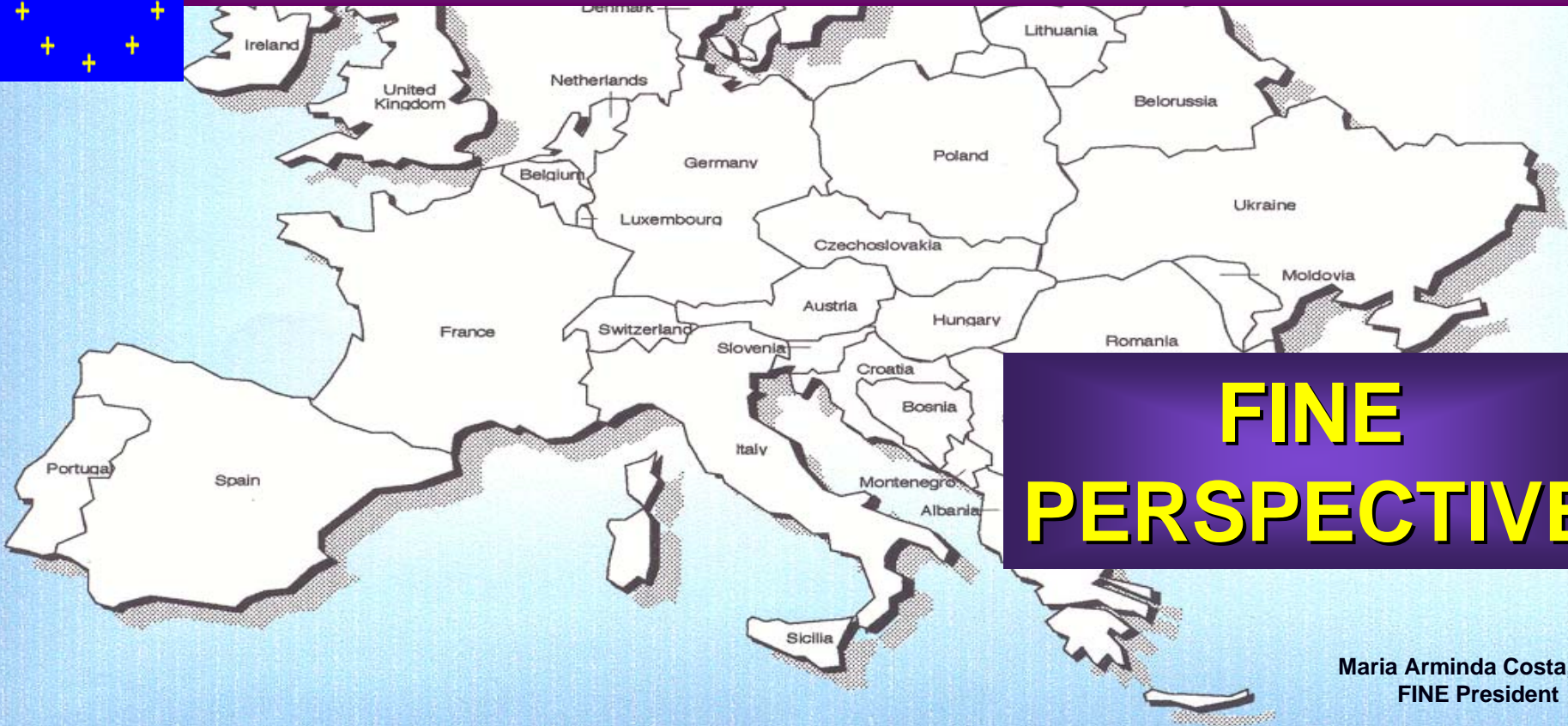




Capacity Building for Health Professionals: Nursing Education Challenges



**FINE
PERSPECTIVE**

Father: I'm considering a technical career on the organized crime...

On the public or on the private sector? Don't forget we are foreigners...



We are really in a changed world...



Maria Arminda Costa, PhD
FINE President



**EUROPEAN FEDERATION
OF NURSE EDUCATORS**

FINE - MAIN AIM

TO PROMOTE
THE CONTINUING DEVELOPMENT
OF EXCELLENCE IN NURSING
EDUCATION IN
EUROPE

2004/2006; 2006/2008;
2008/2010



- Portugal
- Scotland
- England
- Hungary
- Latvia
- Spain
- Belgium
- France
- Switzerland
- Austria
- Estonia
- Romania
- Bulgaria
- Italy
- Croatia
- Slovenia
- Montenegro
- Cyprus
- Greece



Maria Arminda Costa, PhD
FINE President

2008 / 2010



We teach, we care

Where are we going?
Where are we going?
Where are we going?



Maria Arminda Costa
FINE President

Some specific challenges are already faced by EU concerning:

- **professional immigrants**
 - **Precarious labour conditions**
 - **Variable employment situations across State Members**
 - **Very different background on nursing education**
 - **Clinical practice**
 - **Theoretical disciplines**
 - **Academic level**
 - ...
 - **Even professional designations:**
 - **Nurse,**
 - **Nurse practitioner,**
 - **Licensed Practical Nurse,**
 - **Registered Nurse,**
 - ...



Nursing Education

Differences between State Members

- Higher education (University/Polithecnic School) is not, nowadays, a requirement for nursing education;
- First cycle (180 ECTS) is not a requirement for registration in EU Directives;
- Different stages of academic development;
- Different history and cultures for role of nursing
 - Nurse competences required are not clear for the different health care programmes...
 - Some health care programmes are direct entry in some countries and not in others (e.g. Midwifery)



It is suggested that the use of structural cohesion funding could be used to support the development and dissemination of the following in order to improve capacity building:

- Technological mechanisms and curriculum harmonisation for:
 - development of advancing healthcare,
 - migrants integration within a clinical experience
 - sharing best practice and the development of shared care provision and learning initiatives between countries and regions.
 - The implementation of the Bologna Process has shown the need for a paradigm change within higher education and nursing



The development of shared and support training initiatives where specialist clinical programmes of study can be developed and delivered using multilateral agreements. This could also include the delivery of programmes for nurse teacher education and higher academic study.

The integration of a second language provision into pre-registration learning opportunities for all health care workers in order to develop a greater future capacity and flexibility for mobility of both workforce and patients.



There would need to be some agreement across member states about equity of access to the title of Nurse and specific criteria drawn up that outlines how it can be used to improve:

- working conditions,
- infrastructures
- development of the workforce.

A multidisciplinary approach would be useful: learning together to work together.

To impulse a strong agenda linking EU DGs, in order to:

- Monitor health migrants situations and learning needs
- To develop research, also in cultural diversity
- To evaluate programs
- To establish common guidelines for intervention





A new technical world?



M. Arminda Cos
FINE President

Continuing care: compassion and competence



FINE recognizes the changing and growing health care needs of European populations including immigrants. Nurses therefore must be able

- **to anticipate and respond to the needs. This will require a constant evaluation of competences that nurses will need to provide appropriate care for individuals, families and communities.**

Recommendations of FINE working group concerning nursing education in Europe

- In the context of the Bologna Process, and to uphold the professional status of nursing; the vision of FINE is that the title “nurse” should be reserved for persons holding a 1st cycle award (Bachelor).
- Nursing education should be at a Higher Education minimum of 1st cycle (Bachelor) for a nurse responsible for general care.
- Regarding the European Qualifications Framework (EQF): nursing education should be at levels 6, 7 and 8 (Bachelor, Master, Doctorate).



Thank You!



To my understanding, all science will be useless and full of errors unless these have been born from the experience ... and if later these are not checked by experience it is rightful to mistrust the theorist.

Leonardo Da Vinci, *Notebook*



Maria Arminda Costa, PhD
FINE President