



EUROPEAN FEDERATION OF NURSE EDUCATORS
FÉDÉRATION EUROPÉENNE DES ENSEIGNANTS EN SOINS INFIRMIERS

European Federation of Nurse Educators with the
RCN Education Forum International Conference 2012

2.5 Symposium



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llux**

HAUTE ÉCOLE DE
NAMUR-LIÈGE-LUXEMBOURG

Nurse educator's competencies: facing the challenges

FINE Symposium 2.5

3th of October 2012

Cécile Dury

*Pedagogical Coordinator – Nursing Department
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www.henallux.be



An international team...

From Portugal and Belgium

- ✓ **Aim of this symposium:**
- ✓ **To identify all together the challenges links to the nurse teacher's competencies**

Programme of the symposium

- 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

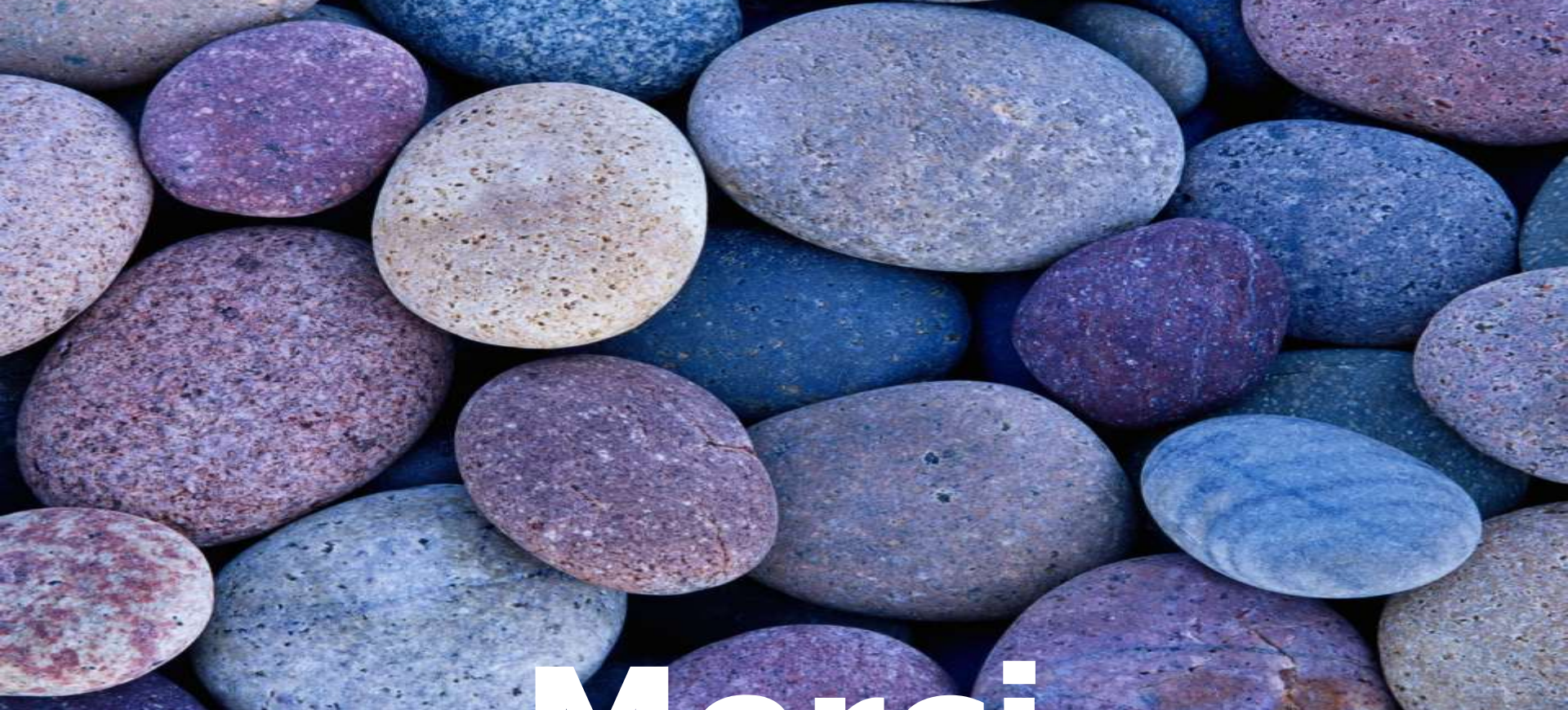
Collaboration and mutual understanding

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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Researcher - Nursing Research and Development Unit (ui&de)

NURSING EDUCATION CHANGES IN PORTUGAL

- **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**

CONCEPTUAL FRAMEWORK

- **The teachers' professionalism presupposes an ideal of public service, ethical, personal, professional awareness, guiding values for the professionalism, 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)

RESULTS

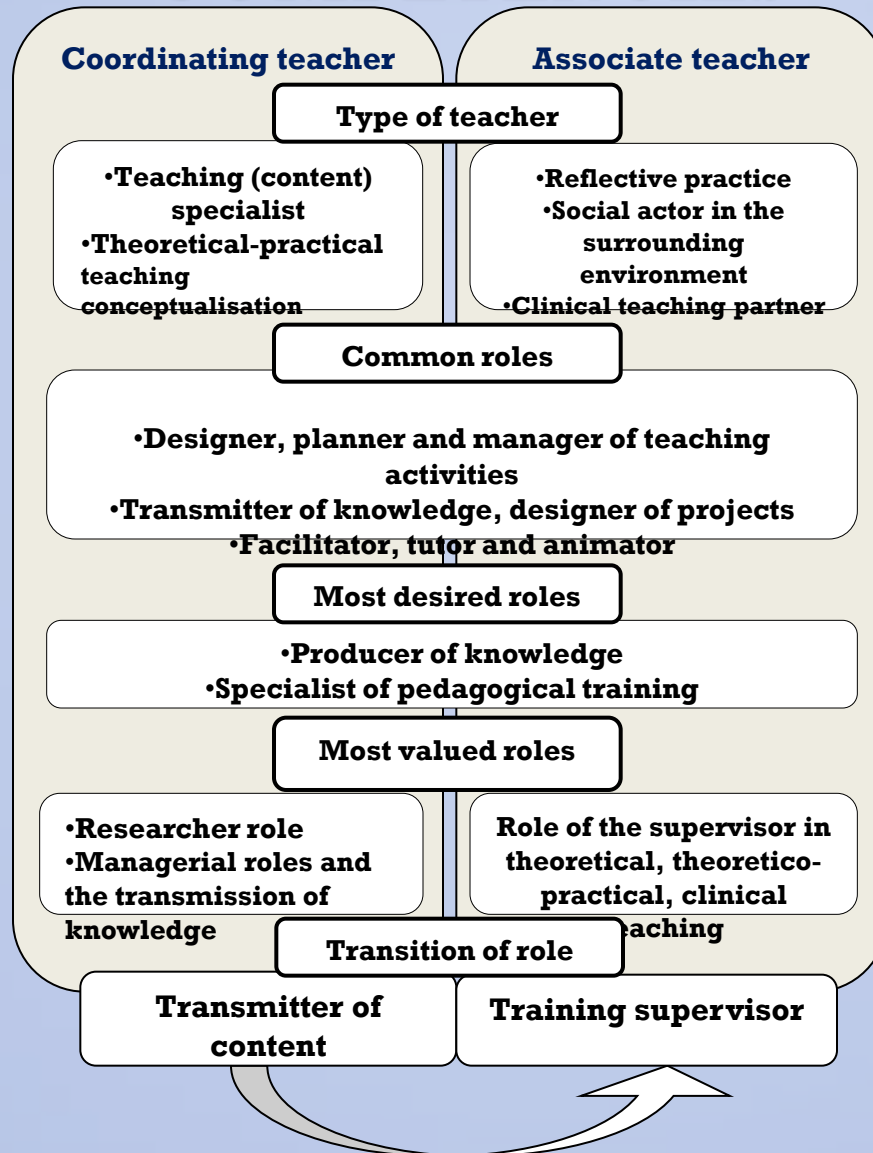
two groups of coordinator and assistant teachers

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

COMPETENCIES



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)*

(I) 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**

(Cont)

(III) Self-developmental Competencies

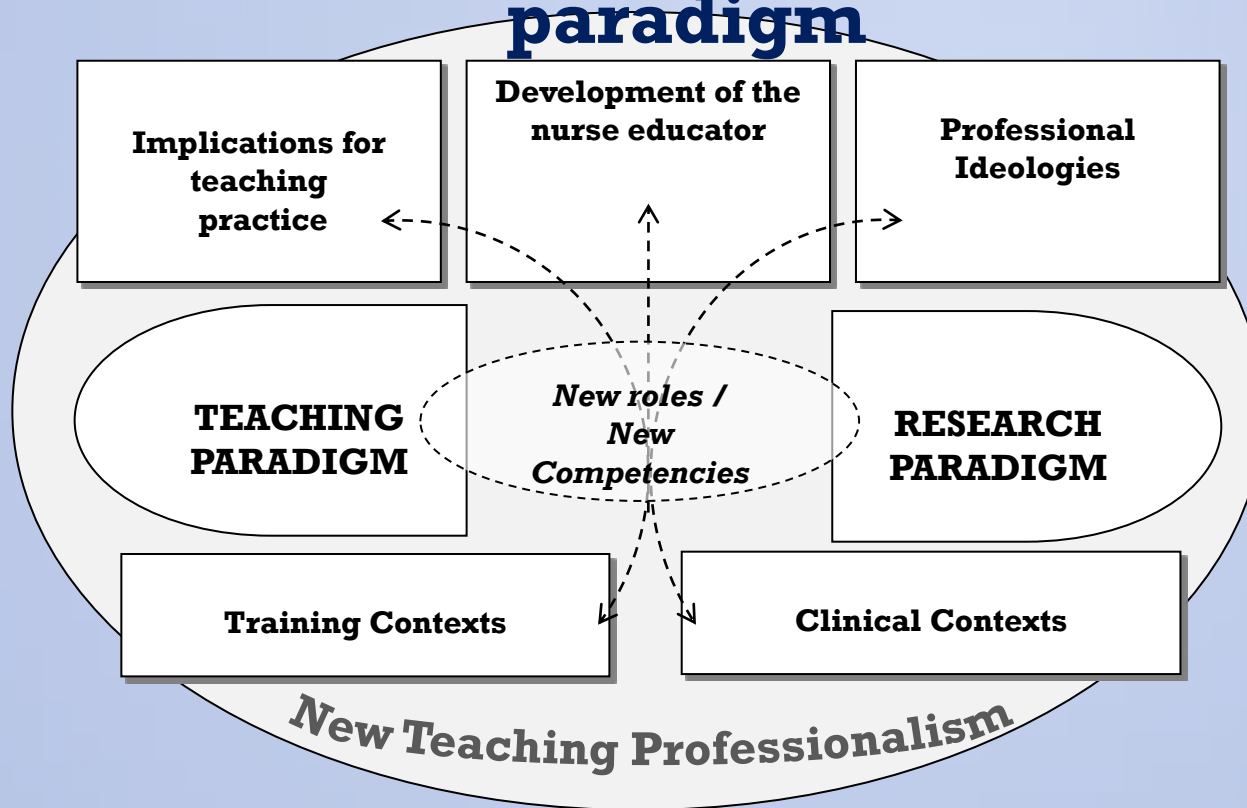
- **Academic research**
- **On-going training**

(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



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!

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IXth European Conference of Nurse Educators

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EDUCATIONAL KNOWLEDGE IN TEACHING IN NURSING

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NURSING EDUCATION CHANGES IN PORTUGAL

- ◉ 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)**

**Questionnai
re (227)**

**Interpretive
paradigm of
research**

10 – Public Nursing Schools

INTERVIEWS RESULTS

Means of
teaching

Teacher's role
Student's role

Professional
teaching
knowledge

Pedagogical
training

Sources of
teacher
professional
knowledge

Professional
skills
teachers

TEACHER´S PROFESSIONAL DEVELOPMENT:

- Pedagogic training
- Content Training
- Scholarhip of teaching and learning

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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**



INSTITUTIONAL CONTEXT

Teaching Nursing in Belgium

3 years

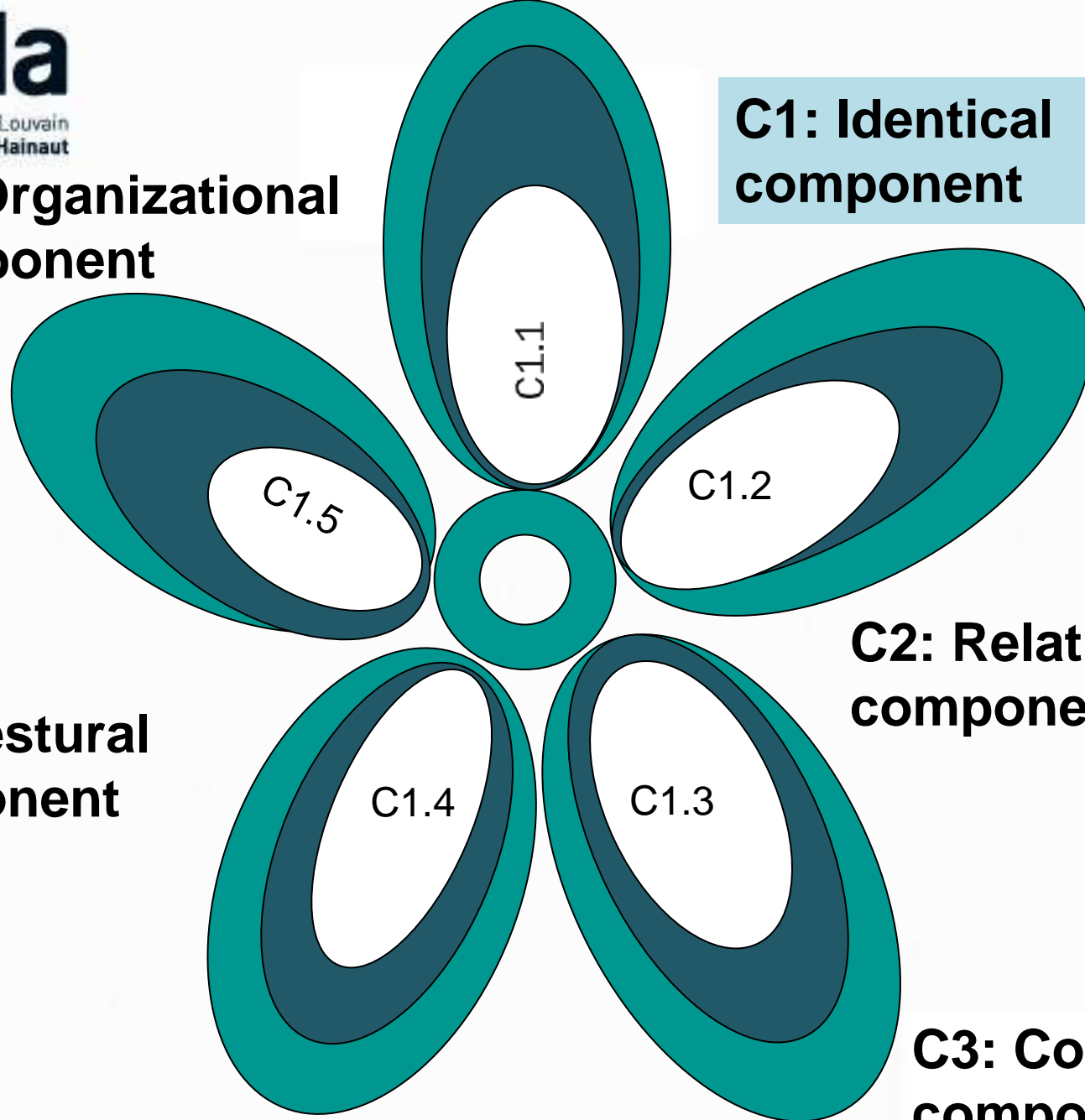
Bachelor in Nursing = Higher Education (non-academic)



developing professional skills.

**C5: Organizational
component**

**C1: Identical
component**



**C2: Relational
component**

**C4: Gestural
component**

**C3: Cognitive
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 :

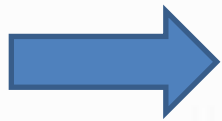
- Encourage **the students' personal work**
- **Link the reflexive tools** so they become **sources of learning**
- **Structure:** over 3 years and in all types of courses



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



THE CHANGES in TEACHING PRACTICES

- 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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