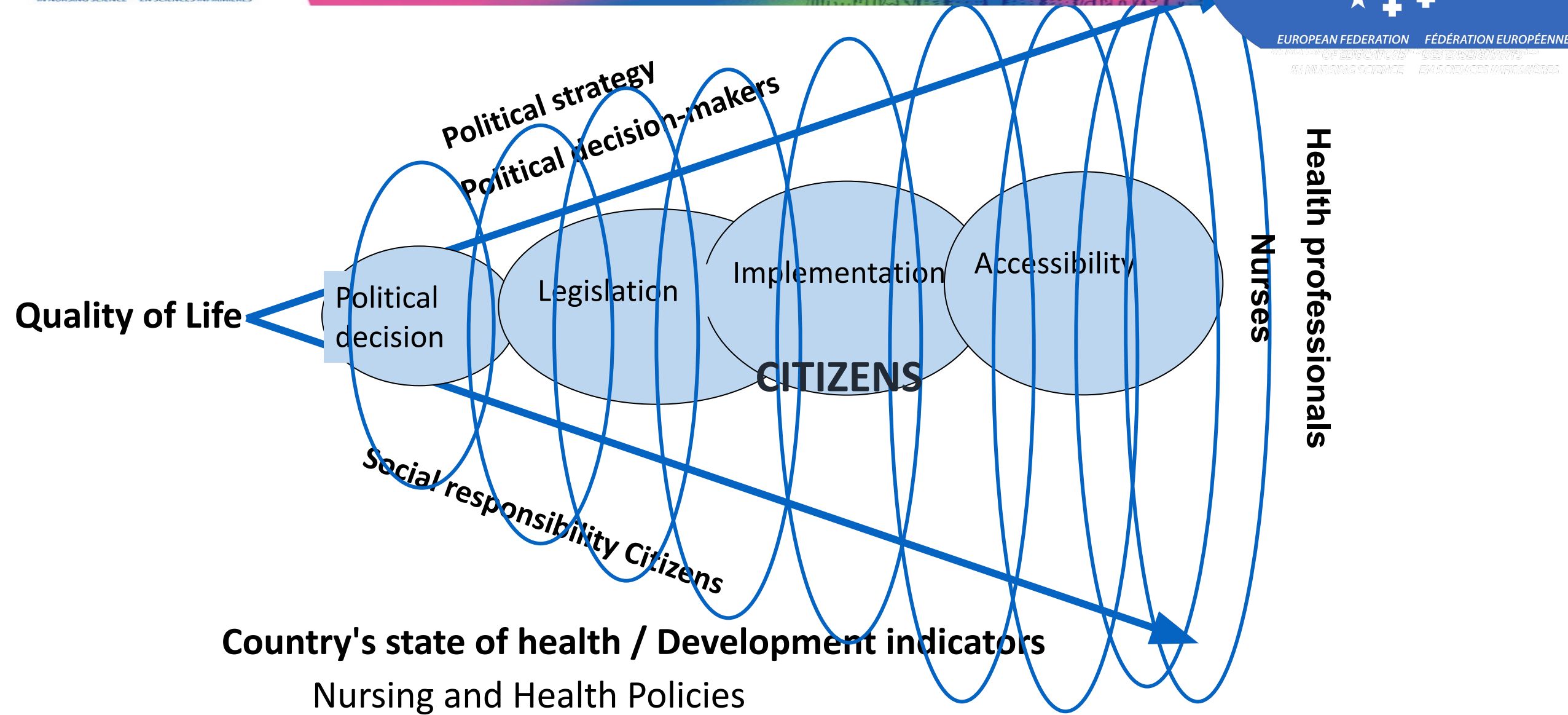
- Several meetings with EU commission
- Participating in international EU meetings
- Participation in surveys about nursing education and clinical practice

They Know what we want!!!!

Assumptions:

- Nurses are active participants in formulating, implementing and evaluating health policy and improving the health status of individuals, families, groups and communities;
- Health policies influence and are influenced by the results of nursing education and practice;
- Health policy is formulated on the basis of dialogue between politicians, legislators, regulators, interest groups (nurses, other health professionals, economists and others) and citizens;
- Nursing practice takes place according to the models that guide it.

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“Nursing Education in Europe; Moving Forward”

Thank **ci** Takk skal du ha
Muchas Gracias Σας ευχαριστώ
شكراً لك ala дякую вам
谢谢你 gada

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