

**First Pan-European Nurse Educators Conference  
Udine, November 2007**

**The Career Pathways of Nurse Educators in Europe: A Collaborative  
Project**

**BASELINE INFORMATION GATHERING SHEET**

One of the important early stages of this project is to gather baseline information from each of the 12 participating countries on:

- the country and its health care services;
- pre-qualification student nurse education and training;
- the preparation and role of nurse educators or teachers; and
- organisational factors.

This information, together with the literature review, will inform the development of a more detailed and focused questionnaire for the next stage of the project.

**Country: Spain**

**Section 1: Background to the country and its health care services**

Please provide a brief summary of your country (geography, population, economy) and the current health care services (organisation and funding arrangements).

Geography

History/Politics

Demography

Climate

Economy

Current Health Services (organisation and funding)

## Section 2: Pre-qualification student nurse education and training

### History of nurse education

University Diploma program since 1977

### Type of training

Describe the type of student nurse education and training. For example, is the training generic or specialised (mental health, adult, child, learning disabilities and/or community)?

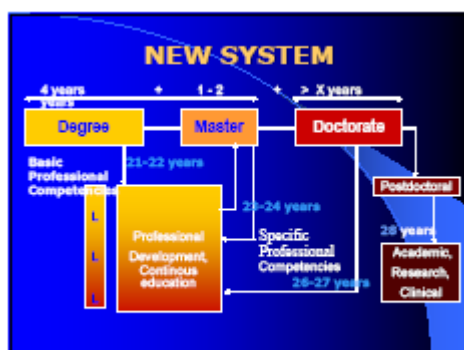
- **Diploma degree**
  - Generalist nurse
- **Post-diploma degree**
  - Midwife
  - Mental health nursing

### Academic level and length of training

What is the academic level of pre-qualification nurse education and training? For example is it at diploma or degree level? How long (in years) is the pre-qualification nurse education and training?

- 1 ECT = 25-30 hours
- 60 ECT per year = 1500-1800 hours
- 36-40 weeks per academic year
- Max 40 hours per week = 1.5 ECTs

Previous system: 1<sup>st</sup> cycle – 3yrs –Diploma, 2<sup>nd</sup> cycle – 1-2 yrs – Bachelor, 4-6 years- doctorate



Degree – 180 or 240 ECTs

Masters- 80 or 120 ECT

Higher education

- Non-university (Technical Edu. 1 & 2)
- University: first (diploma), second (bachelor) & third (doctorate) cycle.

• **Credits: Core, obligatory, optional & elective**

### **BSN: Bachelor or Degree Nurs**

Agreement among all Nurg organizations

Models: 4 years of BSN

A minimum of 205 credits (205-236)

- 30% of credits are electives
- 1 theoretical credit = 10 hours
- 1 seminar credit = 15 hours
- 1 clinical practice credit = 35 hours

Total of 4,300 hours of learning

### **NURSING CURRICULUM**

Basic sciences (19 credits)

Nurg conceptual framework (25 credits)

Nursing care (77 credits)

Community nursing (36 credits)

Nursing administration, ethics and legislation (10 credits)

Other nursing areas (psychology, nutrition & pharmacology; 16 credits)

### **CLINICAL PRACTICE**

Change from quantity towards quality

Begins on the first year

50% of credits are simulation labs + seminars + clinical practice

9-11 blocks of 4 weeks (40 hrs/week)

Reference nurse 1 to 1 (hospital or school-based tutor)

Practice in a variety of clinical setting

Nursing Masters:

- Professionally orientated (specialities)
- Research orientated
- Masters in nursing science: competencies related to nursing leadership and administration, interpersonal competencies and therapeutic communication, nursing research

Types of doctorates

Doctorates in other sciences

- Humanities, psychology, anthropology,...

Doctorates in Nursing

- Focused in nursing research (PhD)

- Focused in nursing teaching and administration

- Focused in nursing care (Clinical)

European doctorate

### European doctorate

Two positive reference letters from PhDs from 2 European countries (EC)

One member of the dissertation committee has to be from another EC

A part of the dissertation defence has to be made in the official language of another EC

The PhD candidate has to document his or her stage of at least three months in other EC to complete the research

### **Rationale for Nurse Degree**

#### COMPLEXITY OF NURSING CARE

– Demographic changes and cultural diversity, technological explosion, economical and sociopolitical globalization, health policy of cost reduction, scientific advance,...

#### ENHANCE PROFESSIONAL MOTIVATION

#### NEED TO EXTEND THE DIPLOMA PROGRAMS IN

- Patient and nursing education
- Nursing research
- Nursing management
- Advanced nursing care

### **Funding arrangements**

How is pre-qualification nurse education and training funded? For example, is it government funded or self-funded?

### **Type of institution/s providing education and training**

Where does the education and training of pre-qualification student nurses take place? For example, in universities, polytechnics, colleges of further education, technical colleges, independent schools of nursing or hospitals/health services?

### **Number of institutions providing pre-qualification nurse education and training**

How many institutions provide pre-qualification nurse education and training?

8 universities offer master in nursing science:

- International University of Catalunya
- Alicante University
- Almeria University
- Autonoma of Madrid University
- Huelva University
- Lleida University
- Rovira and Virgili of Tarragona University

- Zaragoza University

103 nursing programs

15,000 new nurses / year

### **Minimum educational qualifications**

What are the minimum education qualifications needed to enter pre-qualification nurse education and training?

12 years of pre-university education

Basic education

Primary and secondary education

High School education

### **Pay scales for qualified nurses**

Please describe the salary scales for qualified nurses.

## **Section 3: the preparation and role of nurse educators or teachers**

### **Number of nurse educators or teachers**

How many nurse educators or teachers do you have?

### **Number of nurse educators or teachers with a PhD or other doctorate**

How many nurse educators or teachers have a PhD/doctorate?

### **Pay scales of nurse educators or teachers**

Please describe the salary scales for nurse educators or teachers.

### **Minimum academic and professional qualifications**

What are the minimum academic and professional qualifications needed to become a nurse educator or teacher?

### **Education and training for nurse educators or nurse teachers**

Are there any specific education and training requirements for nurse educators or teachers? For example, a teaching qualification or a postgraduate diploma or Master's degree in Higher Education.

### **Role of nurse educators or nurse teachers**

Please provide a brief summary of the role of nurse educators or teachers that includes: teaching, research, administration and practice. Is there an expectation to carry out research? How is clinical competence maintained?

### **Career pathways**

Please provide a brief description of the career pathway from clinical nurse to nurse educator or teacher. Is there a nationally recognised career pathway?

## **Section 4: Organisational factors**

### **Professional and/or regulatory bodies**

Please describe the national nursing professional and/or regulatory body and its role in the preparation of nurses and nurse educators or teachers.

Title issued by the Ministry of Education

### **Academic autonomy**

Are academic nursing departments/schools headed up and managed by nurses or by staff from other disciplines?

Other

### **CURRENT SITUATION**

60% of nurses are on continuing education

Lack of academic recognition

Bachelors and doctorates in other sciences (Anthropology, Humanities,...)

International inter-university agreement

Abroad nursing education (**BSN, MS, Ph.D.**)

– BSN Since 1998 (Alicante, Huelva, International of Catalonia, URV Tarragona, Almeria)

– Professors: 50% doctoral degrees

### **NURSING PhD-issues in further education**

Planning

To allow the students to reach the proposed objectives

To maintain programme quality standards

**NEEDED RESOURCES**

Financing

Infrastructures

Qualified professors  
Employment opportunity  
Equipment

#### Finances

Not based on Soft but on Hard money  
Nursing School or Faculty has to be  
have a viable plan and clear  
progression towards programme  
stability

We need to be: creative, intelligent,  
assertive,....

Unite efforts

#### Potential students

A few nurses are now interested in  
Masters in nursing sciences and  
Doctoral education.

Part time versus full time dedication

Who pays for the tuition?

Lack of employer support

Lack of willingness for travel

Family support

#### PROFESSORS

Few qualified professors available

Qualified to:

– educate,

– be role models and

– guide research work

Inter-university collaboration

– National

– International

#### Employment opportunities

Oversupply of doctors in other  
sciences (Medicine)

Lack of demand of Nursing doctors

Programmes R+D+I (research,  
development and innovation)

#### INFRASTRUCTURE

Classes and seminars

Administrative structure

Libraries with good documental bases in

#### Nursing

Access to electronic data bases

Laboratories with the needed  
equipment

Technology. Computers, internet, ....