

REPORT

FINE¹

Workshop in Maribor, Slovenia

7th - 9th June 2007

Workshop Bologna Process and Nurse Educators Competences²

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¹ The European Federation of Nurse Educators – FINE (formally created in Leuven in 1995). Aims: to discuss the importance of the teaching Nursing Education in Europe; to influence policy making in Europe (www.fine-europe.eu/Organization.htm).

² Goals:

- To identify a common competences profile for nurse educators in Europe, according to Bologna process;
- To continue the debate about nursing education and Bologna process;
- To analyse different stages of nursing education scholarship development in Europe;
- To build bridges between different nursing teachers and their practices, in different countries;
- To involve nurse educators in the decisions about future evolution of nursing education in Europe;
- To work together in collaboration with FINE / EFN ... and other existing European projects in this field.

1 - INTRODUCTION

Several countries³ have been participating in the workshop about Competencies of the Nurse Educators in Europe and discussing the changes in nurse education within the spirit of the Bologna Process. Nurse Educators from 17 countries were present.

The 1st group work goals were:

a) to analyse the educators competences, presented at the conference, according to the 4 dimensions identified.

b) to compare and contrast the participants' experience in their own institution, aiming at identifying educators competences in their practice.

The 2nd group work had as contextualization: "Bologna Process introduces changes in nursing education at different levels: curriculum design, pedagogical practices and teaching and learning strategies, which involve reflection and the development of new competencies in nursing educators, other than the changes in student's competences".

The goals were:

- to discuss what is changing in nurse educators practice, according to change related with Bologna Process (theoretical and clinical practice education models, student's autonomy, self-study...)

THE WORKSHOP

The first part of the Workshop was the presentations of the participants from different countries, about the implementation of the Bologna Process. In the second part the presentation of the conference on *Nurse Educators' Competencies: Some empirical evidence*, by Maria de Guadalupe Mestrinho (Portugal).

After the conference two debates took place.

 THE FIRST DEBATE was about the nature of teachers and teaching, searching the concept of 'nurse educator', reflecting the experiences of participants. This was agreed although the starting points in several countries were very different and the participants had the need of clarification of the

³ Scotland; Austria; Bulgaria; Belgium; Spain; Slovenia; England; Cyprus; Croatia; Greece; Switzerland; France; Latvia; Hungary; Montenegro; Portugal; Estonia;

concept of competence, expressing the new roles required by socio-professional changes.

- The professional knowledge of educators is expressed through the concept of competence, as knowledge put into action.
- Competence was defined as the capacity to mobilise various cognitive resources to act when faced with practical situations, and integrates knowledge, know how and attitudes.
- The issue of challenges was evident between the countries participating.
- The complexity of changing in the organizations is a reality facing the Bologna Process.
- The small number of professionals wanting to make changes and the great number of the requirements and challenges.
- The agreement that sometime compromises were needed in order to attain a better result in the longer term.
- The implementation of the Bologna Process has revealed the need for a paradigm change within higher education and nursing

✚ THE SECOND DEBATE was around the feedback of group work about *Nurse Educators' Competencies*. This concerns results of group presentations and perspectives to follow in futures workshops (facing the 4 categories presented:

- Competencies of the Educator as a Person (Educator professionalism – values and professional ideals);
- Operative competencies /Educator performance (Professionality);
- Competencies regarding Academia (participation in the institutional dynamic);
- Collaborative Competencies.

CONCLUSIONS

The practice of care, are evidencing the change from conventional training models towards an interdisciplinary curriculum and a suitable and efficient teaching practice, caring and educational competencies of nurse educator:

- ✚ Teacher Training;
- ✚ Student's autonomy and self-study.

- ✚ Theoretical and clinical practice education models;
- ✚ Teaching methods and tools according to different situations;
- ✚ News teaching and learning strategies.

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