European Conference of Nurse Educators

Lisbon, Portugal, 6th - 9th October 2010

Advancing Nursing Education: Research Quality and Innovation

Let us share and reflect key areas where standards of best practice for quality and innovation can be developed in light of Bologna Process
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FINE - European Federation of Nurse Educators

Escola Superior de Enfermagem de Lisboa

ADVANCING NURSING EDUCATION: RESEARCH
QUALITY AND INNOVATION

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FINE (European Federation of Nurse Educators) is an international, non-profit, and non-governmental organisation, which goal is promoting the permanent development of excellence in nursing education in Europe and furthermore contributing to continuing development of European directives.

Other aims of FINE include:

- To foster understanding and respect for cultural and historical identity whilst promoting optimal solutions to similar problems.
- To promote quality assurance and professionalism in nursing education.
- To compare curricula, study programmes and educational methodology and debate educational structures, levels and teacher education, in order to harmonise and improve curricula and study programmes.
- To promote international exchange and cooperation.
- To inform and to influence external groups and organisations in education and health care on national and international levels.
- To influence policy on national and international level in the European Union.

FINE strategic goals to reach its aims are:

- To strengthen Nurse Educator competence in Europe for a better Nursing Education, promoting curriculum innovation;
  - To follow up the Bologna Process and make recommendations about quality on nursing programmes;
  - To make recommendations on requirements for academic career and nurse educators in practice;
- To support the development of policy partnerships which can provide expert information and influence to other organisations in the field of nursing education and health care.
  - To continue working together with other institutions clarifying FINE positions and autonomy about academic career, nursing degrees and nursing education;
- To enlarge FINE dissemination increasing FINE activities and their attractiveness;
  - For FINE visibility: to go on with partnership in European projects for dissemination/diffusion of good practice and experiences in Nursing Education.
- FINE works also in collaboration with EU... (DG Education, DG Sanco, DG Research, DG Internal Market...)
- FINE is involved in several projects in partnership with Nursing Schools, Faculties, Universities and Health Institutions. We believe that in research is the key of our development.
- FINE is also developing new strategies of collaboration with nursing education institutions and associations out of Europe.

FINE Members are engaged in Nursing Education as a continuum throughout professional life, in Continuing professional development, Postgraduate education and Undergraduate education, based on Autonomy and Cultural Diversity and focussed on theory and practice and research for nursing.

FINE is composed of institutions representing nursing education in their country. FINE members are diverse: countries, associationss/organisations of nursing educational institutions, institutions or individuals engaged in nursing education.
At the present time, active FINE members are Belgium, Bulgaria, Finland, France, Germany, Greece, Cyprus, Italy, Luxembourg, Portugal, Romania, Slovenia, Spain, Switzerland, The Netherlands, United Kingdom, Croatia, Austria and Estonia.

FINE believes in the future of nurse education and is engaged and concerned with its modernity, innovation and quality: ‘We teach, We care’.

FINE recognizes that Nursing Educators hold the key to the future of healthcare and nursing profession, supporting the belief that “Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA). It is up to us to lead the way and take up the challenge for a better future for all, through leading policy development, creating standards for best practice; and through our extensive networks, which enable greater understanding of nurse education across the world.

FINE enables joined up thinking and working for Nurse Educators in Europe and across the world, through its networks and through participation in development work. Together we can influence the future - If this makes sense to you, we can work together, through our webpage: [www.fine-europe.eu](http://www.fine-europe.eu)

In order to promote new ways of communication between members to consolidate good practices, research and quality in nursing education, FINE organizes a biannual Conference.

The 8th FINE Conference venue is Lisbon with the theme Advancing Nursing Education: Research, Quality and Innovation, from the 6th to the 9th October 2010.

In this context, all the communications and posters that are included in this e_book are an important contribution to nursing education development and a solid scientific product, because they are research based. The e_book is divided in two Sections: Oral Communications and Posters, presented in three subsections:

- Lifelong Learning in Nursing Education – 13 communications
- Research and New Roles in Nursing Education – 28 Communications
- Innovative Strategies in Nursing Education - 43 Communications.

Other scientific papers have been presented, but it was not possible to accept them for different reasons; namely the theme of this Conference. The contribution of all colleagues that are present in this e_book encourages us to continue and to be sure that together we will have a better and stronger NURSING EDUCATION.

The 8th FINE Conference will be an unforgettable moment for different reasons.

- **Scientific reasons:** Along one year, a very exigent scientific and organizing Committee planned all the details of this Conference under the umbrella of FINE Executive Council and ESEL Board: The scientific and social programs, chosen with exigent criteria to give you an important event.
- **Human reasons:** It is an opportunity to find old and new friends, colleagues, partners...and to share with them our enthusiasm, our achievements, to discuss our problems, to build solutions together.
- **Citizenship reasons:** Lisbon, Lisboa, on the southwestern Atlantic coast, offers a rich and impressively integrated diversity: monuments, shopping malls, avenues and...people!. The capital of Portugal since 1147, Lisbon is a legendary city with over 20 centuries of History. Radiant skies brighten the monumental city, with its typical tile facades and narrow Medieval streets, where one can hear the fado being played and sung at night.
• **Globalization reasons**: In this Conference you can discuss about conference theme, with nurse educators, nurses, students, researchers, experts from different countries, continents and cultures. Profit the moment.

FINE welcomes diversity and new applicants: organisation or institution, nurse clinical educator teacher or academician, who wish to contribute to FINE work and outcomes. *The strength of FINE comes from its members!*

You will contribute to the success of this Conference and FINE is waiting for you in next Conference in 2012!

Maria Arminda Mendes Costa, RN, PhD – FINE President

Maria do Céu Barbieri, RN, PhD – FINE Secretary

Maria Filomena Gaspar, RN, PhD – Conference President
An International Perspective on Simulated Practice in Nursing Education: towards more Similarities or more Differences?

In the last decade, we have seen a remarkable growing interest in the use of simulation in healthcare. Various driving forces set the pace of this development. In nursing education, simulation is quickly becoming part of the curriculum and often results in clinical redesign. Implementation has been steadier in North America compared to the rest of the world. Differences in healthcare and education policy partially explain these discrepancies. Are these differences profound? To facilitate understanding an international survey has been conducted to identify similarities and differences in the use of simulation in nursing education. This presentation will present and discuss the results of this survey.

ABSTRACT: 14

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An evaluation of a curriculum for registered nurses’ and the impact on clinical practice: a case study approach

Globally there has been investment for nurses in continual professional education for nurses to reach to degree status; however, there is lack of empirical evidence of its effectiveness (Jordan, 2000). This study aims to determine if the practice based enquiry curriculum is effective and makes an impact on clinical practice development through the development of lifelong learners.

Methods

A case study approach aims to capture an in-depth exploration of the student’s journey through BSc (Hons) Nursing Studies programme. The study will focus on the relationship between the programme and the support mechanisms; towards student development as a lifelong learner. Students, clinical supervisors and line managers formed the population for the study. Three stages of data collection over an academic year were collected.

Findings

The findings indicate that student’s learning is beginning to be transformed. Behavioural change was reported by the students through an increase confidence, critical thinking, and reflective practice skills. However, the findings also suggest that there are inhibiting factors that prevent the learning culture from being developed and sustained towards lifelong learning. Students do not appear to be encouraged to disseminate their learning to the wider population of the nursing community.

References


ABSTRACT: 31

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Evidence based nursing by continuing education

Evidence based nursing is one of the main demands for nurses nowadays. An essential point is the ability to apply research results on nursing. The purpose of this study was to describe continuing nurse education students’ experiences what are the main barriers and the main facilitators of research utilization and what are teachers possibilities to facilitate the learning process of research utilization. The data were collected from nurses in the end of continuing education course (n= 78, response rate was 70 %). The questionnaire consisted of the Barriers Scale (Funk 1991 et al.) and TuTik-scale (Heikkilä 2005). The data were analysed statistically and with content analysis.

Results showed that the biggest barriers of the research utilization were on the organization, the publication, availability and acceptability of the research utilization. The nurses do not have time to read research and the research reports were written in foreign language. Positive factors were the nurses’ positive attitude, the good atmosphere of the ward and support from the organization. The teaching arrangements had significance role for helping the learning process and learning by doing was evaluated the best method of learning the use of the research utilization.

ABSTRACT: 72
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The Need For Interprofessional Education To Promote Physician-Nurse Collaborative Relationship

**Aim:** Although the importance of physician-nurse collaboration and interprofessional education has been emphasized, there are few studies revealing the relationship between them in Japan. This study aimed to describe physicians'/nurses’ attitudes toward collaboration and their actual conditions, and explore the effects of learning and practical experiences on them.

**Method:** In 2009, a cross-sectional survey was conducted at four acute hospitals in Japan. Responses were obtained from 290 physicians (response rates of 56%) and 1,749 nurses (82%). The physicians'/nurses’ attitudes and practices on collaboration were measured using Jefferson Scale of Attitudes Toward Physician-Nurse Collaboration (JSAPNC) and Collaborative Practice Scales (CPS). Data on their learning experiences and activities on collaboration were also collected.

**Results:** The scores on JSAPNC and CPS in this study were lower than the previous studies in other countries. Multiple regression analysis revealed that post-graduate learning and practical experiences were more strongly associated with both of physicians'/nurses’ attitudes and practices than undergraduate learning experiences. Especially collaborative practices were affected by post-graduate learning.

**Conclusion:** Interprofessional education would be required to promote physician-nurse collaborative relationship not only in undergraduate education but also in continuing education. It is important to provide physicians/nurses with opportunities for joint activities out of daily practices.

**ABSTRACT: 110**

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The University of Tokyo
Peer tutoring within nursing education

In the curriculum of the third year in nursing, a new course called ‘project coaching’ or ‘peer tutoring’ has been added to the programme.

“Peer tutoring” can be defined as “people from similar social groupings who are not professional teachers helping each other to learn, and learning themselves by teaching” (Topping, 1996). Contrary to other formal and informal situations in which students help each other out, peer tutoring is structurally and systematically embedded in the educational institute and requires a specific preparation and instruction.

The ultimate goal of this project is to enable students in their senior year to take on the role of mentor for students in the field of activity and that way contribute to the further education of competent nurses.

These different projects will be discussed during the presentation.

ABSTRACT: 116

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Entering the new recruit nurses: educational and organizational implications for the development of general skills and specialist. Training program for newly employed nurses

In the survey on the training needs of newly employed nurses at the University Hospital Campus Bio-Medico of Rome, it was found that 79% of staff (57 nurses) did not run training courses in addition to the Diploma in Nursing and 72% of staff (52 nurses) is his first work experience in the field of nursing care.

It was then designed and implemented a Course for newly employed nurses long 6 months in order to facilitate the inclusion of staff in the hospital. The training courses are structured in three main macro-areas (knowledge, methodology and clinical practice, ethical, legal issues) and settled on the basis of the preliminary results on self-assessment of basic skills and training needs. The following methods were used depending on the topic: attend lectures, role-playing, simulations, guided tours.

The learning objectives were set in relation to knowledge, skills and quality. The effectiveness of training was determined through satisfaction questionnaires anonymous.

ABSTRACT: 138

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In 1989, the East Flanders Provincial Centre of Adult Education began training for nurses and midwives who wanted to work as a headnurse/headmidwife in a hospital in Belgium as this was obliged by law. Since this time, this area of education has undergone major change. In 2004 the Centre merged with the University College Ghent, and in 2009 the programme committee decided that a major change of our curriculum was necessary.

During our presentation we will present the EFQM model (European Foundation for Quality Management), which was selected as the theoretical basis for our newly designed leadership and management curriculum. The EFQM model is based on principles of integral quality care which can offer insight into key areas of any organisation. The 9 subfields within the model form the base for the contents of the 4 new modules of the course. This model was also implemented in the health care context in Flanders and offers opportunity to integrate curricula learning effectively with healthcare practice. Practically, the EFQM model has the didactical advantage that each of these subfields can be discussed separately and that knowledge within them can be deepened.

The logical classification within the subfields means that it is possible for course contents to be easily updated without changes in the total curriculum.

**ABSTRACT: 143**

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Learning Styles and development of relational skills in nurses

Considering that the way people learn influences their personal development. It is important to describe how nurses learn and verify the relation with the development of relational skills. We developed a descriptive and correlational study using the Helping Relational Skills Inventory, which assesses four dimensions (generic, empathic, communication and contact skills) and the Kolb Learning Style Inventory (KLSI), which assesses the four learning styles (accommodating, diverging, converging and assimilating). The adaptation and validation of these instruments was done and showed satisfactory psychometric properties. The sample consisted of 244 nurses who were attending Postgraduate courses in nursing in a Nursing School in Portugal. The majority of the sample is female (74.6%), averaging 33.5 years old and 11.3 years of professional experience. Nurses have a predominance of diverging and accommodating learning styles. The generic and communication skills are the ones with higher values. There is a significant difference in the relationship between the development of contact skills and assimilating learning style ($F = 3.213$, $p = 0.024$). These data lead us to reflect on the need to promote learning styles that facilitate the development of these skills considered essential in the praxis of nursing.

ABSTRACT: 147

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Working Together towards life-long learning: Meeting undergraduate students’ needs in higher education for the 21st century

Introduction

The explosion of knowledge and technology, the complexity of healthcare and in the wake of the economic downturn emphasise the importance for nursing undergraduates to be prepared for the complexities of healthcare. Self-confidence and empowerment are important concepts for life-long learning. Until now, there has been little empirical evidence available that demonstrates their full utility in nursing.

Methods and Outcomes

Paper 1 discusses the second phase of a doctoral study using three focus groups of nursing students that explored the influences of self-confidence. Four themes emerged: Starting Out, A Balancing Act, Growth and Learning and The Stiflers.

Paper 2 describes the progress of a project concerning mixed group of students, nurses from different specialties, midwives and social work students. The paper describes their participation in organizing a Student Representative Committee, with autonomous responsibilities. The study suggests that a process of maturation, self-awareness and respect for others is possible that was demonstrated through the project work.

Discussion

Undergraduate students need to feel empowered in ways that help to develop competencies critical to developing self-confidence and empowerment. Understanding the different ways that students can work effectively together with educators could contribute to improving the quality of education programmes and responsive centred curriculum.

Key words: undergraduate students, empowerment, self-confidence.
Introduction of advanced practice in nursing in France: impact on education

The French healthcare system aims to elaborate global strategies to effectively cope with the consequences of chronicity and ageing. Maintaining access and quality of care and dealing with both economical pressure and shortage of physicians becomes a more and more challenging issue.

In July 2009, the French parliament voted a law allowing healthcare professionals to collaborate differently in order to improve efficacy and efficiency in healthcare provision. It's mean introducing advanced practice nurses (APN), more precisely, the nurse practitioner model.

These changes will be implemented soon in hospitals and in the community as well. The introduction of APN will be performed using a peculiar process. Any healthcare setting (hospital, community clinics or self employed home care providers) can decide to introduce APN to improve its performance. The healthcare professionals involved need to write an agreement protocol delineating the scope of practice of the APN. This protocol needs to be approved both by regional and national health authorities (Agence Régionale de Santé/Haute Autorité de Santé).

This peculiar process will lead to the emergence of disparities in nursing scope of practice from one healthcare setting to another. The heterogeneous scope of nursing practice resulting from this process represents a challenge to education and regulation of these newly created APN function.

At the same time, the first master degree dedicated to build competencies of advanced practice nurses has been launched in fall 2009 by the first French department of nursing science. Three specialities are offered in this programme: cancer care, gerontology/geriatrics and case manager.

A description of the salient aspect of this reform will be presented. An emphasis will be put on programme development strategy followed dedicated to address the education challenge.

The expected outcomes of APN function will also be explored on the perspective of the health care system but also on the perspective of patients, physicians, and nurses.

ABSTRACT: 164

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Evaluation des compétences développées conjointement par des novices et des experts bénéficiant de la VAE, dans le cadre d’une 4ème année de spécialisation.

Le dispositif est implémenté dans une 4ème année de spécialisation interdisciplinaire en gériatrie et psychogériatrie, organisée par le département infirmier de la HELHa.

L’enjeu est d’associer dans une même formation des infirmiers et paramédicaux novices et des experts bénéficiant de la validation des acquis de leur expérience, en vue du développement de compétences professionnelles spécifiques à la gériatrie.

Le défi de l’évaluation est de pouvoir évaluer et certifier l’acquisition de ces compétences.

Le dispositif de formation s’appuie sur les méthodes utilisées en pédagogie pour adultes. Les étudiants « acteurs de leur formation » s’engagent dans une démarche réflexive sur leur action. Partagée entre pairs, celle-ci est source pour chacun, d’expériences nouvelles qui contribuent au développement de leurs compétences et à la construction de leur identité professionnelle. Les enseignants assurent un tutorat pédagogique.

Le dispositif d’évaluation est cohérent avec les approches pédagogiques utilisées. Chaque participant met en œuvre un projet. Il rédige un travail écrit, qu’il défend oralement et qui se veut le reflet de l’intégration de l’ensemble des activités de formation suivies.

Au terme de 3 années de fonctionnement, un premier bilan des stratégies de formation et d’évaluation nous permet de qualifier les étudiants sortants de « MICRO + ».

ABSTRACT: 171

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Education in family nursing and nurses’ attitudes

Introduction: Nursing education has gradually integrated content in family nursing, aiming at developing nurses’ competences and attitudes in clinical practice.

Objective: To identify relationships between education in family nursing and nurses’ attitudes towards families.

Methods: A quantitative, descriptive and correlational study, was undertaken, with the Portuguese version of the tool “Families Importance in Nursing Care – Nurses Attitudes” (Importância da Família nos Cuidados de Enfermagem – Atitudes dos Enfermeiros IFCE – AE), with three sub-scales: family as a conversational partner and coping resource, family as a resource for nursing care and family as a burden. The sample was formed of 347 nurses working in Primary Health Care and Hospital Care.

Results: The majority of nurses (55.2%) referred they had attended education in family nursing, with 41.2 of them reporting academic education, 33.7% reporting lifelong education and 24.2% reporting both contexts.

There was a statistic significant correlation between scores of nurses referring having both academic and lifelong education and the three subscales: family as a conversational partner and coping resource (M=3.22; p=0.00), family as a resource for nursing care (M=3.31, p=0.01) and family as a burden (M=1.82, p=0.012).

Conclusion: Education in family nursing, combining academic and lifelong education, improves significantly nurses’ attitudes towards families, in nursing care.

ABSTRACT: 180

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The dominant instability of the productive organization in the so called Knowledge Society requires flexibility and adaptability. Accordingly the guiding principle in the current construction of socio-economic change is lifelong learning. Moreover, lifelong learning is characterized as a conceptual framework to meet the upcoming challenges of the demographic change in Europe. This has redesigned the relationship between scientific knowledge, individual know-how and employment.

Actual research at CUAS aims to develop a contemporary and lasting concept of lifelong learning in higher healthcare education. By means of literature research and definition analysis, the conceptual approach of lifelong learning has been examined with respect to contemporary curriculum-design in higher healthcare education. On this basis a goal-oriented interconnectivity of formal education structures with constructivist-based forms of teaching and learning has been designed. In view of the complexity and uncertainty of actual processes of change the according process of curriculum-development is seen as “work in progress”. Therefore the research aims include the conception of an integrated evaluation-program.

The identified meaning of lifelong learning in higher healthcare education will be reflected and discussed. A derived curriculum design and evaluation-concept will be illustrated and further research design presented.

ABSTRACT: 186

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Looking for the potential of graduates nursing students of a school of nursing, in Portugal, to caring: a study based on the perceptions of a group of finalist students.

Keywords: Nursing education, caring, types of nursing knowledge

Background

The complexity of care demands the nurses or the nursing students the mobilization of a multiplicity of knowledge, therefore the focus of attention is the human being, existing in a context and with a history of unique life. Lopes (2006) agreeing to Carper (1978) and Fawcett and others. (2001) salient that “nursing is constituted by a totality of knowledge (empirical, ethical, personal and aesthetic), that are originated in practice and is there that they like reborn in each “caring moments” (p.76).

The integration of the types of knowledge build the caring presence. The study pretend to gain a more clear idea about the perceptions of the graduate nursing students and the influence of nursing education context on those perceptions.

Objectives / Design: This was a quantitative study, developed in the first part of my doctoral research, aimed to describe the perceptions of graduate nursing student’s thought the responses to “The caring meaning scale evaluation”. “Escala de avaliação do Significado de Cuidar – EASC” Bison (2003:26-28). This a questionnaire composed of likert scales and was based on a previous work of Morse (1991) proposing five categories to classify “caring”: 1- To take care of as characteristic of a human being; 2 - To take care of as imperative moral or ideal; 3 - To take care of as affective dimension; To take care of as interpersonal relationship and 5 - To take care of as therapeutical intervention.

Participants 71 Graduate nursing students of a Portuguese nursing school.


Findings /conclusions: The 71 graduate students of a Portuguese nursing school, point out “To take care of as therapeutical intervention”, following - “To take care of itself as interpersonal relation”, being “To take care of as a affective dimension the less named by the students.

ABSTRACT: 2

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To prepare students to be competent in a clinical context

AIM: To prepare students to be competent in a clinical context, namely to care for patients with chronic wounds is a basic aim of nursing undergraduate education. Therefore we wanted to know how students feel in the last clinical experience before leaving school and how they experienced nursing care for patients with chronic wounds.

METHODS: Qualitative research focused on grounded theory approach. Participants were 25 students in the last clinical practice. Ethical considerations include confidentiality, free participation and no connection to the assessment process. Open ended questionnaire was delivered asking to describe relevant learning experiences at this stage. Content analysis was performed without prior framework.

RESULTS: Students report: (1) insufficient theoretical knowledge regarding treatment; (2) difficulties to deal with wounds’ odour and patients’ pain complains; (3) clinical placement facilitators often have practices opposite to school teaching and updated guidelines; (4) To see a wound healing leads to students’ satisfaction; (5) Difficulties to act beyond the wound aggravated by nurses’ focus on wounds instead of focusing on patients;

CONCLUSION: We should improve learning opportunities regarding treatment and pain relief in theoretical teaching. However there are issues related to clinical placement nurses’ practice that justify long life learning programs on wound management.

ABSTRACT: 9

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O ensino da avaliação clínica na graduação em enfermagem

Introdução: O ensino da avaliação clínica na graduação em enfermagem é responsável pelo embasamento científico próprio às atividades de competência do enfermeiro.

Objetivos: caracterizar os cursos públicos de graduação em Licenciatura em Enfermagem brasileiros e identificar, as disciplinas que oferecem conteúdos sobre a avaliação clínica do bebê pré-termo.

Método: estudo descritivo exploratório com levantamento de dados realizado pela internet: tipo de instituição, estrutura curricular, disciplinas e carga horária.

Resultados: Identificamos 17 instituições de educação superior públicos no Brasil que ofereceram 28 cursos de licenciatura em enfermagem no ano de 2009. Os conteúdos de semiologia e semiotécnica do recém-nascido pré-termo são ministrados, em geral, no sexto semestre, com carga horária média de 91h, embora esse tempo não seja exclusivo para o ensino da semiologia e semiotécnica do recém-nascido pré-termo, mas sim das disciplinas que abordam esse conteúdo tais como neonatologia e pediatria. Três cursos não disponibilizaram estes dados via internet.

Conclusão: O estudo possibilitou visualizar como os cursos públicos de licenciatura estão distribuídos no Brasil e identificar que a carga horária destinada ao ensino do conteúdo da avaliação clínica do recém-nascido pré-termo ainda é incipiente, expressando assim a necessidade de repensar a formação de uma área crítica de cuidados no panorama de mortalidade brasileiro, a saúde perinatal.

ABSTRACT: 12

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Graduating nursing students’ Descriptions of well being at work

The purpose of this study was to describe nursing students’ views of well-being at work. Graduating nursing students (n=16) participated in this study. The data were collected using open data collection forms. The students were asked the following questions: what promotes your well-being at work and in your opinion, what is good work? The data were analysed using inductive content analysis.

According to the students, there are several aspects to well-being at work. Well-being at work can be divided into four categories: 1) felicity/functionality of workshift planning, 2) developing work and feeling of competence, 3) helping, supporting and respecting work community and 4) reasonable preconditions of work.

In conclusion well-being at work and factors promoting it can be concluded to be developing and meaningfully organized work, manifesting itself in a work community where young nurses can feel they are respected.

The results can be exploited when promoting well-being at work of young nurses. The results can also be used when supervising nursing students during their practical training. There is a need to recruit more nurses to health care: the results can also be used when building an inviting work environment for young employees.

ABSTRACT: 16

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The health promoting nurse must be pushed forward

In the Norwegian as well as the international context the nurse may be assigned three roles: the caring nurse, the treating nurse and the health promoting nurse. The balance between these roles is formed through the basic education and postgraduate experiences.

The aim of this study is to show how these three roles emerge through important texts with impact on education of nurses. By a method based on discourse analysis inspired i.a. by Foucault I have studied the three national curricula plans for education of nurses valid in Norway last 40 years, supplemented by core textbooks, policy documents and significant articles on the role of the nurse from this period.

The main finding is that the role of the health promoting nurse, although with roots back to Florence Nightingale, is doubtless the weakest of the three roles. Based on a discourse analysis the rivalry between the problem-solving paradigm characterising the treating nurse and the supportive caring nurse has dominated the debate, leaving the health promoting nurse in the shadow.

Pushing forward the health promoting role may show a bridge between the two other roles in a way that can strengthen the overall function of the nurse in the health system.

ABSTRACT: 32

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The changes that are currently living in Higher Education mean new challenges for teachers in nursing, requiring other performances and consequently other professional knowledge. Teachers in nursing require a recognition that teaching requires more than knowing the subject area and investigate. The educational component for teaching in nursing can be envisioned as a major factor for education.

This work is developed within the PhD in Science Education and research on professional knowledge in teaching nursing.

The aim of the study is to understand the views of teachers on teaching in nursing, specifically on the pedagogical knowledge for teaching in the current context of a redefinition of teaching in higher education.

Contributing to the production of scientific knowledge available, it is an investigation of exploratory and descriptive nature, using the interview but mainly to the questionnaire as the main instrument of data collection. The subjects are teachers of nursing schools in the country. This communication presents the chosen methodology and some preliminary data, reflecting on their relevance in contemporary times.

ABSTRACT: 33

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Eleven schools in Flanders cooperated in elaborating a competence profile for the Bachelor program in nursing education. The competence profile was tested both within the schools and in the field.

Aims: A project was conducted to validate the competence profile in the field and to test to what extent the competences are reached by the curricula of the schools.

Methods: Validation of the profile (with indicators in 3 levels) took place by qualitative research in 11 focus groups with nursing professionals in healthcare.

A survey was conducted to test the matching of competences with the curricula. Last year students and new registered nurses answered a questionnaire about their perception of achieved competences.

Results: The professionals agreed on all competences. Some minor adaptations were made for a better understanding of the indicators.

Students’ and nurses’ self-assessed competence level ranged from moderate to good. High-level achievement was reached on professional attitudes, reflection, professional communication and realisation of nursing process. About organisation and coordination, interprofessional cooperation and primary prevention they felt competent at a moderate level.

The schools exchanged best practices and are working out ways to further improve curricula in order to reach a high level of achievement in all competences.

ABSTRACT: 34

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Simulation-based education and blood pressure measurement assessment by student nurses

**Background:** Although accurate blood pressure measurement (BPM) is important, many student nurses do not perform the technique correctly.

The purpose of the study is developing effective, evidence-based BPM teaching and exploits technology supported teaching using a simulate (BP) arm. The aim is to investigate how social influence/prejudice changes judgement during BPM and evaluate is the simulation arm suitable for assessment tool.

**Methods:** Quasi-experimental teaching intervention study. Students measured blood pressure and recorded the value on a blank chart and a chart which already had misleading BP values. The BP simulation arm consists of a control unit on which systolic and diastolic BP can be pre-set.

**Hypothesis:** Charted readings have no effect on the blood pressure recorded by the students

Students’ nurses (Test 1) were given a chart with no readings and (Test 2) and a chart with misleading BP values

**Evaluation:** Students nurses measured BP two times at once and evaluation was after teaching and after clinical practice (4 weeks).

Results: It seems that there is evidence a social influence/prejudice. We noticed that students had attitude for underestimate systolic BP and over estimate diastolic BP. Simulation arm enables the evaluation of nursing students’ BPM skills.

**ABSTRACT: 38**

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Renforcement de la contribution de la société cubaine d’infirmerie au processus de développement humain. Formation sur les projects de coopération

Le projet de formation développé par FUDEN (Fondation pour le développement de l’Infirmerie) et la SOCUENF (Société cubaine d’Infirmerie), s’adresse à des infirmières cubaines désireuses de connaître et améliorer l’utilisation des techniques d’intervention dans l’élaboration et la mise en œuvre de projets de coopération au développement, en approfondissant à la fois la formation et la recherche scientifiques en infirmerie.

OBJECTIFS

• Encourager les infirmières cubaines en les formant à consolider leur volonté de recherches.

• Acquérir des connaissances pour planifier un projet de coopération au développement.

• Fournir les connaissances et les outils indispensables pour prendre les décisions responsables qui contribuent au développement de la santé et de la mise en œuvre du développement durable.

• Accentuer l’implication des cadres de l’Infirmerie dans une position privilégiée, pour contribuer au plus grand développement humain.

• Indiquer le rôle que jouent les infirmières dans le développement et l’amélioration de la qualité de vie. Evaluer l’impact obtenu après l’intervention.

• Analyser les différents niveaux d’intervention de l’infirmière dans le développement humain.

• Établir des Projets de Coopération au Développement.

CONCLUSIONS: L’opportunité de cette formation est motivée par la quantité de projets susceptibles d’être soumis à des Organismes de financement de Projets de Coopération au Développement. Ce projet a été développé du 31 octobre au 4 décembre 2008. Il a consisté à favoriser la connaissance des Infirmières cubaines des outils qu’utilisent l’immense majorité des Organisations Internationales, pour présenter et gérer les projets de coopération au développement qu’est l’EML (Analyse du Cadre Logique).

ABSTRACT: 52

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Bridging the gap between evidence based neuroscience nursing and bed side practice - A challenge for nursing education.

Recently the professionalization of neuroscience nursing has increased considerably, leading to publications such as the “nursing revalidation guideline for stroke” (Hafsteinsdottir, 2009). However, these guidelines hardly seem to reach the bed side nurse. This may be due to a combination of personal and organizational factors resulting in a higher workload for neuroscience nurses and poorer health care quality.

How then, can we assist neuroscience nurses in their care for the neurological patient? In other words, we are looking for evidence-based neuroscience nursing, that can improve the quality of care and reduce health care costs (Knops et al, 2007). We know that nurses appreciate the review of patient cases on the ward, but that the heavy workload often prevents this from happening (Vermeulen, 2007).

In this presentation we show how the Katholieke Hogeschool Sint-Lieven (Flanders) sets up discussion groups of volunteer nursing students and bed side nurses. Discussing patient cases in these groups leads to evidence-based neuroscience nursing. Through this method we integrate recent, evidenced based information with actual bed side practice. We encourage students to develop a research-minded attitude toward nursing interventions and stimulate bed side nurses to adapt their practices to new scientific insights without considerably raising their workload.

**ABSTRACT: 55**

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The Student within the context of clinical education at a Family Health Center—Which problems were reflected upon?

The clinical practice is a space and time of excellence for the development of critical thinking skills through significant experiences. The process of pondering over certain issues is crucial for the nurses’ education, granting them the opportunity to achieve progressive levels of professional growth and maturity.

The objective of this study is to analyze the areas within the clinical practice which caused students in the third year of nursing at “Escola Superior de Enfermagem do Porto” who are doing their clinical rotation “Nursing within the Community, Family Intervention”, to reflect over a certain topic.

Methodology: We proceeded to a documental analysis of the observations elaborated by students, with a qualitative approach analyzing the content and considering the focal areas of attention. We followed the methodological orientations recognized by Bardin (2008). 124 views from 40 students were analyzed.

Results: From the documental analysis emerged seven main categories, Patient Safety, Chronic Disease within the Family, Health within the Family’s Lifestyle, Family Nursing, Organizational Management, Communication and Occupational health.

Conclusion: The results show evidence that family related matters concerning health and sickness, as well as the safety of patients utilizing health care services, are elected topics for reflection by students within this context.

ABSTRACT: 60

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**Mental Health Internship**

Reflecting upon everyday problems can facilitate the awareness of actual work conditions, creating a ground for the understanding of a situation, stimulating change in the relationships and practices along with promoting growth within the student, who is oriented by the professor’s proposals and by several elements within the clinical context inviting the students to use a reflective approach as well as a collective discussion approach.

This study analyzed the practical – reflexive experience of the students attending the 4th year of the Nursing Degree at “Escola Superior de Enfermagem do Porto” during their mental health internship.

**Methodology:** We proceeded a documental analysis considering the following dimensions: Motivation towards reflection, main theme and bibliographical support.

We utilized qualitative approach based on the analysis of critical reflections elaborated by the students. 270 reflections from 48 students were analyzed.

**Results:** From the documental analysis, the following main categories emerged: family integration within care, therapeutic activities, deontological ethical issues pertaining to the clinical practice and compliance with therapeutic regimen.

The motivators for these reflections are related to the clinical practice where these experiences took place or the theoretical challenges faced.

The reflections are a resource for students, promoting a conscious awareness, bringing theory into practice.

**ABSTRACT: 61**

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Are student nurses at the end of their training (in Birmingham, UK) able to act as recorders, recognisers or primary responders in terms of their ability to interpret and respond to patient observations at the end of their training?

Patient acuity (or dependency) is increasing within our healthcare system so it is a national health objective to improve healthcare professionals’ skills in the prompt recognition and effective response to acute deterioration in health (NICE 2007). Our Department of Health in 2009 published a competency framework that nationally guides how professionals should develop their skills in this area. The authors have completed a research study to explore how currently our pre registration nursing programme is facilitating newly qualified nurses to meet this need.

The research project involved the use initially of self-evaluative questionnaires (173). 40 students undertaking their final placement of the course then participated in interviews (undertaken in the clinical area) that explored their abilities to effectively interpret and respond to observations they had taken of a patient in their care. Through coding of interview data we have been to understand how our graduates are performing in terms of the national competency framework. We have learnt about the retention of knowledge from our teaching methods by making links back to academic results. Also we have uncovered data that suggests that early warning scoring systems appear to have a negative impact on the development of nurses’ physiological interpretive skills.

ABSTRACT: 67

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Simulation-based learning – one way to modern nurse education

The purpose of this literature review was to describe what is characteristic of a good simulation classroom, especially where students can learn nursing of adult emergency patients. Data retrieval was made by Cinahl-, Medline- and Medic-databases.

The results showed that simulation classroom is a modern learning environment, where students can learn emergency nursing of the adult emergency patients in lifelike setting. Man mannequin (SimMan®) simulates a patient. The Aims of modern education are high quality knowledge, problem solving skills, self-directed learning skills and transferability of knowledge and skills. Effective simulative learning must be based on learning activities which are constructive and cumulative, authentic and understanding-based, cooperative and self-controlled and goal orientated.

The construction of simulation classroom consists of three rooms; control center, simulated treatment room and debriefing room. The equipments and instruments of simulated treatment room have chosen in need of the typical adult emergency patients. There is also in need of teaching equipments, which are special to simulation.

With SimMan® nursing students can practice exploring patient, clinical skills, communication and interaction between each other. Also with SimMan® students can exercise communication skills and moreover they can study leadership, decision-making and interdisciplinary team working skills.

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Enhancing student nursing attitudes towards elderly by education

**Introduction:** Belgium is also confronted with the aging of the population consequently the need for nurses specialised in elderly care increases. Nevertheless, a decline in interest for specialised elderly care is perceived within the nurse student population.

**Target:** An Investigation of the attitudes of 253 student nurses towards the elderly.

**Methodology:** A survey was developed to examine the Attitude of Nurse Students towards Elderly (ANSE-scale).

**Results:** The ANSE-scale had a good internal consistency (cronbach $\alpha = 0.871$). Results showed a significant association between a positive attitude and having friendly relations with the elderly. This attitude became more positive as the nurse student progressed in his/her studies. No significant association was seen with age nor gender of the respondent, nor with their previous work experiences with the elderly. Qualities assigned to the elderly by more than 50% of the respondents were; wisdom, kindness, being nice, interesting, reliability and conservative.

**Conclusion:** Intergenerational contacts between students and elderly have a positive influence on the imaging of student nurses on the elderly. Contacts between students and the elderly should be promoted.

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Body hygiene: from ritual to nursing care

Hygiene habits are one of the activities of life and body care which are ritualized according to beliefs and theoretical constructs shared by society and inscribed into a global cultural system and a set of explanatory knowledge about life.

With a social integration role of individuals in society and in groups, the body hygiene ritual concerns the private sphere of life. This ritual was transferred to hospital organizations that reproduce what the rules of sociality, legitimized by scientific knowledge, dictate regarding the hygiene of the body.

Hospitals are hierarchical organizations where power relations exists and where prevails a type of coercive power that looks at the body as a subject and not as the person in his body. In this settings nurse develops strategies to address the constraints that involve the care of the body, namely the body proximity. These strategies stem from the way nurse interprets the context of care, the care itself and the person cared for. Nursing students must be prepared for a reality of care that inscribe body care in a strategy of organizational functionality and disciplined bodies, where nurse and patient are links of a chain.

ABSTRACT: 91

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The Girl Child Project: Listen the urban girl’s concerns to change the nursing practices

**Background:** the ICN has proposed to a Portuguese National Nurses Organization OE, to join this research project, trying to know the needs of young girls about their health and well-being, aiming to contribute fundamentally towards the development of policies and programs to improving their quality of life.

**Method:** this qualitative study based on 10 focus group interviews, with 97 girls, 10 to 14 years were recruited from five public schools in two Portuguese cities.

**Results:** we report the main findings about different subjects. Regarding Health emerged concerns about substances abuse, sexually transmitted diseases, pregnancy, paedophiles and sexual violence. About the resources for information there is no reference to nurses. Family takes a preponderant role to the values support and the sense of security they transmits. School is seen as a privileged context for socialising and learning and it is a place who prepares them for life. Safety they pinpoint the importance of acquiring knowledge on the risks and being informed how to prevent.

**Conclusions:** this study provides, by the speech of girls, their needs and concerns about important topics for their well-being. The results allow community nurses to change their practices, and make important contributions to nursing education.

**ABSTRACT: 99**

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<td>Maria do Carmo Sousa; Maria João Monteiro; Filomena Raimundo</td>
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Towards the nurse educators’ roles in higher education

This presentation aims to examine how changes in nursing education influence nurse educators’ conceptions of teaching and their pedagogical practices, relating an interpretative research about teaching professionalism and nurse educators’ roles and competencies.

The conceptual framework comprises a sociological approach of nurse educators’ work and their professional values (Zabalza, 2002; Tardif 2002; Estrela, 2007).

Data was gathered through semi-structured interviews with twenty nurse educators. It deals with a case study based on an inductive and in-depth analysis, using a qualitative methodology.

An inductive analysis was performed using the model by Huberman & Miles (1991).

The results show three axes - (i) professionalism and identity of nurse educators (ii) training models in use in nursing education (iii) higher education and change. The axes identified are interrelated and point to a strong trend for the implementation of changes in nurse educators’ pedagogical practices. The results relate: changes in nursing education; the rethinking of pedagogical practices; the restructuring of curricula; investment in the production and dissemination of research; the training of nurse educators; new conceptions and practices on the professional activity.

Key words – Nurse educators’ roles and competencies; changes in nursing education; new pedagogical practices.

ABSTRACT: 106

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Allow nursing students to understand better the NANDA taxonomy through a hypothetical case presented in video

**Background:** Using NANDA taxonomy is still controversial in Spain. The National Health System is encouraging nurses to use it, but nurses express they aren’t able to understand it.

**Aim:** Allow nursing students to understand better the NANDA taxonomy.

**Methods:** A group of voluntary students presented a hypothetical case in video. The rest of the students worked in small groups to identify nursing diagnostics, outcomes and interventions. Questionnaires were administered to assess satisfaction and learning.

**Results:** We selected a randomized sample of 49 students among a total of 98. The satisfaction level was high (3.98 between 1 and 5) being the most valued aspects: teachers explanations (4.3) and the documents given to the students that allowed them to develop the care plan (4.3). Students do not express substantial changes in the knowledge of the terminology, neither in their opinion about it. The most positive aspect expressed by the students about the NANDA taxonomy was that it uses an international language (18.4%) and the most negative one was that Spanish nurses don’t have enough time to use it in their work (12.2%).

**Discussion:** Although the students were satisfied with the seminars, they don’t liked NANDA terminology because its complexity and limited application.

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From instability to change: building a culture of trust in ESEL

The goal of this research study was to understand the ways that teachers are experiencing the trust in the pedagogical relationship while facing the fusion of the four schools and the implementation of Bologna Process.

This is a case study. Data collection was made with interviews to sixteen teachers and for the data analysis we used the grounded theory.

**Context:** it showed that the relationship with knowledge is a relationship of search and fear with cautious players and that it generates uncertainty. In the fusion process, this was delayed for ten years, and in the Bologna Process, the pre-existing trust turned into the disturbance still lived.

**Strategies:** there was a change from a lead marked by the upkeep of the culture of each preexisting school to an unstable pedagogical process where the culture of the preexisting schools spread to the grades/courses in a permissive pedagogical relationship, with occasional essays of Bologna Process implementation and logistic measures.

**Consequences:** The teaching staff is aware of the need for a change towards the building of a ESEL culture to adjust the study programs, to promote teachers cohesion and regain student trust.

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**Research Activity and Utilization in Japanese Hospitals: A Nationwide Survey**

**BACKGROUND:** The research for development of new knowledge and technology and its testing and utilization in clinical setting are mutually necessary for advancing clinical nursing practice. While the number of nursing universities and graduate schools has been increasing and activation of research and improvement of nursing quality are expected in Japan, it has been pointed out that researches do not accord with nurses’ needs. We investigated how Japanese hospitals conducted researches and used research findings.

**METHODS:** Self-administered questionnaires were mailed to 882 hospitals with 200 beds or more in February, 2010. The questionnaire solicited information on research activity and utilization in nursing.

**RESULTS:** The response rate was 41%. The median of nursing researches engaged per hospital per year was 11.8. Over half (55%) of hospitals had not utilized published research findings in the past three years and 69% replied that they were not able to utilize them adequately. Most respondents reported the reasons for this situation were a lack of utilizable research findings, and low competence and insufficient time of nurses to search and implement new ideas.

**CONCLUSION:** Researches reflecting clinical needs, research education and development of system supporting nurses’ research utilization will facilitate research activity and utilization.

**ABSTRACT: 121**

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Continuing Education and Support of Preceptors in the Clinical Setting: A Collaborative Action Research Project.

The preceptor role has been implemented throughout Irish health care settings, and other international contexts, to facilitate student nurse learning during clinical placement. Most organisations require practitioners who support student nurses in practice to complete a teaching and assessing course. However there is a dearth of research to provide an evidence base to inform the development of effective strategies to reinforce learning, develop competence and support preceptors in fulfilling their role and responsibilities following the completion of the initial course.

This action research study aimed to develop learning and support strategies that reinforced prior learning and facilitated preceptor competence development. A collaborative action research group was formed to plan, develop, implement and evaluate a clinically based accessible programme of continuing education and support for preceptors.

This paper presents the actions, reflections and evaluations of the programme within the action research cycle. There is an emphasis on promoting transfer of learning, developing practitioner competence and providing support for practitioners undertaking this role. Current challenges in utilizing a collaborative action research approach are explored in relation to informing continuing preceptor support and development in the Irish context.

ABSTRACT: 161

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The establishment of advanced practice roles and the subsequent introduction of prescriptive authority for nurses and midwives in Ireland have contributed to a more efficient health service capable of responding more effectively to patients’ and clients’ needs. This new programme incorporates master’s level modules, preparation for advanced nurse practice and nurse prescribing of medicinal products and ionising radiation and builds on the Certificate in Nurse Prescribing programme offered by the RCSI since 2008. This programme was developed in consultation with clinical staff in a number of major Dublin hospitals and with European Nurse colleagues and is unique both in Ireland and other European Union countries through its incorporation of nurse prescribing and ionising radiation into the MSc Nursing in advanced practice programme.

The programme was approved by An Bord Altranais and the National University of Ireland in July 2009. Utilising the National Qualifications Authority of Ireland (NQAI) framework the programme will be provided at Level 9 (Major Award).

ABSTRACT: 172

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A construção social dos docentes de Enfermagem em Portugal Continental

A reconfiguração e expansão do ensino de Enfermagem nos últimos anos conduziu a uma construção do corpo docente acompanhada pelo aumento da qualificação académica.

O presente estudo, enquadrado conceptualmente na Sociologia das Profissões e no processo identitário dos docentes no itinerário educativo, visa compreender a construção docente nos vários territórios académicos e o papel daqueles na profissionalização em Enfermagem.

A constituição social dos docentes de Enfermagem em Portugal Continental é o objecto do estudo exploratório para identificação da população acessível naqueles territórios.

A recolha de dados ocorreu em duas fases e foi conduzida por instrumento criado: “Ficha do Docente”.

Numa primeira fase, recolheu-se a informação disponibilizada nos sites de cada instituição académica, dentro das três tipologias existentes na actualidade: Escolas não integradas, Escolas integradas em Institutos Superiores Politécnicos e Escolas Politécnicas em contexto Universitário.

A incompletude do primeiro apuramento de resultados originou uma segunda fase, solicitando-se informação por carta ou efectuando-se uma visita às instituições acompanhada de entrevista.

As conclusões preliminares do estudo apontam para uma distribuição docente maciça em Institutos Superiores Politécnicos e um elevado número de docentes nas Escolas não integradas, que apresentam menor expressão, assim como dados referentes à categoria profissional, formação académica e área científica.

ABSTRACT: 177

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Development of nursing care in Slovenia for the needs of society in the future

There are few researches describing the importance of nursing care in the modern society in the global context. Researches are often focused on the interactions between nurses and patients, between the nurses, and their satisfaction with work, etc. All these lead to the inadequate recognition of nursing care as a profession in the wider sense.

A global crisis has raised question of maintenance and improvement of health treatment in the circumstances of decreasing financial means for health services.

 Abilities of the employees, understood as abilities to which extend nurses can adopt themselves to the changes, generate new knowledge and improve their work, which are more than competences. For quality health care in Slovenia is important that education of nurses is in all details/thoroughly adjusted to the demands of EU directives, which are applied in developed EU countries and OECD, where this profession is understood as college/university degree level of education.

If nurses want to be included into future health policy modelling, they have to recognise and start building the values which cover local and global policy problems in the field of health. The facts which nurses use in their decision making have to be taken out of scientific researches. Clear definition of own work is a basis for asking questions about work, looking for evidences and improvement of clinical work.

Key words: knowledge, development, research, competences, training.

ABSTRACT: 192

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Un stage encadré au Sénégal: apprentissage extra-ordinaire pour nos étudiants et leurs enseignants!

Bilan de 6 années d’expériences dans le cadre d’un projet pilote inter-écoles et universités.

Tous, nous avons le souci et le devoir d’intégrer la dimension internationale dans notre enseignement. Les audits qualité nous y invitent et tous les projets européens y contribuent. Mais il existe, d’autres continents, d’autres contextes de soins que nous ne pouvons ignorer...

Se confronter à des réalités professionnelles toutes «autres», participer à la découverte d’un contexte socio-culturel et philosophique différents, partager d’autres modes de vie tels sont les principaux objectifs des stages en terre africaine (plus précisément au Sénégal) proposés chaque année à nos étudiants infirmiers et sage-femmes.

Fruit de la collaboration entre plusieurs écoles et universités, ce projet se veut novateur de par son caractère interdisciplinaire lié au fait de l’intégration au sein des groupes d’autres stagiaires paramédicaux ainsi que des étudiants en médecine.

«Se découvrir, pour mieux se former, Apprendre des autres, par les autres et avec les autres», telle est notre devise!

Multiples et variées sont les situations d’apprentissage rencontrées là-bas et, à l’ère des «compétences», cet exposé tentera de démontrer que toutes peuvent être travaillées et ce, au bénéfice d’une identité professionnelle souvent renforcée. Il s’agit de pouvoir ainsi faire reconnaître ces stages comme dispositif pédagogique professionnalisant à part entière.

Contrairement à de nombreux stages similaires, les étudiants dans notre projet, bénéficient d’un encadrement et c’est aussi de cet encadrement particulier dont il sera question. Nouveau rôle assurément pour nos enseignants, il fait souvent débat. Véritable partage d’expertise, c’est pourtant aussi l’occasion de construire de nouveaux partenariats en matière d’enseignement...

Ainsi, à partir d’expériences partagées depuis maintenant 6 ans, nous tenterons d’expliciter l’importance d’un encadrement /accompagnement dès la préparation du stage, durant son déroulement et son suivi. Nous vous soumettrons un «referential / guide» pour les futurs candidats et envisagerons le point de vue du directeur/gestionnaire, qui doit inscrire cela dans un cadre budgétaire et de juste répartition des tâches au niveau de l’équipe enseignante.

ABSTRACT: 193

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Teaching the professional role or an ethics of involvement

Through previous work we found a major difficulty in teaching the professional role, especially related to the difficult working conditions of nursing practice. The gap between the ideal of holistic care and the harsh reality of daily nursing instills in students a sense of guilt, highlighting the need for reflection about an ethical model of involvement. Conducting a PhD on this subject, we first attempted to show that, in the care field, ethics is almost never thought of as exploring the relationship of the caregiver to his or her profession, but always of the caregiver and his or her relation to others.

At the present stage of our research, we show the importance of an ethical introspective reflection at this level and the challenge that this reflection, conducted as part of professional education may present for professionals.

Following on, we will develop a model of ethical involvement. Used as part of training, its purpose is to enable students to engage in a thoughtful professional role, conscious of its resources, its values but also its limitations and eager to keep a healthy balance to avoid burnout or the abandonment of the profession. This model aims to encourage professional identity.

At a third time we will develop a model of ethical implication. Used as part of training, its purpose is to enable students to invest a professional role thoughtful, conscious of its resources, its values but also its limitations and eager to keep a healthy balance to avoid burnout or the abandonment of the profession. This model will serve the professional identity.

KEY WORDS: ETHICS – INVOLVEMENT – COMMITMENT – PROFESSIONAL ROLE – NURSING IDENTITY – SATISFACTION AT WORK.

ABSTRACT: 201

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Health Science University Students’ learning in group supervision of Bachelor’s Thesis

Group supervision has been utilized in different fields of higher education. The aim of the study was to describe health science university students’ learning in group supervision of bachelor’s thesis.

The data were collected from health science students after the bachelor’s thesis course in December 2009. The data were collected using open data collection forms. 36 students participated in the course and 24 students completed this data collection form. Data were analysed using inductive content analysis.

Learning outcomes and skills were found to relate to scientific communication, personal maturation as a researcher, and learning methods in group supervision. Scientific communication included scientific writing and scientific discussion. Improving factors were support and encouragement, interactive supervision, student’s own commitment to group supervision, and agreed method of implementation. Learning outcomes and skills were found to be useful for scientific purposes, and for both practical and supervision purposes in the workplace. Suggestions for improving the use of group supervision were concentrated on increasing teacher-controlled implementation. In conclusion, group supervision enhances in many ways learning in bachelor’s thesis, and is an applicable method for theses supervision, also at different levels of health education.

ABSTRACT: 3

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Health Interreg Santé

**Aim of session:** To provide an example of how European funding provided an innovative opportunity for nursing students and qualified staff to develop their understanding of differing health care systems and care delivery.

This was a two year project that sought to develop cross-border co-operation between health and social care staff, students and organisations from eligible areas in Kent, UK and Nord Pas de Calais, France. The project was jointly led by the School Health and Social Care, University of Greenwich and the Université Catholique de Lille. It was part-funded by the European Union.

Intensive visits of a three days to a week, to both hospital and community settings both sides of the channel, facilitated not only the personal growth of nursing students and staff but also inter-and intra-professional growth as demonstrated by evidence from the participants within the project evaluation. Nursing and Midwifery students were also able to undertake placements. Learning focused on the similarities and differences between the UK and French health systems and also explored many of the shared challenges. This learning provided both staff and students an opportunity to reflect and question their own practice which they felt enhanced the quality of care they deliver. The project also provided an opportunity to promote the notion of European citizenship.

**ABSTRACT:** 4

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Un dispositif pédagogique innovant en soins infirmiers: une manière d’accompagner l’étudiant dans l’acquisition des compétences professionnelles

Depuis 2007-08, le département soins infirmiers de l’Institut d’Enseignement Supérieur Parnasse-Deux Alice au sein de la Haute Ecole Léonard de Vinci, stimulé par une réforme du nombre d’heures attribuées à l’enseignement clinique en 1ère Bac, a construit un dispositif dont les objectifs se concentrent sur la préparation des étudiants au milieu professionnel et leur accompagnement dans l’acquisition des compétences professionnelles.

C’est ainsi que, parallèlement à l’enseignement dispensé conformément au programme, l’institut a créé, dans un esprit constructiviste, une série d’activités didactiques innovantes, purement formatives, organisées en modules.

Face à un public hétérogène et des besoins variant selon l’année d’étude, une multiplicité de méthodes pédagogiques privilégiant l’interactivité a été employée.

Dans chaque année d’études, des modules transversaux alternent avec d’autres orientés sur les objectifs plus spécifiques à chaque année d’étude.

Une évaluation de la satisfaction des étudiants quant à l’organisation des modules et les objectifs poursuivis par chacun a été réalisée après leur première année d’implémentation dans chaque année d’études.

Dans une large majorité, la pertinence des objectifs poursuivis suscite une satisfaction qui encourage le corps professoral à persévérer dans les efforts investis.

ABSTRACT: 6

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The use of life histories to achieve a reflexive clinical practice

AIM: It is often discussed the theory-practice gap and the need to develop a reflexive practice and to improve nurses’ awareness towards their own practice. Biographic work with nurses is possibly an effective tool; however it is not widely explored. Hence, based upon seven years of experience of using biographic work with nurses in the context of lifelong education, the aim of this study was to describe the process and to explore the nurses’ experience vis-à-vis an increased self awareness.

METHODOLOGY: A phenomenological study was conducted with 14 volunteer nurses from one of the seven cohorts. Data collection included narrative material, learning diaries and in-depth interviews. A hermeneutic analysis was done. Confidentiality and free participation was reassured as well as complete absence of any kind of academic assessment.

RESULTS: Biographic word increased nurses’ self-awareness, developed critical thinking skills, improved listening skills and the ability of identifying the underlying meaning of each gesture. However it is also underlined that, at its beginning, it is a frightening methodology, because it is challenging, unknown, and requires performing self-assessment. In addition it requires to be done in a safe environment.

CONCLUSION: Project-based learning on post-graduate education seems to be highly effective. Systematic assessment should be previewed.

ABSTRACT: 11

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The Quality Endeavour: assessing the efficacy of innovative practices in nursing education

Background: Searching for efficacy is a quest on nursing education linked to the implementation of new ways of teaching either through innovative methodologies or by new approaches to traditional methods. However we are not used to perform a systematic assessment of our practices in order to have a clear understanding of how effective each methodology is. Hence the aim of our study is to assess the efficacy of the following strategies: 1) introducing e-learning tools to support student-teacher interaction; 2) lecturing instrumental skills supported by specific guidelines; 3) using video/slideshow instead of viva demonstration of clinical procedures; 4) replacing theoretical lectures by students’ seminars; 5) introducing free drop-in sessions to review theoretical contents.

Methodology: Longitudinal survey inserted in a research-action approach over 3 years. Participants are all first-year under-graduate students enrolled on Nursing Foundations’ Module (n=370). An on-line survey was designed and tested. Participation is free and anonymous.

Results: We are now collecting first set of data. Statistical analysis will be performed and the first report will be produced until the end of the academic year in order to allow new inputs on teaching strategies next year.

ABSTRACT: 17

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The purpose of this paper is to present the Nursing and Midwifery Council’s (NMC) new Standards for pre-registration nursing education programmes. Healthcare services in the UK are changing and the new standards aim to prepare students to meet the needs of a future healthcare service. As the UK regulator for over 620,000 nurses and midwives, the NMC are setting new standards so that everybody, including patients and the public, is clear about what will be expected of newly qualified nurses in the future. The new standards are the result of the NMC’s review of pre-registration nursing education linked to the UK wide Department of Health policy initiative Modernising Nursing Careers: setting the direction (DH 2006). The planned launch period for the new standards coincides with the FINE conference and is therefore very timely.

A comprehensive literature and policy review, Nursing: Towards 2015 (Longley, Shaw & Dolan, 2007) commissioned by the NMC provided background to the review and considered some possible scenarios of how the delivery of health and nursing care could change by 2015. Following the first phase of the review a series of broad principles for new programmes were agreed and new standards were developed throughout 2009 the competency framework reflecting some principles within the European Tuning structure for nursing (Gobbi 2010). The proposals were consulted on in early 2010 (NMC 2010), the first new programmes will be introduced from September 2011 with new graduates entering the workforce three years later.
Nursing supervision: developing an innovative strategy based on a case study

**Background:** Based on a project entitled “University’s Pedagogy Transformation”, carried out at Education’s Research Center: images and practices (CiEd, University of Minho), we developed some pedagogical strategies in clinical nursing context. We want to analyze an innovative strategy with the application of a case study and enlarge the pedagogy’s structuring dimension in clinical context.

**Methodology:** This innovative experience was developed on 2007/2008 during clinical practice on medicine, surgery and orthopedic units with 80 students from the 2nd year of the nursing graduated formation.

**Results:** The students said that this experience contributed to their reflection in and on action, reformulating their conceptions and practices, integrating their learning and (re)building personal knowledge. It is important to reinforce that during this process the students are accompanied by supervisors with knowledge about concepts of reflection and experimentation (Vieira, 1993).

**Conclusions:** The discussion and analysis of cases together provide reflection of nursing epistemological foundations and development of critical thinking. We reinforce the concern over the development of a student-centered learning and systematize the main activities to be aware over a case study (Yin, 2005).

**Keywords:** innovative strategy, case study; student-centered learning.

**ABSTRACT: 26**

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L'évaluation au service de l'apprentissage

Cette présentation résulte d’une réflexion d’enseignante à partir des questions suivantes:

a) Comment utiliser au mieux un cours qui vise l’acquisition d’un processus dans un cursus de Soins Infirmiers?

b) Comment concevoir le cours et son évaluation pour modifier le type d’apprentissage des étudiants ?

c) Quelle position occupe l’évaluation dans un système de formation? Faut-il la concevoir pour cautionner un cours ou la concevoir au service de l’apprentissage?

A l’aide d’un exemple pris dans sa pratique, l’enseignante explicitera, comment un cours de Méthodologie de la Recherche peut être exploité afin de développer l’acquisition et l’intégration des connaissances des étudiants. Autrement dit, comment, par les méthodes d’enseignement et d’évaluation dans ce type de cours, peut-on amener l’étudiant à intégrer des matières provenant des autres cours du cursus. La méthode d’évaluation ainsi que la méthode d’enseignement mises en place intègrent toutes les stratégies des méthodes de pédagogies actives: mettre l’étudiant en activité, vivre l’apprentissage par la découverte, apprendre avec les pairs... Le système d’évaluation se révèle efficace pour évaluer l’acquisition du processus enseigné, l’apport de connaissances et renseigne l’enseignante sur la capacité de l’étudiant à faire le transfert dans sa pratique future.

La présentation abordera aussi les différentes étapes suivies par l’enseignante pour concevoir le cours et son évaluation.

Au cours de sa présentation, l’enseignante argumentera l’importance de considérer contenu-méthode d’enseignement et méthode d’évaluation ensemble dès le début de la préparation d’un cours.

ABSTRACT: 28

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Digital learning environment related to management applied to nursing: innovative strategy for nursing education.

In Brazil, the first experiences using informatics in nursing education was in 1985. In spite of the time, this area still continues lacking in relation to initiatives using the computer as a pedagogic instrument. This study aim to demonstrate the development of educational software for teaching management applied to nursing using interactive multimedia. This is a descriptive/exploratory study. The conception of learning was based on studies that provide direction for the drawing and instructional events areas. The educational software was constructed using the Model of three stages for CAI development: a) Initial planning; b) Planning and development of the instructional content; c) Educational software evaluation and revision. Seven faculty members participated in the instructional content evaluation process as nursing management specialists. The software was developed in four modules using the Macromedia® Authorware Professional v.7. As conclusion, the educational software was well accepted by the faculty members, emerging positive comments on the developed product. The texts, graphs, sound and images all are favoring the teach-learning process. Since the educational software is developed for educating nursing students, the next step will be to sample students to measure their satisfaction.

ABSTRACT: 30

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A (collective) feeling on approach to Alcochete’s and Seixal’s communities: A partnership project between the Calouste Gulbenkian Nursing Scholl of Lisbon and the Local Administration

**INTRODUCTION:** Our presentation involves various actors as social partners and ordinary people who shared a collecting and information experience in Alcochete’s and Seixal’s communities in a clinical practice setting. We proposed to the 1st year nursing students to develop scientific, technical, social, cultural and psycho skills for the practice and management of nursing care to the person, family, groups and communities. The aims were to identify social and health determinants and to develop the sharing and reflexion about the nursing practice.

**METHODOLOGY:** Develop inter-institutional meetings to know the goals, the conditions and the needs of all partners. Nursing empiric research tools connected with health, social and human’s sciences were given to enhance the learning process.

**RESULTS:** We identify social determinants of the communities’ health and promote the relations with the partner institutions. In the students learning process they became the principal actor in the relations with the communities. For that they used basic procedures of communications and information collets.

**CONCLUSIONS:** With this experience it was possible to identify the social determinants of the health communities; the relationships in the community and the nursing practice evidence in the global politics and health environment in the citizenship meaning.

**Key words:** partnership, social-dynamics, community, nursing, education/learning.

**ABSTRACT: 46**

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Estrategia Docente Innovadora en la Asignatura de Administración de Servicios en Enfermería

El objetivo de esta comunicación es presentar el proyecto docente de la asignatura de Administración de Servicios en Enfermería, como estrategia docente innovadora. Esta asignatura se imparte a los alumnos/as de tercer curso de la Diplomatura en Enfermería del Departamento de Enfermería, de la Escuela Universitaria de Ciencias de la Salud, de la Universidad de Sevilla (España) y se ha llevado a cabo durante el curso 2008/2009.

La metodología de aprendizaje utilizada ha sido la siguiente:

1. Clases en grupo grande para la presentación de contenidos conceptuales teóricos.

2. Preclínicas en grupos pequeños, en dos modalidades:

2.1. Tutorías en grupo de 8 a 10 alumnos/as, con el método del Aprendizaje Basado en Problemas, integrado por los objetivos de cuatro asignaturas.

2.2. Sesiones prácticas en grupo de 8 a 10 alumnos/as, en el aula de informática para la profundización en competencias informacionales, valorándose el trabajo autónomo del proceso de búsquedas que realizan posteriormente.

3. Tutorías aplicadas de forma individual o en pequeños grupos como elemento impulsor del aprendizaje y como dirección de los trabajos.

4. Desde la asignatura se les proporciona al alumnado la posibilidad de acceder a todos los contenidos de la misma, mediante la enseñanza virtual.

ABSTRACT: 48

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Supporting and learning from the family caregiver

Because of a variety of reasons home care is (and will be even more in the future) an important health care field. Benefits of seeking to prolong the patients staying in their own environment are well documented, as is the high burden on all parties involved.

The wellbeing of a community dwelling patient is often depending on the (physical, mental and social) condition of the family caregiver. As known from numerous studies, most of these caregivers suffer a high burden because of a thorough turnover in family role patterns. Seeking ways to support family caregivers is therefore an important subject to study.

Notwithstanding the burden on the family caregivers, they have established important expertise in caring for patients mostly unrecognized by other people even health care professionals.

In 2007, the HOWEST nurse education program initiated a project in which nursing students were performing home visits to family caregivers. Throughout these visits the students experienced and learned in practice about supporting family caregivers by using: recognition, appreciation and giving encouragement. These home visits were besides targeted support also active learning moments in which the family caregivers took up a role as coach and therefore were confirmed in their experience and expertise.

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Learning infection control – multi professional groups and E-learning

During two last years health care students have studied infection control at multi professional groups (nurse, midwife, dental hygiene, radiography etc.) taking part in e-learning. The main targets are: 1) to improve students’ responsibility, interaction and engagement and 2) to help students to get acquainted with web-based working.

The study module starts quite soon after students have began their studies and takes about 10 weeks. The module involves five themes: microbiology, aseptic, hand hygiene, environment and protective equipment. Themes comprise exercises, short presentations, video clips etc. At the end of each theme students fill in a questionnaire and get an immediate feedback. Lecturers act as mentors.

Students’ perceptions varied from ‘some technical problems’ to ‘everything worked fine’, ‘enhanced my learning’ to ‘I did not learn anything’, ‘fine to learn at my own pace’ to ‘stressful to try to learn at my own pace’ etc. Mentors’ perceptions varied as well. Some liked it difficult to act as a mentor, some liked it very interesting but challenging.

Anyway, we have to develop different methods to assure that health care students understand what infection control means and how they can prevent health care acquired infections.

ABSTRACT: 65

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Conforto: a sua aplicabilidade em contexto formativo

Sendo o Conforto um foco de atenção da disciplina de enfermagem é actualmente reconhecido como indispensável no cuidado humano. Poder-se-á referir que os cuidados de conforto, só ganharão o verdadeiro sentido, quando forem revestidos de um carácter intencional, reflectido e guiado pelo conhecimento das necessidades e desejos de conforto da Pessoa. Olhar a complexidade deste fenómeno em que a área de atenção seja relevante para a enfermagem e reverter para quem beneficia dos cuidados, é essencial. A procura da satisfação de necessidades de conforto constitui um importante alicerce e fio condutor na promoção de estratégias junto dos beneficiários, que visem um contributo para a implementação de boas práticas.

Imbuídos deste sentido, emergem projectos formativos no âmbito do Curso de Mestrado em Enfermagem com Especialização em Enfermagem Médico-Cirúrgica e Enfermagem de Saúde Infantil e Pediatria. As experiências de intervenção apresentadas surgem em dois contextos distintos, evidenciando a visibilidade e valorização que estes assumiram na praxis de enfermagem.

Na sequência do desenvolvimento de competências de maior complexidade, inerentes à formação avançada, salientam-se actividades implementadas decorrentes dos projectos desenhados da e para as realidades vividas. As diferentes actividades dimensionam-se nos quatro contextos de conforto: o contexto físico, psicoespiritual, ambiental e social.

ABSTRACT: 66

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“Oases of reflection” – a pedagogical tool in the education of nurses

Target: The purpose is threefold: first, to develop a pedagogical tool for the education of reflective nurses; second, to create a closer relation between various arenas of learning; and third, to learn nursing through narratives, experiences and dialogue.

Development: The oases of reflection are populated by nursing students in clinical studies, nurses who supervise students here, and nursing teacher. They convene on a regular basis. The activity in the Oasis of Reflection will be of a “Reflection-after-action” nature. The nursing students and the nurses who guide them in clinical practice narrate their experiences based on their encounters with patients and family members. The dialogue may center on what one may learn from the narrative, and the nursing teacher may join in with questions and comments, and thus contribute to learning associated with themes addressed at the university college in order to illustrate the relevance of these themes to practical nursing.

Contribution to nurse education: Oases of reflection may aid nurse educations and clinical practice, both crucial to the education of nurses, to do their share in helping to reduce the gap between theory and practice, but in the recognition that there will always exist a certain tension between the arenas of learning.

ABSTRACT: 68

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FINE (Federation of Nurse Educators in Europe) enables Nurse Educators across Europe to network,
share best practice, to share and develop research and development. As a politically influential
organisation, FINE requires full EU country involvement in order to provide the most innovative,
effective and representative nursing education for the future quality service delivery by nurses.

The United Kingdom as a country has the highest number of HEIs in Europe offering nurse education
programmes. Despite this, participation in FINE EU has previously been difficult to sustain. In 2008,
members of FINE working in the UK developed a Model for FINE EU membership which aimed to
represent the UK fully, whilst also facilitating benefits for all member universities. To deliver this an
innovative model was developed in 2009. 10 universities participated initially, and now in 2010, 21
universities have joined the UK collaboration creating a successful, active membership.

This paper presents the model of FINE UK, including the theoretical framework, administration, costs
and benefits from this innovative approach. Aims for development of this innovation are presented, and
the model is evaluated in respect of it’s effect on nursing education, UK /EU participation and on FINE
EU. Consideration will be made regarding possible adoption of such a model by other countries.

ABSTRACT: 69

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Dedicated education and care unit

**TARGET:** The development, implementation and evaluation of an ‘integrated education & care unit’, an innovative training centre for student nurses, their professors and hospital nurses.

An ‘integrated education & care unit’ is a hospital ward where both patient care and the training of bachelor student nurses are the key processes. The ‘education & care unit’ aims to reduce the gap between theory and practice; to contribute to the clinical credibility of professors; to train students so that they are ready for practice and to ensure an ‘evidence based’ practice. The main objective of an ‘education & care unit’ is to teach and train student nurses. A second objective is to bring teachers and professors closer to daily clinical practice.

The Catholic University College of Limburg aims to develop, implement and evaluate the concept of an ‘integrated education & care unit’. The development and fine tuning of the concept will be done by systematic literature research and exchange of experiences with partners. An action research approach will be used to implement and evaluate the ‘education & care unit’. The results and impact of this innovative training concept will be evaluated in a multiple case design research.

**ABSTRACT:**

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In this 21st century, students need to understand the basis knowledge of their domain of study, but also need to be able to think critically and to make interferences. Helping students to develop these competence skills will require changes in the assessment culture and the assessment practice in higher education, and in the work environment (Segers, M, Dochy, F. & Cascallar, E., 2003). To achieve this goal, the Catholic University of Leuven (Belgium) with eleven others university college of Nursing* developed a digital progress test to assess the body of knowledge of nursing. In the developing process of the instrument we paid attention to the quality control process by considering the psychometric quality criteria of reliability and face-, content- and construct validity (Vandebosch, N, 2010).

During the action research process of two years, we developed a digital database with 6000 controlled multiple choice questions to select at random, digital progress tests.

To achieve a good implementation integrity and consistent and productive outcomes we clarified the purpose, rationale, expectations with all the stakeholders; involved the participants in developing and clarifying assessment criteria; matched participants and arranged contacts and provided training, guidelines and checklists in writing and evaluating MCQ. We monitored the process by specifying the activities and coached the different participants.

After the progress test we completed a posttest controle by comparing aggregated ratings, evaluating reliability and validity of judgements and give feedback to all stakeholders.


**ABSTRACT: 89**

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The Education of clinical nurses in the use of evidence-based knowledge in the clinical nursing

**Target:** The purpose of this study is to investigate how the clinical nurse, responsible for the nurse students during their clinical placement, through the conduction of an interventions programme can develop sufficient competences of the use in evidence-based research. The aim is to investigate the learning processes connected with the evidence-based practice.

**Design:** Four clinical nurses from four different hospital wards carry out individually an intervention programme together with a senior lecturer from the theoretical part of the nursing education programme.

**Method:** Qualitative interviews with the four clinical counsellors will be made before and after the performance of the intervention programme.

**Results:** The analysis leads to two main themes within the three areas: Issues in nursing, Search and Evaluation. The two main themes are: What did they learn and how was the learning process. The last main theme contains three sub themes: Collaboration, the Importance of the librarian and Professional requisites.

**Conclusion:** The nurse’s description of the learning process varies, according to the different professional and environmental factors. One of the most important factors is whether the clinical nurse is passionate and likes challenges.

**ABSTRACT:** 92

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<tr>
<td>First_name1:</td>
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L’ECOS, un outil d’évaluation au service de la formation en soins infirmiers

L’évolution de la docimologie et l’introduction de l’apprentissage par compétences nous ont amenés à modifier nos pratiques d’évaluation, en cherchant à les adapter à l’enseignement dispensé.

L’Évaluation Clinique Objective Structurée (ECOS) constitue une méthode d’évaluation pratiquée dans de nombreuses universités, en particulier des facultés de médecine. Nous avons décidé de l’adapter à l’évaluation clinique des étudiants en soins infirmiers au sein de notre Haute Ecole.

Cette communication a comme objectifs:

- de rappeler l’historique de la mise en œuvre de l’ECOS dans l’enseignement supérieur.
- de montrer l’intérêt de l’ECOS pour développer une évaluation qui favorise la réflexivité.
- de préciser les caractéristiques de l’ECOS en tant qu’outil adapté à la pédagogie par compétences.
- d’ébaucher les conséquences de l’introduction de l’ECOS au sein de notre section (implication dans l’enseignement, partenariat avec les professionnels de terrain,…).
- d’évoquer l’impact de l’ECOS sur l’apprentissage et sur la réussite des étudiants en soins infirmiers.

ABSTRACT: 96

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WebQuest: an innovation in the teaching-learning process on “Management of Material Resources in Nursing”

This exploratory-descriptive study aimed to develop and implement a virtual learning environment (AVA) on the theme “Management of Material Resources in Nursing” using the WebQuest methodology. The study was carried out with 23 students at the eighth semester of the Nursing undergraduate program in the second semester of 2008 in three stages: planning, development and implementation. Stage 1 consisted of its pedagogical aspect, that is, elaboration and definition of content according to the WebQuest methodology. Stage 2 involved the organization of content, inclusion of images and completion of WebQuest. Stage 3 corresponded to the availability of the WebQuest in the institution’s educational website and its implementation by students through access to Internet tools. Results confirm the importance of information technology and information as instrument for a mediator teaching practice; the integration of valid knowledge and the complex and dynamic reality of health services with a view to transform it so to achieve quality in nursing care. Students evaluated this proposal as favorable to approximate the reality of nurses’ work and also expressed satisfaction for having successfully completed it. In view of the student the virtual learning environment contributes to academic education and suitability for the job market.

ABSTRACT: 98

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The Nursing Bachelor aims at helping our students to become high skilled professionals.

To reach this aim, they have to acquire skills during their studies. Those skills will help them to provide quality health care in adequacy with people’s needs.

Among these skills, we are interested in the scientific competence and particularly to coordinate the final assignment.

We have developed for 2 years a project in a continuum in order to integrate scientific competence in the Nursing Bachelor. Thanks to the integration of training units in their three years formation in nursing care, our students learn some subjects as documentary methodology, evidence-based nursing, use of data base and Internet, methodology of nursing research, analysis of scientific articles, ...

At the same time, the teaching staff was led to develop a new approach to the final assignment which conceptualizes a nursing questioning (based on clinical situations) and scientific review.

This intervention aims at explaining in concrete terms first how our students practice their scientific competence during their studies (this particularly thanks to the final assignment) and secondly how the teaching staff helps in student counselling.

ABSTRACT: 100

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Reflected thought and action in experiential learning

The main point of ethical education for nursing is to enhance their ethical sensitivity and enabling them to cope with moral dimension of their profession. In this article, we explore the meaning of ethical competencies for nursing and the need for achievement of these competencies thru the educational process.

The research was accomplished took place in the academic year 2009/10 in two groups of undergraduate full time students enrolled in the first year (N = 94). The research questions were: Which are basic teaching and learning environments, methods, conditions and drives in developing ethical sensibility among nursing students? How experiential learning initiate capacity of students to grow and learn? Which competencies should students achieve to develop capability of perceiving and responding to a problem or need of the patient in critical situation?

The basis hypothesis were: (1) The development of complex ethical competencies, which merge cognitive, social and conative skills, requires complex teaching and learning environment for experience and reflection “providing virtual simulation-game-based environment assisting the learning by doing, learning on live experiences, learning in safety (Prensky, 2002)”. (2) Different methods of learning and teaching, verbal, non-verbal and other forms of communication in traditional and virtual environment, support the involvement and the autonomy of students and enhance self-directedness and responsibility for their own learning.

The findings show that complex learning environments combining traditional face to face learning with virtual simulation game based learning environments enhance the ethical competences of nursing students. In the paper the teaching and learning methods, learning outcomes and metacognitive skills for developing ethical competences will be outlined.

ABSTRACT: 111

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A simulation in nursing education in emergencies: benefits for students

Introduction: Several authors say that the use of simulation in nursing education reveals benefits for students.

In the fourth year of the graduation Nursing course, at the Nursing School of Coimbra, students spend 18 hours in the Simulation Center where they participate in various simulated clinical experiences in the curricular unit of Emergency Nursing.

The objective was to analyze some theoretical and practical benefits for nursing students with the learning through the high and medium fidelity simulation.

Methodology: Descriptive study, with application of a questionnaire to students. The sample consists of 181 students, 23% men and 77% women. The average age is 22 years.

Ethical issues were guaranteed.

Results: With a minimum value of 1 and a maximum of 5, students give an average value of 4.03 (SD=0.36) to the benefits associated with the simulated clinical experience, especially as regards the global vision of the patient, the recognition of signs and symptoms of gravity and the ability to mobilize knowledge.

Conclusions: In the sample study, the simulation of medium and high-fidelity revealed several benefits, with special emphasis on improving the cognitive issues and the assessment of patient.

ABSTRACT: 113

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The simulation in nursing education in emergencies: student satisfaction and impact on self-confidence

Introduction: Simulation is an important strategy for teaching and learning in nursing education. The aim of this study was to analyze the satisfaction of nursing students in learning through simulation, and the self-confidence benefits.

Methodology: Descriptive study with a questionnaire developed for this purpose, applied to nurse’s students at the 4th year of the graduation course at the nursing school of Coimbra. Ethical issues were guaranteed.

Results: We analyzed the answers of 181 students, males (23 %) and females (77 %), with medium ages of 22 years. Students have an average satisfaction of 85% (SD = 7%). The lowest value was 64% and 100% the highest. The connection of the scenarios to theory (44.8%) and the quality of the simulators (44.2%) represent the largest percentage with maximum score (10) given by students. The self-confidence to respond to an emergency scenario, in an adult or child, increased by about 40%.

Conclusions: The student satisfaction with the practice developed is high. These explain the high motivation in the classroom. These results suggest that the focus on high-fidelity simulation brings added value to the process of teaching and learning.

ABSTRACT: 114

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Hope focused teaching in nursing

Hope has significant recognition across disciplines for its potential in a variety of domains. Among them are cited its influence on effective coping specifically during times of loss, suffering, and uncertainty and in the provision of comfort to those who surround the suffering person.

While our understanding of hope, hoping and hopelessness has increased over recent decades, hope teaching on pre-graduate and postgraduate nursing courses seems to be sporadic and inconsistent. I will argue that we need to prepare nurses to deal with the challenge of enhancing and maintaining hope in those they care for in their practice and also in themselves. Based on empirical data of hope as a goal or outcome of nurses’s practice and my own practice as a teacher, I will discuss the potential of the biographical approach as a pedagogical innovation in hope focused teaching in nursing.

ABSTRACT: 123

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**The challenge of cultural diversity: The Project of Academic and Professional Recognition of Immigrant Nurses**

**INTRODUCTION:** We present the results of the Project of Academic and Professional Recognition of Immigrant Nurses of Francisco Gentil Nursing School, financed by EQUAL and carried through in partnership with several institutions. The aim was: the creation of institutional, technical, academic and financial conditions so that sixty immigrant nurses could get academic equivalence.

**METHODS:** There were follow up meetings between the Project partners and with the nurses; were carried out training courses in nursing, citizenship, Portuguese language and culture; were implemented monitoring tools of their integration on the work place.

**RESULTS:** 76% got academic equivalence. Difficulties in nursing conceptualization, adaptation and use of the language in a professional context had been identified. To overcome these difficulties, were built products (technical and pedagogical resources and narratives of good practices): a Pedagogic Kit for the learning of the Portuguese Language in nursing context; a Portuguese culture and citizenship Manual; a Professional Integration Manual; a Recognition of Foreign Nursing Education Model.

**CONCLUSION:** This Project promoted the social and professional inclusion of immigrant nurses. The products are innovative and can be transferable to similar experiences, such as the Post Graduate Nursing Education to foreign nurses being held at Lisbon School of Nursing.

**Keywords:** nursing education, immigrant nurses, equivalence of academic qualifications, products, partnership working.

**ABSTRACT: 124**

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MINE: Mentoring in Nursing in Europe. An Erasmus funded Intensive Programme

'MINE': 'Mentoring in Nursing in Europe' is an Erasmus funded Intensive programme which focuses on the mentorship and practice learning of undergraduate nursing students exchanging in Europe, and their mentors. This Intensive programme (IP) is being co-ordinated by Middlesex University with EU partners from the University of Firenze, Italy, University of Malta, and Satakunta University, Finland.

The IP aim is to facilitate the movement, and enhance the experience of, pre-qualifying nurses to gain clinical practice experience in EU partner countries, by identifying and addressing the challenges posed for students, mentors/practice teachers and nurse academics (Fulton at al. 2007, Koskinen and Tossavainen 2003). This paper will outline how a co-operative inquiry approach has been adopted to achieve the objectives of the programme to date and outlines the work undertaken during a 2 week study visit.

Students and mentors from each participating country, supported by representative academics, worked together to develop student and mentor toolkits to enhance the preparation and facilitation of students in practice. These resources were presented as part of a very successful student led conference. The experience of all the participants and the range of resources developed will be presented within this paper for discussion.

References:


ABSTRACT: 125

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Oh my Blog! Flipping, Facebook! Strategies to enhance communication and collaboration in an Erasmus Mentoring Project across four European partners

MINE ‘Mentoring in Nursing in Europe’ is an Erasmus funded Intensive Programme (IP) led by Middlesex University in collaboration with the Universities of Firenze, Malta and Satakunta in Finland. Developed as a credited module, this IP aims to enhance student nurses practice exchange experience. This paper will discuss how web 2.0 technologies were utilised to facilitate communication across the four partner countries, and explore the educational value of such approaches.

Working together over a fifteen week period, but with only two of these where all participants met, required the development of alternative strategies to enhance the groups’ collaboration and communication. Facebook was used as a pre-event platform to facilitate introductions and promote interaction amongst the group. Digital technologies such as ‘Flips’ (DV Cameras) were used to capture significant moments and create enhanced blogs to share reflections. Digital stories were used as a means of critically reflecting upon, assessing and evaluating the learning that took place in this co-operative inquiry led module. This paper will highlight the triumphs and challenges of introducing web 2.0 technologies amongst this diverse enquiry group. Reference to, and grounding of discussion in the context of this collaborative Erasmus Mentorship project, will also be outlined.


(This paper is linked to and elaborates on Wilson K et al. MINE: Mentoring in Nursing in Europe. An Erasmus funded Intensive Programme - also submitted as an abstract)

ABSTRACT: 126

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The reflexive-practice in clinical education: contributions to structuring the thought of nursing students

**Aim:** Identify how reflective-practice in the context of clinical education contributes to structuring the thought of nursing students of ESEL.

**Methods:** A qualitative approach using Grounded theory was adopted: data collected by semi structured interviews and written narratives, from a convenience sample of twenty-two students was subjected to question and thematic analysis.

**Results:** Students report that reflexive practice contributes to the structuring of thought in a very meaningful. State that facilitates the organization of activities both theoretical and practical. The results are perceived by the student in the planning of care but also on feedback received from supervisors of hospital and school.

**Conclusion:** The reflective practice, with strong scientific evidence, has shown to be useful in the context of clinical education. Students refer to be a promoter of the structuring of thought, ability to respond successfully to the educational proposals, as well as referring to the practice of direct care.

**Key-words:** Reflective-practice; Nursing students; Clinical education.

**ABSTRACT: 136**

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Return to spirituality: teaching spiritual care to nursing students

Research suggests that preparation in nursing on spiritual care is too poor. Graduation Nursing Course changed to Bologna Programme in 2008/2009 and it was an opportunity to introduce such an important subject in undergraduate nursing course. Third semester students were in classroom studying about “nursing and spiritual process in health/illness transition experience”, included next subjects: holism and spirituality; spiritual needs; spiritual development; illness and suffering; spiritual care; nursing skills in spiritual care; exploring International Classification for Nursing Practice (ICNP); nursing process; nurse as a spiritual person and spiritual agent. The 2 major objectives were: understand spirituality concept in living experience, particularly, in health/illness transition process and to apply nursing process when spiritual needs are recognized. Methodology included contents exposure and discussion, reading texts, reflection, group work, listening to music and guided imagery. To all students were given a written exam. In hospital practices students frequently discuss spiritual subjects about their patients when presenting their nursing process and made the expected links to previous lessons. This is an important subject in nursing courses because promote student's personal development and skills to recognize spiritual needs, create unique opportunity to explore ICNP and helps patients in their transition experience in Health/illness.

ABSTRACT: 141

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Innovative strategies have been used given nursing student’s possibility to learn about “Social and Health Care Systems in the Nordic Countries”, “Evidence Based Practice”, “Health Promotion, Health Theories and Empowerment”

Together with students from Europe they will strengthen nursing in an international context and improve insight and understanding for other cultures. At University College Lillebaelt (UCL), Denmark, we have developed a 10-week Nursing Bachelor Programme (15 ECTS) in collaboration with institutions in Finland and Norway. The module called “Health in the Nordic Countries – Lifestyle and Environment” consists of four courses of which three are similar at all institutions and the fourth course depends on the country you choose to study in. Tuition is free for students from EU. The module was carried through the first time at Lahti University in Finland, spring semester 2010. I want to highlight “Evidence Based Practice” (4 ECTS), where I as a senior lecturer from UCL visited and lectured for one week in Lathi. Using evidence based clinical guideline for hand hygiene the students worked with research methods using their mobile phone and stop watch. The technology they used gave them a possibility to understand and describe how research methodology could be used in research.

ABSTRACT: 148

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Arising from the assumptions of Bologna, we sought to introduce in the Curricular Unit Fundamentos de Enfermagem II a methodology of active learning, centered in the work of the student and promoter of the development of generic and specific abilities. The Project has been underway for 4 years at the University of Aveiro School of Health, in the 1st year of the Nursing Degree. The learning process is organized from virtual clinical cases that evolve throughout the semester, in 4 phases, and are supported by the methodology of work based on the Nursing Process. The work of the students is centered in “taking care of” its virtual user, with emphasis on the methodology of group work, research, and the reflection and discussion on the alterations of the necessities basic human beings (NHF) identified. The diverse interventions of nursing result from these NHF, autonomous and interdependent, that support the process of taking care of in each phase. The communication of information, between peers, also consists of development form, not only of verbal form in “shift change”, but also through the registers that form the Nursing Process. The results evidence a bigger interconnection of the theoretical knowledge with the practical clinic, the development of team spirit and the sense of responsibility.

**ABSTRACT: 151**

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Instilling ethical decision making skills in health professional undergraduates, using a world wide web tool

This paper considers the use of a world wide web-based ethical decision-making programme that allows students to engage in the process of structured deliberation of real-world scenarios, in a safe environment. The programme facilitates a ‘boundary-less’ space within which they are able to ‘interrogate’ and critically reflect their own decision making and those of other health professional students.

Navigating the complexities of everyday health care encounters cannot be a passive process or be bounded within restrictive professional roles. It requires critical reflection upon the contribution of values (personal, ethical and professional), as well evidence, in constructing decisions. For health professional students, who arrive at University with an idealized concept of what it is to be the ‘professional’ within the context of their chosen career, exposure to inter-professional curricula needs to be subtle and embedded, in order to realise the centrality of the patient and develop a more accurate vision of their growing professional identity.

This paper explores the opportunities a virtual environment provides for developing students’ awareness of other perspectives and illustrates how students start to configure and realise the complex nature of health care provision, the reconstruction of professional identity and the necessity of collaboration for effective outcomes.

**ABSTRACT:** 169

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La création d’une charte de l’évaluation des compétences des étudiants Bacheliers en Soins Infirmiers (BSI)

Dans le cadre de la fusion des Hautes Ecôles en Communauté Française de Belgique, une révision du cursus des BSI a été entreprise afin de proposer un curriculum basé sur une approche par les compétences pour l’ensemble des étudiants infirmiers de la Haute École Louvain en Hainaut (HELHa).

Issue de la fusion de 3 HE, la HELHa forme des BSI sur 4 implantations aux passé, profil et méthodes pédagogiques différentes.

Un groupe de travail rassemblant des enseignants issus des équipes de chaque ancienne entité autour d’un conseiller pédagogique, a reçu pour mission de produire un référentiel de compétences commun à tout le département Soins Infirmiers.

Ce référentiel a été introduit dès la rentrée 2009 pour l’ensemble des étudiants de 1ère année.

Afin de garantir l’alignement entre les compétences à travailler, les objectifs, méthodes d’enseignement et principes d’évaluation, une «Charte de l’évaluation des compétences des étudiants en Soins Infirmiers» de la HELHa a été construite.

Cette Charte se veut un outil destiné à l’ensemble des acteurs de la relation pédagogique reprenant les principes fondateurs des pratiques d’évaluations cohérentes avec la modification curriculaire introduite. Son utilisation devrait contribuer à la qualité du cursus de formation.

**ABSTRACT: 170**

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En el contexto científico actual, y en la docencia en Enfermería nadie cuestiona la importancia de dominar la lengua inglesa y la necesidad de formación en competencias informacionales, si queremos dotar al alumnado de las competencias profesionales que la sociedad nos demanda. Dado que la literatura científica de relevancia en enfermería es anglosajona y constatando la falta de familiaridad de los estudiantes en el uso, gestión e incorporación de la misma en su aprendizaje, se diseñó un programa, becado como proyecto de innovación docente por nuestra universidad, y en el que participa la Biblioteca de Ciencias de la Salud, con la intención de cubrir las siguientes competencias:

- Uso, gestión y evaluación de de la información contenida en bases de datos de lengua anglosajona.
- Manejo de términos científicos en inglés. (Elaboración de glosarios científico y gramatical).
- Adquirir habilidades de comprensión lectora de textos científicos en inglés (reading).
- Adquirir habilidades en el manejo del inglés científico hablado (listening).

Los destinatarios de este programa fueron 150 estudiantes de 1º Grado en Enfermería. En este trabajo se presentarán tanto el diseño de la actividad como los resultados obtenidos, pues se está realizando una encuesta al alumnado utilizando la aplicación OPINA (plataforma virtual) de la Universidad de Sevilla, que incluye preguntas sobre nivel de cumplimiento de los objetivos del proyecto, valoración metodología docente empleada, satisfacción personal y aplicabilidad de los aprendizajes adquiridos (resultados en proceso).

**ABSTRACT: 173**

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El ABP integrado: una apuesta por el aprendizaje activo en la docencia de Enfermería

Adecuándonos al nuevo paradigma de Aprendizaje en el EEES, el Grupo de Profesores que ha elaborado este trabajo, ha centrado sus esfuerzos en implementar metodología docentes activas, centradas en el Estudiante. Por ello hemos apostado por el Aprendizaje basado en Problemas integrando Objetivos de varias asignaturas.

El presente trabajo está basado en esta Experiencia de Innovación Docente realizada con el alumnado de la Diplôme Enfermería de la U. de Sevilla, durante el Curso Académico 2009-10, con la intención de evaluar el Impacto de la Metodología ABP en el Desarrollo de Competencias transversales y recabar información sobre la percepción del alumnado.

Material y Método Con: Estudio descriptivo transversal Comparación de medias y Frecuencias Muestra en la uña de 150 cuestionarios, estructurado con Diseño de la ONU.

Resultados: En relación con los ítems que analizan la metodología desde su influencia en el desarrollo de competencias transversales, se aprecia como una gran mayoría muy valora lo adecuado especialmente para el razonamiento de los problemas y soluciones establecer una. Destaca valoración con su relación con el trabajo en grupo, responsabilidad y cumplimiento, habilidades en la búsqueda de información entre otras.

Los rubros vinculados uno con la satisfacción del alumnado manifiestan una buena valoración en cuanto al aprendizaje metodología alcanzado con y señalan las habilidades en gestión de la información y manejo de nuevas tecnologías. Cabe destacar que una amplia mayoría valora negativamente la lectura versión de tiempo de dedicación que conlleva con y metodología poca significación en las calificaciones que.

ABSTRACT: 174

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The Humanistic Nursing Theory of Paterson & Zderad (1976) was used as a framework to help undergraduate students to develop meaningful learning to care in pediatric settings. A phenomenological study was undertaken with undergraduate nursing students from a Nursing College in the North of Portugal.

The aim was to understand the meaning that undergraduate nursing students attributed to care, when providing and receiving care in pediatric setting. The data comprised narrative descriptions of the lived experience occurred during their lecture and clinical practice, analyzed by a phenomenological method of inquiry.

Developing a humanist educational project encouraging, articulating and describing lived experiences of students, while in pediatric settings was the thread. Different teaching strategies and materials were used involving scientific and intuitive knowledge that created an opportunity for students to learn the meaning of caring as a lived dialogue, a human response permitting that each participant achieves well-being, more-being and a way to using their human potential.

The findings demonstrated the engagement of three contexts: student self, pediatric wards and Nursing College and recognized that Humanistic Nursing Theory proposes a paradigm shift in Nursing Education with consistency between education and nursing practice.

ABSTRACT: 179

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Facilitating nursing mathematics for clinical practice is identified as a challenge in nurse education across different countries in Europe and more widely internationally. Previous literature has identified the need for an illustration of a common standard as a measure of skills competence in this area, Coben et al (2008). However, considerable diversity currently exists in education and assessment methods provided for student nurses.

This paper will present a creative and innovative website which demonstrates cutting edge research into maths for drug calculations in nursing. The website has been developed from extensive research funded by NHS Education for Scotland. This aimed to determine a benchmark of competence in nursing maths for the calculation of medicine dosages at the point of qualification by the student nurse, and offer a practical robust and valid means of assessing such competence. The website demonstrates the research undertaken, and offers an exemplar of the proposed benchmark assessment.

The paper will also enable the researchers to share this novel strategy for supporting maths learning and enable nurse educators from across the globe to work together interactively to attain access to the website materials and evaluate the work of the study for themselves.

ABSTRACT: 181

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The use of edublogs as an innovative strategy in the grade of nursing

We have introduced the use of a blog in Enfermería Comunitaria I which is a compulsory subject in the second year of the Grade of Nursing and consists of 9 ECTS in the University of Zaragoza, Spain. Our innovative project contributes to the idea of using blogs as a learning-teaching strategy that boosts communication among teachers and students and enables them to interact fluently.

As regards our 160 students, most of them admit having used it at least once a week and claim that the use of our edublog (http://www.enfermeriacomunitaria1.blogspot.com/) helps them to organize information and notes taken in class. It also contributes to the managing of potential doubts or questions because teachers and students share questions, answers and reflections about the subject. This is the reason why we can convey that edublogs facilitate learning in upper education. As far as teachers are concerned, we can convey from a constructivist point of view, that this virtual tool improves the construction of learning in an effective and self-reflective way.

This Project has been conducted by several teachers of the Grade of Nursing and the results have been obtained and evaluated by means of especially designed questionnaires. This project is framed in a wider one supported by our Vicerectorado de Investigación from the University of Zaragoza as a part of an Innovative Teaching Project.

ABSTRACT: 182

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MSN-MESSENGER: social threat or potential tool for virtual communication with nursing students?

In the “global world” we live in, our university students are very keen on the use of New Technologies. What may represent a potential threat or obstacle for teachers is indeed an ordinary mean of communication and social interaction for students. It can not be neglected that the MSN Messenger system facilitates the existence of real-timed conversations. Besides, this system provides an email address which is used by almost all our students nowadays.

Three teachers from the Faculty of Health Science (University of Zaragoza, Spain) have incorporated this system as a teaching tool in the grade of Nursing. The use of MSN Messenger aims to encourage students’ interaction with teachers and their subjects. 360 students from Enfermería Comunitaria I (enfermeria.comunitaria@hotmail.com), Enfermería Clínica (enfermeria.clinica@hotmail.com) and English for Nurses (CienciasSaludIngles@hotmail.com) have participated in this ethnographic, multidisciplinary and contrastive study of virtual communication or “tele-tutorial” tool. This study, framed in an Innovative Teaching Project, aims to cast light into the way students meet academic live and social interaction when using New Technologies such MSN MESSENGER.

The highly positive attitude shown by students towards this innovative way of attending “teachers’ office time” encourages us to state that this new “tele-tutorial” at university boosts both the use of New Technologies and a fluent chanel Communication in the Studies of Nursing.

ABSTRACT: 183

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Introducing “English language” as an evaluative tool in the acquisition of linguistic competence in nursing

Among the competences that students are aimed to acquired while taking their grades, the Linguistic Competence is one of the most important competences as it was claimed in 2001 by the Council for Cultural Cooperation, Education Committee, Language Policy Division of Strasbourg.

Thus, the teachers of Enfermería Comunitaria I and English for Nurses, wanting to adapt our teaching objectives to EEES, have designed a multidisciplinary teaching project. Our main objective was to make our students linguistically competent in the English Language so as to express and understand information related to their specific learning situation. Therefore, the three teachers designed a syllabus or working plan that was based on different specific seminars in Academic English which aimed to enable the students to present their final essays in English. Furthermore, our specific blog (www.enfermeriacomunitaria1.blogspot.com) and “tele-tutorial” system were available for our students in order to solve their questions.

The final essay of Enfermería Comunitaria I was defended orally by the students and the introduction and conclusion of the presentations had to be written in English. Besides, the students’ assessment was obtained by a global mark. The three teachers from Enfermería Comunitaria I and English for Nurses conformed the board who evaluated each competence. We hereby present the students’ feedback which is extremely positive.

ABSTRACT: 184

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High-fidelity simulation in nursing education: students' perspectives

Introduction: Students in fourth year of undergraduate nursing course were in 2009, the first users of the Simulation Center of the Nursing School of Coimbra, in the Curricular Unit of Emergency Nursing. We used innovative and high-fidelity technology and methodology.

The main objective is to present the learning by simulation as perceived by nursing students.

Methodology: Qualitative study with a phenomenological approach.

The students were asked to report writing their opinions, experiences and feelings regarding the practices developed. We analyzed the written accounts of 35 students.

The student participation was voluntary and anonymous. Was guaranteed confidentiality, and there was no consideration for participation (or non-participation) of students.

Results: During the various simulations developed, students felt in the center of the process, noting that the methodology and resources used allow high level of development and consolidation of knowledge and skills and with enormous potential in the training of nurses. Been reported several benefits, advantages and outcomes for training and practice.

Conclusions: Simulation is an important strategy for teaching and learning in graduate and postgraduate education of nurses, with clear outcomes for graduates and above, which translates into technical, ethical and human benefits for patients.

ABSTRACT: 199

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L’IFS de Nancy Laxou Erasmus

Le thème du poster s’inscrit dans les stratégies innovantes mises par l’universitarisation de la fonction en soins infirmiers.


A cette occasion, l’IFS de Nancy Laxou s’engage dans la mobilité ERAMSUS et a sollicité les étudiants en soins infirmiers dans le cadre d’un enseignement intitulé « Communication du Savoir Infirmier » afin d’élaborer un outil permettant aux étudiants européens de venir effectuer une partie de leur formation à Nancy.

Le poster a pour vocation de présenter la ville de Nancy et la formation à l’IFS de Laxou.

L’objectif principal était ; susciter chez les étudiants en Soins Infirmiers, le désir d’une mobilité ERASMUS en France et à Nancy, en particulier.

Au-delà de cet objectif principal, ce poster promeut les valeurs phares du projet pédagogiques, à savoir :

- le partage des compétences aux services de la qualité des soins,
- le respect de l’individu souffrant,
- la tolérance,
- la bientraitance,
- l’interculturalité,
- l’éthique de la santé.

L’élaboration du poster a fait appel aux technologies novatrices notamment l’utilisation par les étudiants à partir d’une formation multimédia tels que photoshop, PowerPoint...

ABSTRACT: 5

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AIM: Post-graduate education should enable health professionals to enhance their practice but it may also have social and professional impact. Moreover active learning strategies such as project based learning are more likely to lead to changes in clinical practice. Thus after conducting a one-year project-based learning I wanted to know if the changes achieved in clinical settings increased or not and what happened to post-graduate students and their careers. Hence the aim of the study was to assess the clinical and professional outcomes at the end of the course and after two years.

METHODS: Systematic review of clinical outcomes report was performed and a 2-year follow-up survey multiple-choice and open ended questions covering clinical and career topics; Participants: A cohort of 33 professionals who accomplished the Post-Graduation.

RESULTS: Significant improvements were reported both at clinical and professional levels: prevalence and incidence of ulcers was significantly reduced and best practice improved and new research projects were developed. Many participants are now consultants in wound management, 91% report better job satisfaction and 18% increased financial income.

CONCLUSION: Project-based learning on post-graduate education seems to be highly effective. Systematic assessment should be previewed.

ABSTRACT: 10

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Professional language profile for nursing and health care

In Finland one may study nursing and health care in English, but it is very difficult to receive an employment in Finnish wards if the skills of professional Finnish are inadequate. The lack of professional Finnish skills may cause e. g. critical situations if the communication between Finnish speaking patient/client and non-native nurse fails.

In a Ministry of Education supported project we have developed a professional language profile of nursing for Finnish language. The aim of the profile is to give a tool for nursing educators to evaluate and develop the curriculum of professional Finnish so that the graduated registered nurse will receive work in Finland even if his/hers native language is not Finnish. The profile is partly founded on the work of CEF Professional (2006) where similar professional language profiles have been made for English.

The profile is based on the language requirements of nursing profession, e. g. the different situations and texts the nurse must master in Finnish. On the basis of language analysis of the professional situations and the literature, registered nurse should have Finnish skills on a level B2 (CEF) at the minimum.

In the poster presentation I will demonstrate the key dimensions of professional language profile.

References


CEF Professional 2006. Available in http://www.cefpro.org/index.jsp;jsessionid=D05F93ED2768C8A74B11539A70FF7BF7?ln=1&id=3


ABSTRACT: 13

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Innovative method to study nursing science

Nursing science is an international base of nursing education. The students have studied it using traditional learning methods. The pedagogical strategy studying nursing science was improved at Turku University of Applied Sciences in 2007 in two ways. The subject of nursing science is integrated in different parts of professional studies during the whole education and the learning language is English. The main purpose is to help students to use scientific knowledge in nursing practice in order to promote evidence based practice. The other purpose is to help them to learn the basic concepts of nursing science in order to add their ability to use international scientific evidence. The learning methods consist of individual studying, workshops, tutorials, seminars and expert lessons. The results are promising: the students have better competence in finding scientific knowledge and they also understand more deeply that the nursing science always guides the practical nursing. The experiences about using English language are integrated with students’ common language skills: the students with good skills are more satisfied. Some students feel it is abnormal to use foreign language especially if all at the learning situation present persons are Finnish speaking.

ABSTRACT: 15

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Cinema like a professional identity and welfare challenges knowledge’s instrument in the nursing training

Cinematographic art like a polyexpressive instrument of reality’s narration and transposition can transmit the requisite knowledge to nursing training. Film representation breaks didactics severity, not functional to training’s problems in theme of professional identity acquisition.

The target is to know, value and implement use of films inside nursing formative modules.

In a preliminary phase have been valued the available materials on using the cinema like educative instrument. A comparative analysis has pointed out that in some Faculties cinema tool is already used (ex. Cinema and Neuroscience). Afterwards, selected a study course and a specific application formative module (Psychiatry applied Nursing), in the first phase has been choosed the showing of film pieces in the space of three lessons for estimating the cognitive and symbolic effects on the considered students sample. The showings have pointed out various nursing figures. In the space of two lessons after showing, through discussion in lecturehall, perception and acquisition level of explained problems by the students has been valued. Cinematographic transposition of emotional dimension bound to nurse and nursing builds that didactic transfert necessary for representing the other, which guides to a wider interiorization of illness histories, relational abilities and scientific knowledges.

ABSTRACT: 20

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Proposed tools for success of nursing education reform in a transitional country: Harmonization of curriculum, New hybrid educational methods, Support of students and alumni, Making hierarchy of skills.

After identifying strengths and weaknesses by self-evaluation and external evaluation two years ago, the crucial act was done: new nursing curriculum at Bachelor and Master level was made, harmonized to curricula in nursing educational institutions in region and EU countries. As a first innovative step new educational methods adapted to nurses were introduced, with self-invented hybrid educational method, but majority of educational staff rejected proposed changes. Contacts with students and alumni were intensified and their demands and opinions about necessity of educational reform identified in anonymous questionnaire presented to Faculty council with strong support of the Dean and the rest of Faculty Management. All chairs were consulted, and majority of them were finally convinced that changes are necessity.

Then Catalogue of clinical skills was made last year, with hierarchy of skills. List of skills included skills student a) has done as a routine without supervision, b) has done with supervision, and c) just has seen, but not has done.

ABSTRACT: 21

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The objectives are to present a glossary of terms and collocations associated with eight specialties studied at the Medical College in Plovdiv and at kindred institutions in the country. The project authors endeavour to apply the needs approach, selecting the entries according to the users’ input valuation. That refers to the stage of preselection in three dimensions. First, based on a questionnaire on students in all three years of study, the Guide will reflect the perspectives of the students. Secondly, the authors will consult the teachers in the respective specialty and thirdly, a comprehensive study on a wide variety of information sources will be taken into account. A statistical cross-reference analysis will be performed to elicit the one hundred most frequent items in each specialty. A point of note is the presentation of the entries which the authors intend to do, adhering to the concept of lexicographic information costs. The Guide will come out both in electronic and paperback version with the aim of further development, incorporating more entries and expanding its focus with the inclusion of other potential users.

ABSTRACT: 24

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Teaching of blood pressure measurement (BPM)

**Methods:** Quasi-experimental teaching intervention study

Study consists of an intervention (n=29) and a control group (n=44). BPM teaching of groups were similar (theory 2 hours, classroom practice 4 hours). Intervention group teaching includes too the supervised “Skillsweek” teaching method. During “Skillsweek” students studied blood pressure measurement at the municipal hospital in a real nursing environment, guided by a teacher and a clinical nursing professional.

RTT- test consisted of a test of knowledge (1) and skill tests (simulation-based test 2, 3). Measurements were made after the teaching and in clinical practice.

1. A questionnaire.

2. The students teach patients to take itself blood pressure – video based evaluation.

3. The students measurements blood pressure and recording the results (simulation arm, where teacher can set a different blood pressure) –real BPM based evaluation.

Students had good knowledge of blood pressure measurement. However, their skills were deficient and the control group students, in particular, were highly deficient. Skills did not improve within any of the components analysed. The control groups’ skills on the whole, declined statistically.

**ABSTRACT: 44**

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Knowledge evolution, in the last decades, along with the complexity of more specific care needs, has emphasized the importance of nursing specialized education, which has a strategic role in the qualification of human resources, that may led to the optimization, rationalization and adequacy of professional competencies profile to the exigencies of labor market. In this research, we considered specialized education in rehabilitation nursing area.

Within organizational context, we may often observe a problematic questioning of work results, the need to monitor the final product, which means, in health contexts, gains in health.

Gains in health are directly related with the evaluation of quality in health care, which traditionally was determined by technical competency, and strictly reserved to professionals. However, for some years now, changes related to structure, organization and functioning of health care institutions, along with technological evolution and the increasing importance given to user’s opinion, originate the emergent need to evaluate the level of patient satisfaction, and that is the focus of the present research.

ABSTRACT: 45

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Dipôme ou Licence ¿quelle décision prendre?

Diplomado o graduado ¿qué decisión tomar?

**Introducción:** Hasta ahora los estudios universitarios en nuestro país han tenido dos niveles, Diplomatura (ciclo corto) y Licenciatura (ciclo largo), estando los estudios de Enfermería dentro de los de ciclo corto.

El próximo curso académico 2010-2011, se inician en nuestra Universidad, siguiendo la normativa del EEES, los estudios de Grado en Enfermería y como excepción, la Universidad de Las Palmas de Gran Canaria, decidió implementar los cuatro cursos académicos del título de grado de forma simultánea a los actuales, lo que permite a los estudiantes que están cursando en este momento la Diplomatura, el decidir si quieren continuar con sus estudios iniciales o pasarse al nuevo plan.

**Objetivos:** Se pretende identificar el número de alumnos que deciden continuar sus estudios como Diplomado de aquellos que deciden pasarse al Grado y conocer los motivos que tienen para ello.

Los resultados se encuentran en fase de evaluación.

**ABSTRACT:** 49

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<th>Fernandez Vallhonrat</th>
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Adquisición de habilidades en búsquedas de información científica y autogestión del tiempo, en los alumnos y alumnas de tercer curso de la Diplomatura en Enfermería

Introducción: Se trata de una estrategia de enseñanza orientada a iniciar el uso de los créditos, según se recogen en el Espacio Europeo de Enseñanza Superior y que debe permitir al alumnado, organizarse el tiempo, que se contabilizará dentro de los créditos de la asignatura, coordinados por la tutora asignada para cada grupo de alumnado, por lo que se presenta como metodología de aprendizaje innovadora.

Objetivos:

• Formar al alumnado en las búsquedas de información en bases de datos.

• Introducir al alumno/a en la toma de decisiones del proceso de búsquedas.

• Conseguir que los alumnos/as gestionen su tiempo.

Métodología: Actividad 1: Sesión práctica de aprendizaje en pequeños grupos en el Aula de informática, impartida por la profesora de la asignatura. Actividad 2: Es gestionada y realizada de forma autónoma por el alumnado, bajo la tutela de la profesora, realizando y presentando un informe del proceso de búsquedas de información.

Resultados: Los alumnos no tenían conocimientos suficientes: 80%. El aprendizaje ha sido útil para los alumnos: 100%.

Discusión e implicaciones para la docencia: Lo innovador de nuestra experiencia, es la planificación, organización, seguimiento del proceso de trabajo y criterios de evaluación, detallados en el proyecto docente de la asignatura.

ABSTRACT: 50

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Création de la matière du genre et santé dans le grade de soins infirmiers à L'Université de Séville

Les études sur le genre et la recherche féministe dans toutes les disciplines, sont une réalité qui a été consolidée dans les universités espagnoles dans le premier cycle et des cours de troisième cycle. Dans le département des soins infirmiers à l'Université de Séville, est implanté pour la première fois l'objet entre les sexes et la santé, l'objet de base de 6 crédits en études supérieures.

Objectifs: Présentation de la structure du cours. Celle-ci est divisée en trois unités thématiques

ANALYSE DE SYSTEME SEXE-GENRE

- concepts de base du système; construction culturelle de l’inégalité; nature et culture, espaces publics et domestiques; processus de production et de reproduction; mythe de la maternité; l’amour romantique comme perpétuation de la subordination feminism.

GENRE ET SANTÉ

- théories de la santé et des théories féministes; morbidité différenciés par sexe; hégémonie traditionnelle masculine comme source de risques; les maladies prévalentes chez les hommes; les soins de santé comme rôle principal du genre féminin.

VIOLENCE FAITE AUX FEMMES (VG)

- le cycle de la violence; importante de la détection précoce de la violence sexuelle; répercussions sur la santé physique, sexuelle et de reproduction

Conclusions: Il est important que d’une promotion de 150 étudiants en soins infirmiers de premier cycle acquérir des compétences dans les études de santé et le sexe.

ABSTRACT: 51

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Critical Analysis – Reflection as a process of self learning

Adopting methods that apply to the learning subject, their motivations and goals, revealed itself to be a strategy that allows the student to find the answers to challenges and demands placed upon them. In this sense, clinical critical thinking skills are a valuable tool. The objective of our study is to analyze how the students from the 4th year of Nursing at “Escola Superior de Enfermagem do Porto” structured their critical thinking skills during their internship in mental health and how important they believe they are.

Methodology: We proceeded to a documental analysis elaborated by students utilizing a qualitative approach resourcing to content analysis. We followed the methodological orientations recognized by Bardin (2008). 270 reflections by 48 students were analyzed.

Results: The analysis shows evidence that the students consider the reflections a useful strategy when it comes to problem solving in the nursing care area, an area in which there’s freedom of expression and also acts as a facilitator with it being the driver of critical and reflective thinking.

Conclusion: The process of reflecting over an issue allows the student to perfect behaviors, achieve personal and professional growth and gain a sense of awareness of their mistakes, strengths and weaknesses.

ABSTRACT: 58

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Student experiences during their first hospital internship

The hospital environment, through its complexity, can generate tension and anxiety in students when they first come in contact with its reality, which can interfere with the teaching-learning process. The role and strategy adopted by the education liaison in order for the student to overcome these obstacles are of extreme importance, making this study an important contribution for the effectiveness of the strategies to be developed within the nursing clinical environment.

Objective: To analyze the experiences of a Nursing degree student in their first hospital clinical experience carried out at the medicine services of “Escola Superior de Enfermagem do Porto”.

Methodology: We proceeded to documental analysis of the student’s reflections within their clinical education, considering the following dimensions: emotions and difficulties faced by students, positive aspects within the clinical education and the role of the professor. We utilized a qualitative approach, resourcing to the analysis of content by Bardin (2008). 48 reflections by 16 students were analyzed.

Results: The main feelings expressed by students are associated with insecurity pertaining to being familiar with the context, theoretical knowledge and the evaluation process. In terms of achievements during the internship, the controlling of emotions and management of a work plan stood out.

ABSTRACT: 59

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As world migration and travel increases, nurses are challenged to provide culturally sensitive care to patients, families and communities and to work with culturally diverse colleagues. In Europe health care educators increasingly need to provide educational programmes which develop cultural competence.

This poster presents the work of a group representing 5 European countries set up by the Consortium of Higher Education Institutes in Health and Rehabilitation in Europe (COHEHRE). The challenge they had was to design a framework which would support nurse educators in integrating cultural competence in the curriculum.

Over the course of 3 years the group met and designed a framework which considers relevant content and teaching and learning strategies. It is available on the CD rom, Putting Culture in the Curriculum. A COHEHRE workshop was held to address faculty needs in this area and publications are scheduled to emerge from the project.

At present the group is planning a course, Developing and Teaching Intercultural Competence (DATIC) for health care educators in order to expand and further develop knowledge, teaching and learning strategies in this area.

**ABSTRACT: 70**

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The tutoring for nursing students as a tool for professional development and lifelong learning

INTRODUCTION: To tutorize of students is an opportunity for the transformation of professional practice and for lifelong learning.

AIMS: The specific aims are specified as follows: To identify nurse perceptions about their teaching role. To explore the experience of interaction between nursing students and the tutor. To know the policies for managing the teaching function of clinical nurse

METHOD

Design: Qualitative ethnographic study.

Instruments: In-depth interviews, group discussion, document analysis and participant observation.

Participating subjects: Clinical nurses, nursing managers and nursing students.

Data analysis: We used the constant comparison method (Glaser & Straus, 1967) and inductively construction of units of analysis.

OUTCOMES: There were created 24 categories of analysis and seven goal categories. Later, 5 Qualitative Domains were identified: Tutorial Interaction: learning and development space. The Transforming Tutorial versus Producing. Pedagogical sensitivity. Benefits of clinical mentoring. Student as apprentice and Master.

CONCLUSIONS: The mentoring relationship should not be forced. The tutor’s role is perceived as a temporary role. The tutors identify as major barriers the workload, their lack in teaching methodology, and lack of time to devote to the student. Students show emotional dependence on interaction with the tutor.

ABSTRACT: 73

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Competences evaluation in nursing practicum

INTRODUCTION: The competence evaluation involves judging the adequacy of the integrated behavior that the student develops during Practicum in relation to professional practice. Responds to the need to improve the employability of new graduates within the European Higher Education Area.

AIMS: To adapt Degree practicum assessment to the guidelines of the European Higher Education Framework. Incorporate into the development of competences and assessment tools, teachers, tutors, training centers and managers of nursing practice. To develop objective assessment tools of learning outcomes.

METHOD: Definition of Practicum competences. Definition of learning outcomes for the four academic years. Weighting of competences. Content validation of competences and the defined learning outcomes by a committee of faculty experts, clinical and managers.

OUTCOMES: 13 competences are identified and defined.


CONCLUSIONS: This assessment involves a level of coordination between the participating agents can only be understood from the cooperative work of the academic tutor and clinical tutors. The validation by expert groups connected to the reality of academic and professional practice, can develop an evaluation system adapted to the expected profile of the students, both from the University, as prospective employers.

ABSTRACT: 75

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In Portugal, the acquisition of higher education made possible the elevation of the nursing education to other academical levels, from a Master’s Degree to a PhD in Nursing. Concomitantly, was emerging the social expectation of a new profissionality of the nursing activity that corresponds to the decrease of the importance of the role of a technician demanded other professional formation. This phenomenon, known as "universitation" (Campos, 2002), implied several changes in the nursing education.

The goal was to understand how the decision-making was promoted in the Curse of a Licentiate Degree in Nursing at the Superior Nursing School of Lisbon (ESEL) with the purpose of guaranteeing the professional qualification of nurses.

This is a qualitative research were the study of cases allowed to know individual, organizational and subjacent political experienced phenomenons in ESEL. The data collection incur in the documental analysis and interviews to teachers, guiding nurses and students.

We found out that the decision-making was always something that the teachers and the nurses had in mind when promoting the nursing’s autonomy and that the reflection caused by the Bologna process on the pedagogical models to the adaptation of the decision-making, were the emerging variables in the data analysis.

**ABSTRACT: 77**

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Developing a competency assessment instrument for nursing simulation laboratory

**Context:** The European Higher Education Space seeks to promote skills development to improve the employment of graduates in the emerging knowledge society. University reform encouraged all participating European countries to describe the qualifications of their higher education systems in terms of learning outcomes, competences and profiles.

**Objectives:** To develop an evaluation tool to assess nursing students’ skills in the application of evidence within the nursing simulation lab context based of the OSCE methodology.

**Design:** We pretend to carry out a comparative study with convenience sampling with paired data. The study variables were: cost, number of docents involved, locations, simulation materials and execution time. It was also developed the realiability calculation, or tool’s internal consistency calculation, by means of the Cronbach’s alfa coefficient.

**Setting:** International University of Catalonia

**Subjects:** Undergraduate nursing students (first quarter of third year)

**Results:** A total of 46 students participated in the proyect. The tool designed was a useful attempt to assess students’ clinic ability. Furthermore, the acceptability and student satisfaccion have been high.

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Designing and implementing a Web-based education – developing the competence of nurse educator candidates

Purpose: The purpose of this presentation is to describe how the competence of nurse educator candidates developed through developing, designing and implementing a web-based course for nurses.

Methods: Designing the web-based course started six months before implementation. Development included setting aims, selecting material, planning tasks, timing, setting evaluation criteria and examining electronic learning environment Moodle which used in this course. The course lasted four weeks and included different learning tasks and asynchronous discussion. Development of competence was evaluated by self-assessment, and student feedback forms.

Results: The competence developed through planning and implementing the web-course. Understanding challenges related to teaching via Web increased. Teaching methods, timing, instructions and learning material need to be carefully chosen, suitable for the content and the electronic learning environment. Designing a Web course requires time and knowledge on using electronic learning environments efficiently.

Contact between the teacher and students is essential. Students present questions and need feedback during a web-course. This requires that the teacher allocate time to be in the Web and respond to students needs.

Conclusions: Designing and implementing a web-based course is an excellent way enhance one’s teaching competence including challenges and giving many positive learning experiences using evidence based teaching.

ABSTRACT: 62

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Narrative medicine in nursing education

The evolution of treatment and care has highlighted the need for a comprehensive approach to health problems, in view his profile biophysical (disease), psico-perceptive (illness) and socio-relational (sickness). A comparative research has highlighted as already in some medical school teaching of NBM – narrative based medicine - was inserted in some Bachelor of Medicine and Nursing. The NBM is a necessary training tool for doctors, nurses and more generally for all health professions. The use of a context of empathic communication becomes important instrument to promote the acknowledgment of the other (the patient) and his feelings of illness.

The nursing education needs to be enriched with the appropriate skills to build a narrative’s agenda of patients, as primary factor to detecting the person's needs in relation to his feelings, his ideas, his aspirations and to his own life context. This technique is provided to help nurses at all levels of nursing practice, where they assume the role of collaborator in the re-authoring process. The nurse and her primary function of care with the patient, and his feelings of illness, thus become the starting point for a therapeutic alliance functional to the needs of individual and collective health of the XXI century.

ABSTRACT: 63

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Experimental System for Application of Interactive Methods of Training of Medical Specialists at Medical College Plovdiv

**Target:** The aim of the present study is to make a comparative analysis of direct and indirect educational strategies for medical specialists at Medical College Plovdiv. Analysis criteria are: Focus on the elements of the didactic triangle – students, educators, patients; theory of learning on which educational aims, training procedure, trainer’s behaviour and learner’s behaviour are based.

**Development:** First year students /age 20 +/- 2/ participate in the inquiry. They are developed in two groups: A – control, B – experimental. The applied methods of training are: direct strategies for group A and indirect strategies for group B. In order to reach the main aim – determination of the effectiveness of direct and indirect educational strategy, a summative evaluation via comparative analysis of the students’ achievements is made.

**Contribution:** Conclusions are drawn about the advantages and disadvantages of the applied systems. Activities are planned for minimizing the limitations of the educational strategies.

**ABSTRACT: 81**

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Holistic vs Indicative Assessment: a Look from the Students’ Perspective

Target: The aim of the present study is to compare holistic and indicative assessment methods and to investigate students’ attitude and active participation in the assessment process.

Development: Assessment of students’ achievements is an essential part of the educational process and a powerful driving tool for the students’ motivation for learning. Valid, reliable and fair assessment of competences is a challenging task, having in mind that a competence is a combination of professional knowledge and skills and personal qualities. Moreover, ensuring students’ oriented learning process, we must also consider learners’ active participation in the assessment procedures. A comparison between holistic and indicative assessment is made from the point of view of specifics of competence assessment and the participation of the students. The authors offer an assessment tool and share their experience in using it. A feedback from 3 year nursing students is provided with their attitude and opinion about negotiating assessment criteria and peer assessment.

Contribution: The results show that students learn and present better when they are actively involved in developing clear assessment criteria and in the assessment process.

ABSTRACT: 84

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Target: The present study proposes a design for assessment in the subject “Medical equipment in the nursing practice”.

Development: The requirements to the training of nurses are constantly rising. An integral part of the preparation of the nurses is the assessment of their knowledge and skills. Different kinds of assessment are planned and carried out in the discipline “Medical equipment in the nursing practice”. An inquiry about the students’ preferences for types of assessment shows: 57% wish to be examined through a test, 2% - no answer and the rest of 41% prefer written exam. The following conclusions could be drawn from the inquiry: 1. There is no universal assessment method; 2. The quality of the educational process depend to a large extent on the precise design of assessment; 3. An assessment system guarantees validity and reliability when it is a combination of assessment methods.

Contribution: The proposed assessment design is a proportional combination of quizzes, a test and a written exam. The grades show that the students perform better when they have a mix of possibilities.

ABSTRACT: 85

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L'amour romantique comme perpétuation de la subordination féminine. Détection des messages et stéréotypes dans la musique contemporaine.

Pour faciliter la connaissance de l'influence de l'amour romantique dans la subordination des femmes et leur diffusion auprès des médias pour la jeunesse.

Dans la matière Sexes et Santé du Département d'Infirmérie de l'Université de Séville, on propose que les élèves détectent des messages sexistes liés à l'amour romantique.

**Stratégie méthodologique:** Videoforum et Groupes de Discussion

**Procédure:** Dans des groupes de de 2-3 des élèves effectuent recherche de textes de chansons actuelles dans les formats qu'ils écoutent généralement : MP3, youtube, films, disques et concerts.

**Objectif**

- Reconnaître les différents éléments qui caractérisent l'amour romantique.
- Identifier les messages dans les textes des chansons et des vidéos de musique qu'ils trouvent un sens pour les élèves.
- Reconnaître l'influence des médias dans la perpétuation de stéréotypes sexistes.
- Examiner l'influence des moyens de communication dans la socialisation inégale entre des garçons et des filles.
- Réfléchir sur les conséquences du problème indiquer.

**Conclusions:** La recherche active des étudiants par les médias utilisés habituellement pour écouter leurs musiques préférées et l’analyse des messages de ces chansons permet un rapprochement «emic» du sujet à traiter.

**ABSTRACT:** 95

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Body Mechanics and Prevention of Musculoskeletal Disorders Program for Students of Higher Education

Musculoskeletal disorders are increasing not only among workers but also among young people. The nursing students are young with an increased risk of injury by incorrect body alignment during the lectures, the efforts and repetitive tasks they may face during the Laboratory Practice and Clinical Teaching.

The support base is minimal, the gravity center is kept high, with uncoordinated movements with physical overload and subsequent adoption of awkward postures. To study this problem and seeking solutions, the Body Mechanics and Prevention of Musculoskeletal Disorders Program appears for students in Higher Education following the scope of the Curso de Licenciatura em Enfermagem of the Escola Superior de Enfermagem de Lisboa. This program aims to provide the necessary tools for the prevention of musculoskeletal disorders, by identifying risks and promoting the use of the principles of body mechanics, promoting the formation of pairs, since the option for a healthy lifestyle depends on how they relate learning with the process of socialization. Therefore, promoting health is a complex process that must include not only those educational actions, but also the acquisition or development of skills that promote social and personal development of young people, enabling the accountability for their choices.

ABSTRACT: 97

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O papel do enfermeiro em Saúde Mental e a necessidade de sua transformação em um educador coletivo

No âmbito científico o campo da saúde mental é tradicionalmente fragmentado e socialmente representado, por especialidades clássicas como Psiquiatria, Psicologia, Enfermagem Psiquiátrica, Terapia Ocupacional e Serviço Social. Assim, buscar apreender e analisar o papel do enfermeiro em uma equipe interdisciplinar de saúde mental, que relate dialeticamente sua prática junto à família e à comunidade em que atua a partir do conceito de intelectual orgânico de Gramsci, torna-se um desafio. Os sujeitos da pesquisa serão enfermeiros inseridos nos Centros de Atenção Psicossocial (CAPS) em Belém/Pará. O estudo será descritivo-exploratório de abordagem qualitativa, de fundamentação teórico-metodológica do materialismo histórico-dialético com referencial teórico Gramsciano no intuito de verificar se o enfermeiro ainda constitui um intelectual tradicional, ou se está tentando construir-se historicamente como um ator social participe de sua realidade, isto é, um profissional nos moldes de um Intelectual Coletivo, a fim de que possa exercer uma práxis, compreendida em seu sentido filosófico e político, articulada com a comunidade, bem como conferindo o empoderamento do usuário e familiares com a perspectiva de gestão participativa e democrática.

Palavras Chaves: equipe interdisciplinar, educação em saúde, enfermagem

ABSTRACT: 101

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The study of Nursing Care: what say the titles of monographs of the ESEMFR

Aim: Assuming that the title of a monograph represents the thought that guided its construction, we intend to identify the elements that constitute it and whether it represents a scientific study of the nursing area.

Methods: The corpus analysis is constituted for 145 titles, and we intend to elucidate, throw content analysis, the nursing phenomena and clients as well the health contexts in which they are configured.

Results: The contexts of sickness / hospitalization / treatment and those who result of dynamics of the great passages of life - birth and end of life - as well as those relating to addiction and home return. The client is defined by the life circle or by his situation of illness. As phenomena which becomes in a study subject, we identified two major sets of titles which referred to the phenomena of the lived experiences of clients - from diagnostic nature –or for phenomena more in line with the nursing care as an intervention. In both, another element it is associated, helped to clarify the meaning of the phenomenon under study, which we called intentionality, but that is not always included in the title, unlike the phenomenon itself.

Conclusion: We evidence that the main function of the initiation to the inquiry is the critical appropriation of the concepts of the specific domain, indispensable to the construction of the clinical ability.

ABSTRACT: 102

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RESUMO: O Curso de Enfermagem da Universidade Federal do Pará, vem delineando uma proposta de educação permanente junto a adolescentes como prática de aprendizagem acadêmica. Tal projeto de extensão aguarda financiamento para que se concretize. As políticas de educação em saúde para adolescentes apesar dos esforços ainda não assegura o atendimento com prioridade, como garantido no Estatuto da Criança e do Adolescente e na Constituição Federal. Os programas existentes ainda são limitados, e de modo geral pouco investimento tem sido feito nas escolas. Entendemos que professores e acadêmicos de Enfermagem intervindo nas escolas por meio da extensão e pesquisa promoverão uma interlocução fértil para atingir os adolescentes em matéria de saúde. O projeto será desenvolvido em 03 escolas públicas municipais e estaduais do município de Belém-Pa. A atividade educativa de saúde será realizada com alunos do ensino fundamental de 5ª a 8ª série. Tem como objetivo geral construir estratégias de Promoção da Saúde de adolescentes em escolas de nível fundamental, de modo a testar um modus operandi de implementação da Política Nacional de Promoção da Saúde, considerando a singularidade e a diversidade da região amazônica. De posse dos mecanismos de planejamento e gestão do Sistema Único de Saúde como potencializadores de ação educativa na articulação entre ensino-serviços-comunidade. Como resultado fortalecer a parceria entre escolas de ensino Fundamental e a Universidade favorecendo uma melhor formação do enfermeiro e melhor esclarecimento em saúde dos adolescentes e jovens.

Palavras-chave: educação em saúde, estratégias de educação, alunos de enfermagem, adolescentes, educação continuada.

ABSTRACT: 103

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Chemical and biochemical analysis in drugs, food supplements and food safety in nurse education

In general pesticides are used to control pests such as insects, fungi, weeds & rodents, but in the same time these chemicals harm the environment & human being. Because of awareness, common public have a great concern about the pesticides residues in vegetables and fruits. Pesticides residues monitoring program try to ensure that human dietary intake of these pesticides are at acceptable levels which are not harmful to human health. A true assessment of the residues in the foods may be carried out by analysing the samples when they are marketed. The larger the number of samples analysed, the better the knowledge of their pollution level and, therefore, the more reliable the risk assessment. Analyses are performed by highly skilled & competent staff. The procedure is based on qualitative & quantitative analysis. Used equipment are GC/ECD, GC/NPD and all the conformations are carried out using GC/MS. To meet the highest standard of accuracy the calibration of standard is always prepare in matrix.

ABSTRACT: 107

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Attitudes towards communication of a terminal disease diagnosis and prognosis in Spanish and British Nursing Students

Background: In some countries like in Spain withholding diagnosis is a common practice. Aim: To know what attitudes student nurses from Spain and UK hold towards communication of diagnosis and prognosis of terminal illness. Methods: “Ad hoc” questionnaires had been administered to 3rd year Nursing students in both countries. Kruskall-Wallis test were used. Results: 65 UK students and 37 from Spain responded to the questionnaire. Most of them were women (91% UK / 79.5% Spain) and the mean age was 26.8 and 22.5 years. Students in UK expressed that in that country diagnosis and prognosis communication to the terminally ill is more frequent than in Spain (p = 0.00). Spanish students believe that the diagnosis should be communicated first to the family(p = 0.00). UK students believe more strongly that patients always want to know the truth, compared with spanish ones (p = 0.04). In UK the main reason to withhold the diagnosis are patient rights (69%) in Spain is that the truth could be harmful to the patient (51.3%) Discussion: Attitudes towards communication at end of life are different in each country. The important role of Spanish family and professional paternalism lead to an uncommunicative attitude in Spain.

ABSTRACT: 108

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The purpose of the study was to describe nurse students’ experiences of learning patient counselling in the Wellness TV-project.

Data were collected by means of a questionnaire. The questionnaire was sent to all students (n=39) participated in the Wellness TV-project in one polytechnic. Data were analyzed by inductive content analysis.

Students experienced that they learned patient counselling skills and control of substance. Learning promoting elements connected to the teaching method were the interaction and the practice of patient counselling and connected to the patients the participation of the patients and their interest. Learning promoting elements connected to the substance were the information retrieval and the interest in the substance and connected to the students motivation, courage and self-evaluation. Elements interfering students learning were lack of reciprocity and guiding, technical problems, few broadcasts and tight schedule and group counselling as a method. Interfering elements connected to the students were their inexperience, nervousness, lack of motivation and prejudice and connected to the patients the lack of patients and passiveness of the patients.

The results showed that it is possible to promote students’ patient counselling learning with Wellness TV.

ABSTRACT: 117

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The purpose of this study was to investigate three different learning methods used by nurse students and their decision-making knowledge, skills and attitudes both before and after studies. The purpose was also to describe the nursing students’ evaluations of the learning methods of decision-making.

The sample consisted of nurse students who were studying in one polytechnic. Students (N=95) were divided into three groups. Lecture was the primary teaching method for one group, the other used cooperative learning and the third group used self-directed learning. The data were collected using a questionnaire. Data were analyzed statistically and by inductive content analysis.

Students in all groups defined decision-making and decision-making in nursing more diverse after studies than before. Students knew more about decision-making, they evaluated their skills to be better and they opinions towards decision making were more positive after the studies than before.

From three learning methods lecture and cooperative learning seemed to apply best for learning nursing decision-making. Learning decision making was supported by making nursing plans, getting feedback and opportunities to practice decision-making in simulate situations. Learning process was hindered by a small amount of guidance and too abstract and theoretical teaching.
Nursing care requires the domain of professional knowledge mobilized by its caring practices. It is a knowledge rooted in action, whose Core is structured, necessarily, in the nursing knowledge. Both for the School of Nursing and nursing education, particularly in Portugal from the 60’s, the fundamental mission was committed with, meeting the first moment of the profession’s socialization, in order to enable the profession in the health services. The fact that in 1999, arises the high degree course in nursing, demonstrates the legitimacy of nursing as a discipline. Thus, to look backwards the study plans, from 1965, 1976 and 1987 - the period preceding the creation of the Superior Course of Nursing in 1988 (CSE: BA) - and reflect upon them deeply in order to understand the evolution of nursing as a discipline and its translation into the curriculum structure, can facilitate the design of the new curricula for undergraduate nursing more congruent with its domain.

The appropriation of the nursing knowledge will facilitate the practice of the interdisciplinarity required by the health of the individuals / groups and communities.

**ABSTRACT: 130**

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Entering the new recruit nurses: educational and organizational implications for the development of general skills and specialist. Consultation on powers of the newly employed nurses.

The typology of competences required of a newly employed nurse at a curricular level may vary according to the mission of the company, the core competences required by the employer and, in clinical setting, depending on the type of patient to attend, the nursing model, the available resources.

It is therefore need to make an adequate program of inclusion of new recruit nurses drawn from an analysis of organizational needs, and basic skills. For this purpose a questionnaire was administered to 72 nurses employed for less than 48 months (2 years) in the University Hospital Campus Bio-Medico of Rome.

Data were collected about the curriculum and were analyzed through a self, the professional competences of the basic skills and specific vocational training needs.

Most of them deems appropriate in basic vocational skills such as reliability, professional liability and, less frequently, the management team work and relationships. Among the specific vocational skills in particular feels not very appropriate in the management of emergencies and in specialist areas.

**ABSTRACT: 140**

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Expectativas de Acadêmicos de Enfermagem Relatadas em Portfólio Reflexivo

**Introdução:** Trata-se de um subprojeto da pesquisa intitulada “Metodologias Ativas de Ensino na Formação Profissional em Enfermagem: Repensando as Estratégias para o Ensino – Aprendizagem na Graduação”. Neste teve como objetivo identificar nos portfólios as expectativas dos acadêmicos em relação à disciplina fundamentos para o cuidado profissional, do curso de graduação em enfermagem da Universidade Federal de Santa Catarina - Brasil.

**Metodologia:** Procedeu-se a coleta dos dados através da leitura de seis portfólios dos alunos que cursaram a disciplina no segundo semestre do ano de 2009. As informações coletadas foram extraídas do capítulo inicial dos portfólios, o qual continha os depoimentos relacionados com as expectativas dos acadêmicos sobre a disciplina.

**Resultados:** Constatou-se que as expectativas eram positivas, visto ser esta disciplina esperada por eles desde o início do curso, pois nesta etapa da graduação os acadêmicos aprendem a cuidar no ambiente hospitalar. Contudo, apesar de referirem a vontade de começar a praticarem enfermagem, citam que os sentimentos de ansiedade, de medo, de insegurança e de satisfação pessoal estão presentes gerando assim uma mistura de sensações.

**Conclusão:** Percebe-se que estes sentimentos impulsionam os alunos a buscarem seus conhecimentos acerca da enfermagem e do cuidado, comprometendo-se a crescer e a se esforçar para atingirem seus objetivos.

**Palavras-chave:** avaliação da aprendizagem, estratégias de ensino e educação em enfermagem.

**ABSTRACT: 153**

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Paulo Freire e o arco da problematização: estratégias que possibilitam o educar no trabalho sobre a avaliação da dor

Introdução: a necessidade de promover processos educativos que possibilitem a prática da crítica e reflexão do enfermeiro sobre o processo de trabalho é uma discussão em foco e, desta forma, requer a busca de alternativas inovadoras de educação.

Objetivo: propor uma estratégia de educação no trabalho utilizando o método do arco da problematização de Juan Diaz Maguerez associado a Pedagogia Crítica de Paulo Freire sobre avaliação da dor do paciente com câncer.

Metodologia: pesquisa qualitativa do tipo convergente-assistencial (PCA) desenvolvida em 9 encontros com seis enfermeiras assistenciais de uma unidade de cuidados paliativos de uma instituição pública de Florianópolis/SC/Brasil, no período de setembro a novembro de 2007. Na análise dos dados utilizaram-se os passos da PCA.

Resultados: a prática possibilitou a identificação de questões que necessitam ser rediscutidas como: o que se faz hoje, estudo das condutas e protocolos existentes sobre esta prática, análise crítica da metodologia de assistência de enfermagem utilizada. Também potencializou o conhecimento sobre a avaliação da dor e possibilitou identificar lacunas na sistematização do cuidado de enfermagem a ser melhorada.

Conclusão: a proposta pedagógica desenvolvida permitiu as enfermeiras exercerem sua capacidade crítico-reflexiva para repensar a práxis sobre a avaliação da dor.

Palavras-Chave: educação continuada, trabalho e enfermagem.

ABSTRACT: 154

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**Education Strategies and nurse’ attitudes towards family in nursing care**

**Introduction:** Nursing education is a major contribute to the development of nurses’ attitudes that facilitate the inclusion of families in nursing care of patients. The goal is to relate nursing education in family nursing with nurses’ attitudes towards family in hospital settings.

**Methods:** Quantitative, descriptive and correlational study, under took with the Portuguese version of the tool “Families Importance in Nursing Care – Nurses Attitudes” – IFCE – AE (Oliveira et al, 2009). Sample: 191 nurses from a hospital in the North of Portugal.

**Results:** When global score was considered, there were not significant statistically differences between nurses with (47.8%) and without education in family nursing.

Nevertheless, there was a significant statistic difference with high average (M=3.25; p=0.06) of nurses referring with education in family nursing (academic, lifelong education or both) in subscale: family as a resource for nursing care. There was a significant statistic differences with lower average in subscale: family as a burden (M=1.72; p=0.042).

**Conclusion:** Nurses with education in family nursing, being it academic, lifelong education, or both, have different attitudes “vis a vis” families, demonstrating more positive attitudes considering families as a resource for nursing care and less negative attitudes, considering families as a burden.

**ABSTRACT:** 185

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The partnership project Leonardo da Vinci «FORPROSA EUROPE» is a project funded by the European Community under the theme «Trainers of health professionals in Europe: What qualifications? What skills?» which has six Nursing Schools partners from 5 countries (Belgium, Spain, France, Greece and Portugal) and whose main objectives are:

- Identify the differences between the devices for health professionals training offered by the project partners;
- Analyze the courses integration in the Bologna process;
- Identify the trainers profile and skills applied to who teach in training facilities;
- Identify tools, content and innovative methods in training devices.

This presentation focuses on training of nursing students in the context of clinical practices because they have given as a concern across all partners. Compare the experiences and problems of each of the project partners and there are analyzed issues related to the organization, guidance, supervision and clinical teaching evaluation in initial training courses. The issue is further analyzed by applying a SWOT analysis grid which identifies overall strengths, weaknesses, opportunities and threats as well as implemented innovative features.

ABSTRACT: 188

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À LA FIN DU CHEMIN... NOUS CONTINUONS!
Ce livre est adressé à vous.

Il est le résultat du travail d’une équipe engagée et qui a voulu partager avec vous ses idées, ses recherches, ses moments de production scientifique; mais il est aussi le résultat des éducateurs du soin qui prennent dans ces mains, tous les jours, l’avenir de notre profession.

Si vous êtes intéressés en FINE, visitez notre site, partagez avec nous vos idées, et surtout, prenez dans vos mains le travail du futur – éducation en soins infirmiers – et travaillez dans les divers ateliers que pendant la prochaine année nous rejoindrons dans divers villes d’Europe. Vous serez bienvenu!

Les membres de FINE sont engagés dans la formation en soin infirmiers, et ceci tout au long de l’avenir professionnel: dans le développement professionnel continue, la formation post grade ainsi que la formation initiale et générale; formation basée sur l’autonomie et la diversité culturelle et axe sur la théorie et la pratique ainsi que la recherche en soins infirmiers. Notre défi est le futur et notre certitude est que ensemble “nous sommes forts et nous avons de la sagesse”.

FINE croit en l’avenir de la formation des infirmiers, et est engagée et concernée par sa modernité, son innovation et sa qualité.

‘Nous enseignons, nous prenons soin’


Maria Arminda Mendes Costa, RN, PhD – FINE President

Maria do Céu Barbieri, RN, PhD – Fine Secretary

Maria Filomena Gaspar, RN, PhD – Conference President
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