2.5 Symposium
Nurse educator’s competencies: facing the challenges
FINE Symposium 2.5
3th of October 2012

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Haute Ecole de Namur-Liège-Luxembourg
An international team...

From Portugal and Belgium

✓ Aim of this symposium:
✓ To identify all together the challenges links to the nurse teacher’s competencies
2h10  Introduction

2h15  A proposal for a competencies benchmarking of nurse educators
  Maria Guadalupe Mestrinho (Lisbon, Portugal)

2h30  Educational knowledge in teaching nursing
  Carla Nascimento (Portugal)

2h45  A model for the implementation of a reflexive approach for the nursing training. Challenges for the nurse teachers
  Catherine Bonte et Béatrice Gobbe (HELHA, Belgium)

3h00  Conclusion: questions and challenges
  Cécile Dury and The participants
Questions...
Challenges...

Coherence in the teaching program
Collaboration and mutual understanding
Professional identity as a teacher
Active teaching methods
Nurse teacher education
Creativity to bring innovative thinking
Merci
IXth European Conference of Nurse Educators

2.5 Symposium: Nurse educators’ competencies: facing the challenges

A PROPOSAL FOR A COMPETENCIES BENCHMARKING OF NURSE EDUCATORS

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Professor Coordinator (PHD) - Department of Nursing Education
Nursing College of Lisbon (ESEL)

Researcher - Nursing Research and Development Unit (ui&de)
The inclusion in the European area of higher education

The reorganization of nursing schools

The relationships with several professional contexts

- justify to study the professionalism of nurse teachers
The teachers' professionalism presupposes an ideal of public service, ethical, personal, professional awareness, guiding values for the professionality, understood as several competences comprising knowledge, attitudes and...
METHODOLOGY

RESEARCH is part of a wider Case Study based on an interpretative paradigm

Inductive and in-depth analysis of contextually and temporally-specified situations

SAMPLE

20 Nurse Educators for four Public Nursing Schools (Lisbon) - Recontextuatization in an international project - FINE 2007-2009

Objective
- To characterize the nursing teacher’s concepts on their professionalism, roles and competences
DATA COLLECTION

- Semi-structured interviews
- Observation - teachers in action

DATA ANALYSIS

- Contents analysis - Analysis Model by Huberman e Miles (1991)
- Qualitative and quantitative approach

(Morse, 2005;2006)
The emergence of new roles for nurse teachers and the various competencies thus required, revealing a teaching professionalism which is being changed to confront the new realities of teaching.

two groups of coordinator and assistant teachers
Coordinating teacher

Type of teacher

- Teaching (content) specialist
- Theoretical-practical teaching conceptualisation

Common roles

- Designer, planner and manager of teaching activities
- Transmitter of knowledge, designer of projects
- Facilitator, tutor and animator

Most desired roles

- Producer of knowledge
- Specialist of pedagogical training

Most valued roles

- Researcher role
- Managerial roles and the transmission of knowledge

Transition of role

Transmitter of content

Associate teacher

Type of teacher

- Reflective practice
- Social actor in the surrounding environment
- Clinical teaching partner

Common roles

- Designer, planner and manager of teaching activities
- Transmitter of knowledge, designer of projects
- Facilitator, tutor and animator

Most desired roles

- Producer of knowledge
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Most valued roles

- Researcher role
- Managerial roles and the transmission of knowledge

Transition of role

Training supervisor

Professional trajectories

- experiences with different frameworks
- confluences of identity dimensions

Both groups display a transition of role
A COMPETENCIES BENCHMARKING OF NURSE EDUCATORS
Instrument with heuristic potential

- Corresponding to a given moment in the time - open to further reformulation
- Representing a reality reflected in literature and in observations
- Part of an international perspective

Domains of competencies

- Ethical - *Relates to values and professional ideals*
- Socio-pedagogical - *Relates to the performance of the teacher in training situations*
- Self-developmental - *Relates to the performance of the teacher with regard to him/herself (ongoing training)*
- Socio-organisational - *Relates to participation in one’s surroundings (partnerships, net work)*
(l) Ethical Competencies

- **Personal Ethics - Ethical integrity**

- **Intellectual attitude**
(II) Social and Pedagogical Competencies
(Operative Dimensions)

• Ability to develop the curriculum
• Ability to motivate
• Ability to plan
• Ability to intervene
• Ability to diversify training strategies
(III) Self-developmental Competencies

- Academic research
- On-going training
(IV) Social and Organization Competencies

• Educational management

• Linking with one’s professional peers

• Joint supervision of the training process

• Intra and inter institutional cooperation
CONCLUSIONS
From the teaching paradigm to the research paradigm

- Implications for teaching practice
- Development of the nurse educator
- Professional Ideologies

TEACHING PARADIGM
- Training Contexts

NEW ROLES / NEW COMPETENCIES

RESEARCH PARADIGM
- Clinical Contexts

New Teaching Professionalism
Final Thoughts

The new roles of nurse educators include the carrying out of research and its relevance to the activity of teaching underlying which are self-efficacy at work and professional development revealing research-based thinking action in teaching.

THANK YOU!

MªG. Mestrinho
REFERENCES


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EDUCATIONAL KNOWLEDGE IN TEACHING IN NURSING

Carla Nascimento
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Nursing College of Lisbon (ESEL)

Researcher - Nursing Research and Development Unit (ui&de)
Integration into the Nacional Educational System.

Creation of a European Higher Education Area.

New Pedagogical Culture in Higher Education.

Call for pedagogical training for teachers.
CONCEPTUAL FRAMEWORK

Teachers professionalism - idealized set of knowledge, skills, attitudes, norms and skills directed to the teacher.
RESEARCH QUESTIONS

What means of teaching teachers recognized?

What dimensions of professional knowledge teachers considered in teaching?

What professional training teachers needs for the teaching?
METHODOLOGY

Exploratory interviews (8)

Interpretive paradigm of research

Questionnaire (227)

10 – Public Nursing Schools
INTERVIEWS
RESULTS

Means of teaching

Teacher’s role
Student’s role

Pedagogical training

Sources of teacher professional knowledge

Professional teaching knowledge

Professional skills teachers
TEACHER’S PROFESSIONAL DEVELOPMENT:

• Pedagogic training

• Content Training

• Scholarship of teaching and learning


Estrela, M. T. (2001b). Questões de profissionalidade e profissionalismo docente. In M. Teixeira (Org.), Ser Professor no Limiar do século XXI (pp.113-142). Porto: Edições ISET


Section 4 & 5 in here
Develop the reflexive approach in training Bachelor in nursing.

Which specific skills the teachers have to develop?

BONTE Catherine
GOBBE Béatrice

HELHa Catégorie paramédicale
Département soins infirmiers
Belgique : Gilly - Jolimont – Mouscron – Tournai
PLAN

• Institutional context
• The stakes
• Structuring project
• Tools
  • Student guide
  • Teaching guide
• The changes in teaching practices
• Perspectives
Institutional context: fusion 3 HE

7 categories: 8000 students

Paramedical: 4 sites Bachelor Nursing
Gilly – La Louvière – Mouscron - Tournai
Teaching Nursing in Belgium
3 years
Bachelor in Nursing = Higher Education (non-academic)

developing professional skills.
C1: Identical component

C2: Relational component

C3: Cognitive component

C4: Gestural component

C5: Organizational component
• Link with the reference table of skills

Assure the professional development of the students by leaning on the reflexive approach.

This approach makes sense to the students
✓ in their professional choice
✓ in their learning

• Structured over the 3 years and in all types of courses
Necessity to develop the teaching practices

A reflexive approach for the students
but also
A reflexive practice for the teachers

“We do not become reflexive by filling in a reflexive form.”

Skill 11 of the CAPAES
THE STAKES

Educational stake:

• Create **tools which bring reflection and self-assessment for an awareness of the evolution and the improvements to be brought**

• Support **the reflexive performance of the students**: identification of their strengths and their resources, their limits and aspects of professional development to be worked.
THE STAKES

Educational stake:

• Encourage **the students’ personal work**

• Link the reflexive tools so they become sources of learning

• **Structure:** over 3 years and in all types of courses
Institutional stake

• **Federate teachers' team** around this common educational objective: "**insure the professional development by training the students’ reflexivity**"

• Go beyond the level of the tools’ production and question these tools in the light of the reference theories to improve them

• **Adopt a reflexive behavior as a teacher** in higher nursing education
For an institutional coherence

A structuring project

Common requests from the teachers

- Time
- Tools
- Moments of exchange
Institutionalization

• Organize training for the teachers
• Give material means and create tools
• Give time to the students to use the tools
• Formalize the feedback about the learning
• Ask feedback about the teaching practices of the teachers
• Mobilize all the teaching team
• Estimate the results at any levels for regulations
THE TOOLS

Two guides to train the reflexivity

• STUDENTS’ GUIDE
  - Identify strengths, limits
  - Identify resources
  - Be conscious of the improvements to bring, aspects of professional development still to be developed

• TEACHERS’ GUIDE
  - Specify the teaching intentions
THE CHANGES OF TEACHING PRACTICES

• Make people do rather than do, make people say rather than say, make people build rather than build for the other one

• Start from what the student already knows

• Start from what is positive, what works well
• Adopt a questioning which develops the reflection, the word, the exchanges, the socio-cognitive conflict, the questioning ...

• Develop the verbalization of the impressions in the description, the explanation, the analysis

• .....
• The unifying thread
Implementation of the process

• Improve the students’ information and motivation

• Better communicate our intentions to the students

• Also improve the teachers’ information and motivation
The interaction

• Plan moments of exchange between the student and
  ✓ the teachers
  ✓ the peers
  - to help the student to put words on feelings and so to reach the level of description
  - to create a "socio-cognitive conflict"

• Plan moments of exchange between the teachers
The structuring elements of the project

• Plan a moment of synthesis with the students
• Give time to adequately use the tools
• Precise " who makes what, when? “
• Develop the link with the reference table of skills
• Question the development of teaching skills
Thank you for your attention

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La démarche réflexive : un projet structurant au sein des catégories paramédicale et agronomique

Projet réalisé avec la collaboration de
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