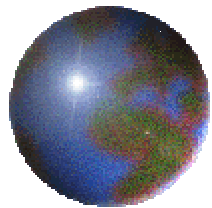


*EHMA Annual Conference*

*Barcelona, 2005*

# ***Reforms in Nursing Education across Western Europe***

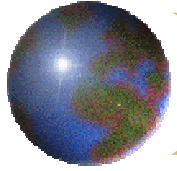


## ***Trends, Difficulties and Challenges***

***Perrenoud, B., FORESO***

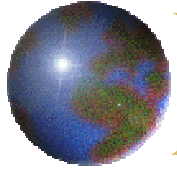
***Spitzer, A, University of Haifa, University of Lausanne, FORESO***





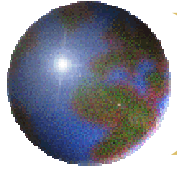
## ***Plan of the presentation***

- ⊕ Challenges for the profession
- ⊕ Objectives
- ⊕ Methods and materials
- ⊕ Reforms: two phases
- ⊕ Actual situation of the reforms
- ⊕ Problems and challenges



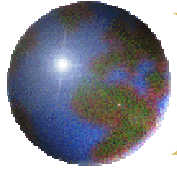
## ***Challenges for the profession***

- ✚ Promoting quality of care
- ✚ Providing a higher level of teaching
- ✚ Development of research based scientific knowledge on much needed issues in health and illness domains



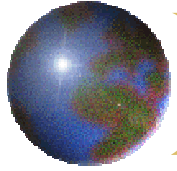
## ***Objectives of the European Study***

- ✦ Analyze the tendencies
- ✦ Examine the actual problems
- ✦ Identify new directions



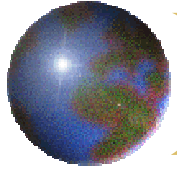
## ***Methods and material***

- Literature Search (45 articles)
  - Medline and CINAHL for 1994 – 2002
- Consulting Web Sites:
  - European Observatory of Health Care Systems
  - European Union
  - European Group of Nurse Researchers (WENR)



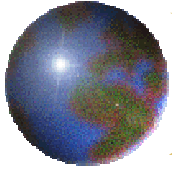
# *The reforms in the nursing education system*

- Two phases were identified aiming at:
  - Creating a unified European nursing program (EU Directives)
  - Integrating the nursing programs within the higher education system



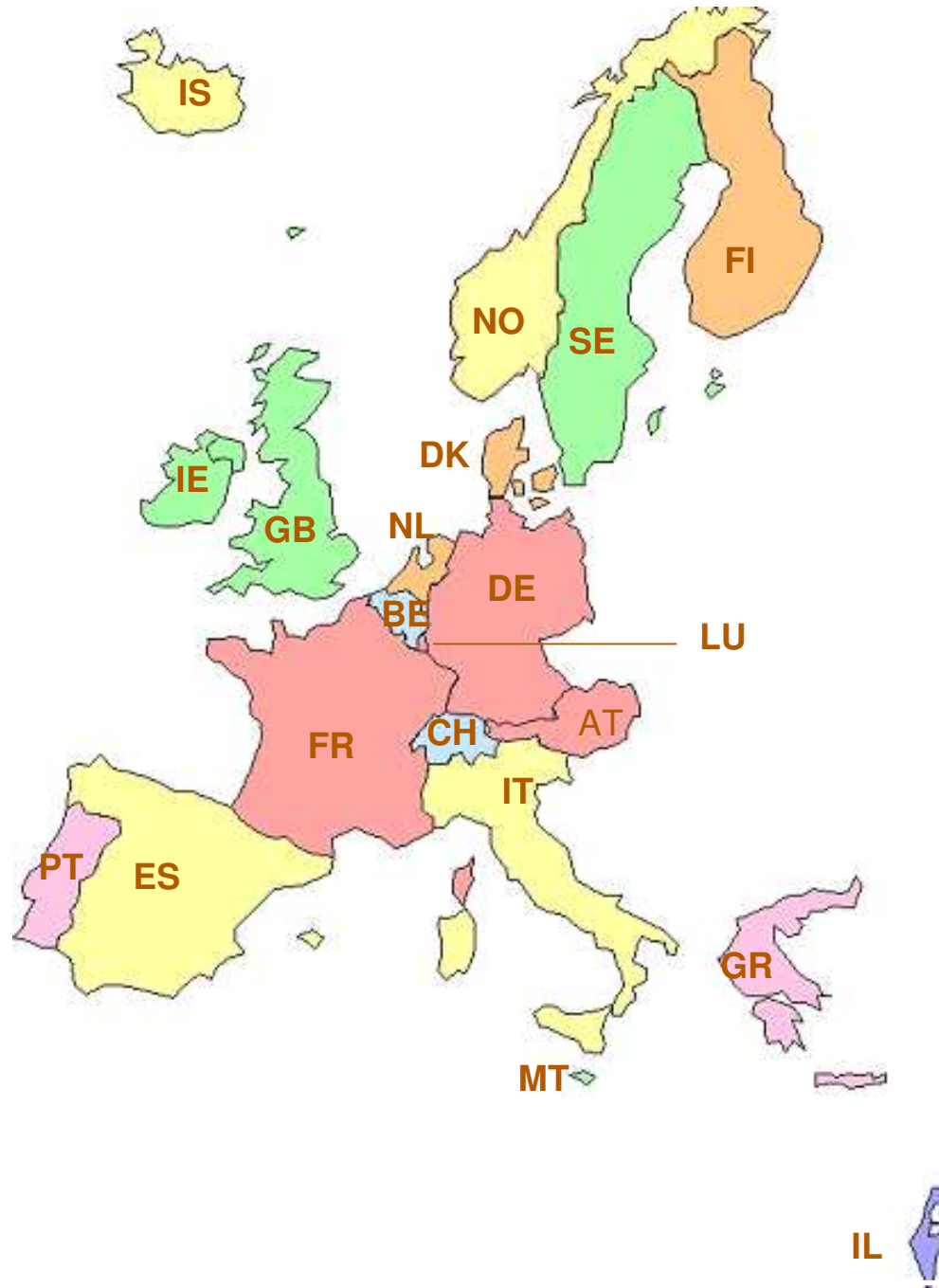
# ***The current situation of the nursing education system in the different countries***

- ⊕ Geographical representation of:
  - ▣ Structures and levels of education
  - ▣ Certificates/Degrees awarded

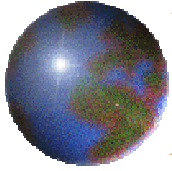


## Structures and Levels of Education

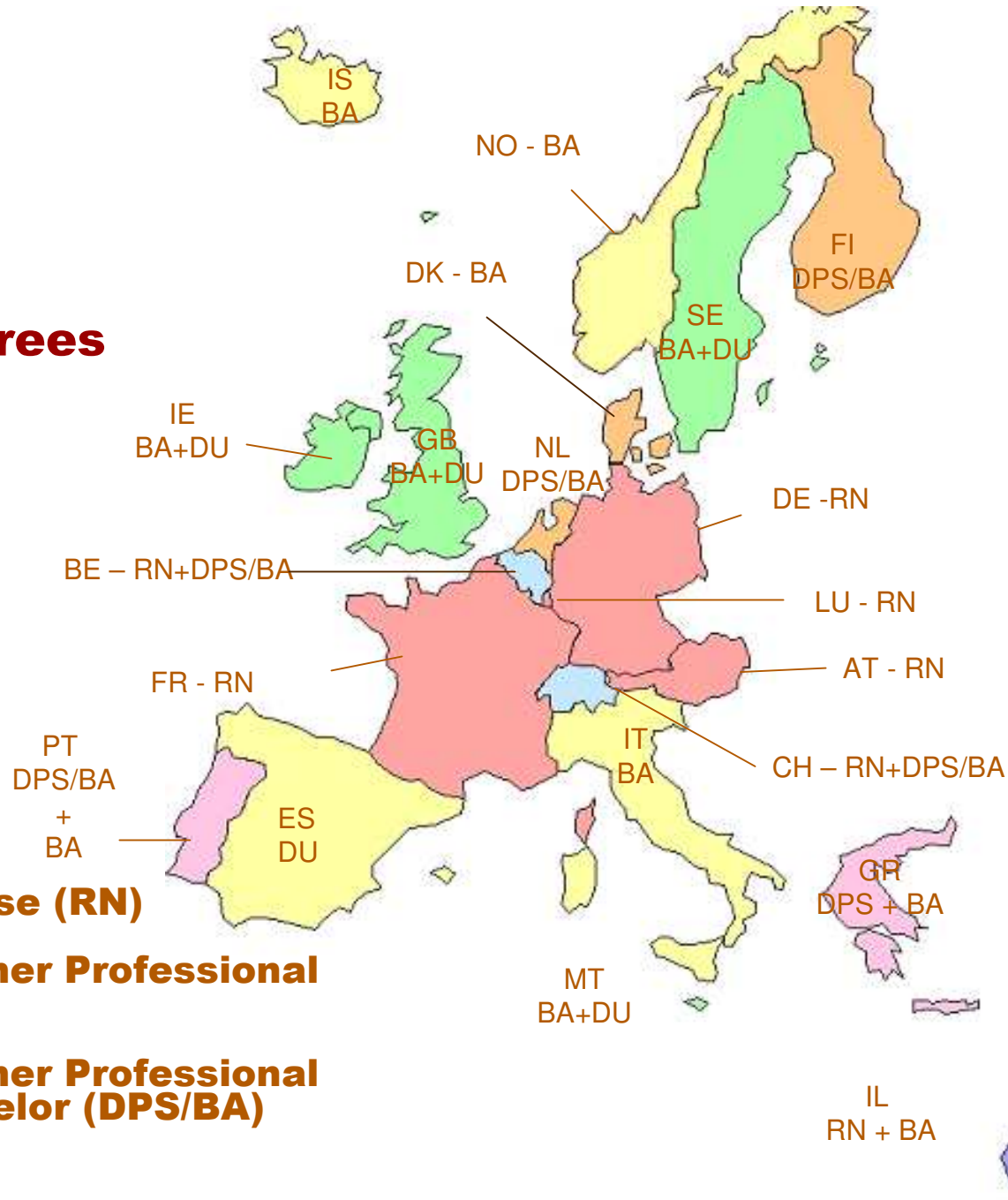
- Traditional School of nursing
- Higher Professional School
- University
- University at 2 levels
- Traditional School and Higher Professional School
- Traditional School and University
- Higher Professional School and University



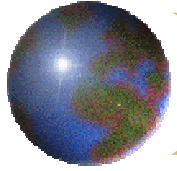




## Certificats/Degrees Awarded

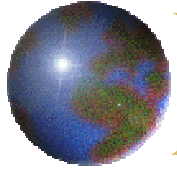


- **Registered Nurse (RN)**
- **Diploma of Higher Professional School (DPS)**
- **Diploma of Higher Professional School = Bachelor (DPS/BA)**
- **Bachelor (BA)**
- **Diploma of University (DU)**



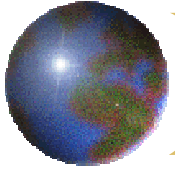
## ***Duration of studies***

- ⊕ No correlation between the duration of studies and:
  - ❑ The structure of the education system
  - ❑ The level of the program
  - ❑ The certificate/degree delivered



## ***Concerns and problems generated by the reforms***

- ❑ The socialization of nursing faculty members into the higher education settings and to their new roles
- ❑ The competencies required from a graduate of a basic nursing program
- ❑ The nursing curriculum: content and structure of theoretical and clinical domains



# Concerns and Problems

## A . Socialization

### Into the higher education settings

Limited experience

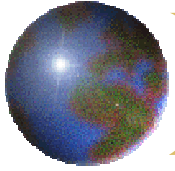
Inept working conditions

Insufficient critical mass of nurse researchers

### To the new role

Role conflict

Insufficient academic background



# Concerns and Problems

A . Socialization

B . Competencies

Desired professional

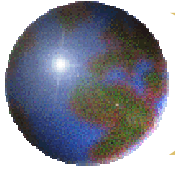
Type and level of  
competencies

It is predominantly an employer concern relating to whether newly graduates are able to function completely in clinical practice

Whether the student can register as practitioner taking into consideration that professional updating is an ongoing process

Fitness for practice

Fitness for purpose



## Concerns and problems

**A . Socialization**

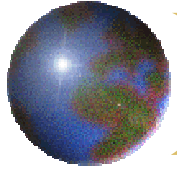
**B . Competencies**

**C . Curriculum**

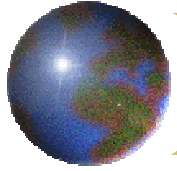
**A theory  
practice gap**

**The fit of existing contents  
and the need to integrate  
new themes and domains**

**Orientation:  
general  
or specific**



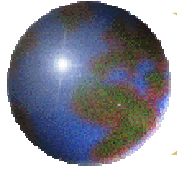
## ***Conclusion: summary and challenges***



## *Summary*

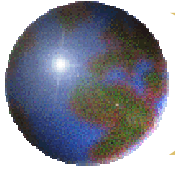
- The majority of basic nursing programs are integrated within the higher education system
- Half of nursing programs are awarding a Bachelor degree





## ***Challenges***

- To adjust problems between:
  - Teachers and the culture of research in the institutions of higher education
  - The new graduates and the places of practice
  - The curriculums and the evolution of the needs of the society and the health systems



**Thank you**