



COHEHRE

COHEHRE CONFERENCE 2017

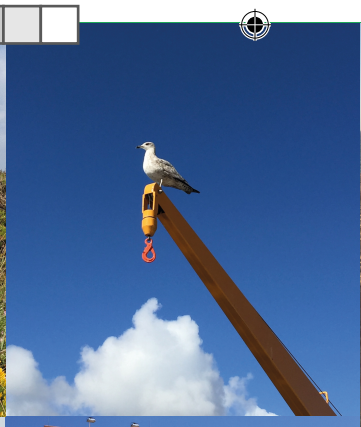
EDUCATIONAL IMPLICATIONS OF GLOBALISATION AND GLOBAL CITIZENSHIP

SETÚBAL, PORTUGAL • 5-7 APRIL 2017

SETÚBAL POLYTECHNIC INSTITUTE, SCHOOL OF HEALTH

IPS Instituto Politécnico de Setúbal
Escola Superior de Saúde

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CORINA MARIA



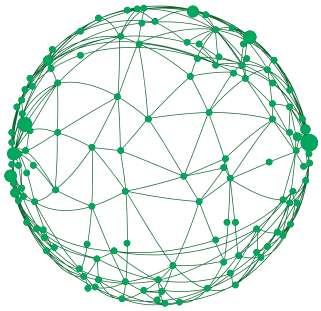




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COHEHRE CONFERENCE 2017

EDUCATIONAL IMPLICATIONS OF GLOBALISATION AND GLOBAL CITIZENSHIP

SETÚBAL, PORTUGAL • 5-7 APRIL 2017

SETÚBAL POLYTECHNIC INSTITUTE, SCHOOL OF HEALTH

WELCOME!

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AF_Livro-Conferencia-Cohehre2017.indd 2 22/03/17 00:01

CONTENTS

WELCOME 5
- Welcome to Setúbal 6
- Welcome to the 2017 Annual Conference of COHEHRE 7
- Welcome to the Setúbal Polytechnic Institute, School of Health 8

COHEHRE COUNCIL & ORGANIZING TEAMS 10

PROGRAMMES 13
- Conference Theme and Sub Themes 14
- Pre-conference Programme 15
- Staff Programme 15
- Strategic Managers Programme 18
- Student Programme 19
- Social Programme 20

GENERAL AND PRACTICAL INFORMATION 21

KEYNOTE SPEAKERS 25

WORKSHOPS 31

STRATEGIC MANAGERS PROGRAMME 37

PARALLEL SESSIONS 39

POSTERS 85

STUDENT KEYNOTES & WORKSHOPS 113

MY NOTES FROM THIS CONFERENCE 119

THE PEOPLE I MET 127

AKNOWLEDGEMENTS 131

Dear Guests and Colleagues,

We hope that, with the programme that has been prepared for you together with the COHEHRE Council, you can find a nice balance between making the most out of the conference, enlarging your international network, expand the international possibilities of working together and... exploring the city and its surroundings.

Welcome and Enjoy! Let us know if we can be of any assistance!

Setubal Polytechnic Institute,
School of Health
The Local Organizing Committee



AF_Livro-Conferencia-Cohehre2017.indd 4 22/03/17 00:01

WELCOME



AF_Livro-Conferencia-Cohehre2017.indd 5 22/03/17 00:01

Welcome to Setúbal, All in one world

What if one district could gather all that a visitors wish for? Is it asking for too much? Not in Setúbal.

Heading for the future, Setúbal seduces because of its very own diversity and quality of life.

The mountain, the river, the sea and the exquisite beaches live side to side with a rich cultural and gastronomic heritage, providing a unique menu to visitors.

Established as a city in 1860, and district capital since 1926, Setúbal is a cosmopolitan centre, located only a few 40 kms from Lisbon, the Portuguese capital.

Embraced by the blue river Sado and the green mountain range of Arrábida, Setúbal has a rich historic background, with plenty of traditional architecture, ancient churches, museums, and buildings that take you back in time.

Let yourself be surprised by one of the most beautiful bays in the world! Where the white sand beaches clash with the colours from the Atlantic Ocean, the Arrábida Mountain and the clear skies.

Feel the scent of lavender, rosemary and murta and take a dive in the calm and transparent beaches of Arrábida.

Take a hike by the river, watch the dolphins and visit the Sado estuary, where large flocks of flamingoes share the habitat.

Setúbal offers, also, a great variety of flavours and it is commonly recognised as a region where one can taste the best grilled fish in Portugal.

Grilled Sardines and the fish stew are likewise deeply appreciated by locals and visitors. The famous fried cuttle fish, as well as the monk fish rice and the eels stew can surprise any given guest.

To enrich your meal, there's nothing like a good wine from the Sado district, and as an appetiser, we recommend the celebrated Moscatel of Setúbal. The pastry is not to be forgotten. It's imperative to savour the pies from Azeitão, the "S" biscuits and the orange sweets.

The famous cheese of Azeitão stands as a reference and constitutes always a good choice to start or finish a meal.

Welcome to a world apart. Welcome to Setúbal. The blue corner of Portugal.

Setubal City Council

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Welcome to the 2017 Annual Conference of COHEHRE

This year we return to Portugal to meet within the hospitality of the School of Health at Instituto Politécnico de Setúbal. We are looking forward to an exciting conference based on themes suggested by our membership. The broad theme for this year is to be the Educational Implications of Globalisation and Global Citizenship. The sub-themes of addressing the humanitarian crisis, educational development for globalisation, developing twenty-first century competencies and patient safety and risk management will give great opportunities for us to share our experiences.

As always we will be able to share our best practice in the area of learning, and teaching and curriculum development, under the auspices of the COHEHERE Academy but the other branches of COHEHRE's operation are also developing. There will be networking opportunities built in to the conference time for those interested in developing collaborative research projects to meet under the auspices of COHEHRE Research. Strategic Managers will be able to share a day together sharing experience and focussing on facilitating the development of twenty-first century competences from a management perspective.

I look forward to meeting you in Setubal.

With all good wishes.

Jennifer Lewis Smith
President | COHEHRE

AF_Livro-Conferencia-Cohehre2017.indd 7 22/03/17 00:01

Welcome to the Setúbal Polytechnic Institute, School of Health



It is with great joy that, on behalf of the School of Health, I welcome all participants at the COHEHRE Conference 2017, held in the beautiful city of Setúbal, to reflect on the theme "*The educational implications of globalization and global citizenship*".

It was in 2006 that, for the first time, we received the COHEHRE Conference in Setúbal at our IPS Campus, and from these days of sharing and learning, we have an unforgettable and warm memory.

We are therefore looking forward to the COHEHRE Conference 2017 and we will do everything we can to ensure that the days that we are going to spend together constitute strong moments of debate and learning in this country that is a safe and friendly destination and welcomes you with open arms and open hearts.

Discussing *"The educational implications of globalization and global citizenship"* in changing times like the ones we live in today, will certainly be a unique opportunity to reflect as well as to find creative and innovative ways to respond to future challenges.

We believe that, together, we can contribute to the production of knowledge, promoting a more enlightened experience of the professionals involved, increasing hope in a future that we want better informed, more supportive and fairer.

Welcome everyone to School of Health, it's going to be a great Conference!

Alice Ruivo,
Dean

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The School of Health (ESS/IPS)

Polytechnic Institute of Setúbal, Portugal

The **School of Health** is the youngest unit of the **Setúbal Polytechnic Institute** but already with a well know reputation among the academic community in Portugal. With an admission rate of 9 candidates for each vacancy (on average), **ESS/IPS** offers first and seconds Bologna cycle degree programmes, as well as a wide range of postgraduate courses for the continuous professional development of healthcare professionals.

Through a process of strategic alliances with Health Care Services, Universities, Industry and Municipalities **ESS/IPS** has developed several different projects, which are considered excellent opportunities for our students and teachers, to stay close to society and be able to assess its real health care needs. This allows us to educate health professionals who are better prepared to respond to society needs and equally allows for the reinforcement of our image as a tertiary education institution.

Teaching, research and services are the focus of our activity and we do it under the principles of Humanism, Quality and Innovation (the motto of our School), aiming to graduate responsible, autonomous and competent health professionals that have experienced international and complex environments.

To comply with the Schools' motto, the **ESS/IPS** pays very special attention to the evaluation and monitoring of its activities (education, research and services to the community). The Quality Improvement Unit focuses its activity in this evaluation as well as in promoting moments of reflection and integration of suggestions in the decision making process. This Unit is linked with a greater Unit for Quality Management at the level of the Polytechnic.



AF_Livro-Conferencia-Cohehre2017.indd 9 22/03/17 00:01

COHEHRE COUNCIL & ORGANIZING TEAMS



AF_Livro-Conferencia-Cohehre2017.indd 10 22/03/17 00:01

COHEHRE COUNCIL MEMBERS

Jennifer Lewis Smith

Liisa Koskinen

Célia Soares

Jeroen Martens

Attila Dobos

Aija Ahokas

Isabelle Delarivière – COHEHRE's Office

LOCAL ORGANIZING TEAM

Madalena Gomes da Silva

Patricia Argüello

Gabriela Colaço

Célia Soares
(link with the staff programme)

António Freitas
(link with the student programme)

TUTORS FOR THE STUDENTS INTENSIVE PROGRAMME

Margarida Sequeira

Burak Karabey

Guy Collins

Attila Dobbos

Ulla Maija Seppänen

Emi Van Nieuwenhuyse

Aija Ahokas

SUPPORT TEAM TO THE ORGANIZATION

Undergraduate Students form the Nursing, Physiotherapy and Speech and Language degrees.

AF_Livro-Conferencia-Cohehre2017.indd 11 22/03/17 00:01

Contacts at the School of Health
& COHEHRE

COHEHRE ADMINISTRATION

Isabelle Delariviere
Email: Isabelle.Delariviere@arteveldehs.be

CONFERENCE ORGANIZATION

Madalena Gomes da Silva
Email: madalena.silva@ess.ips.pt

STAFF PROGRAMME

Célia Soares
Email: celia.soares@ess.ips.pt

STUDENT CONFERENCE/ INTENSIVE PROGRAMME

António Freitas
Email: antonio.freitas@ess.ips.pt



AF_Livro-Conferencia-Cohehre2017.indd 12 22/03/17 00:01

PROGRAMMES



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CONFERENCE THEME & SUB THEMES

The theme that will be addressed this year is:

EDUCATIONAL IMPLICATIONS OF GLOBALISATION AND GLOBAL CITIZENSHIP

Subthemes:

1. ADDRESSING THE HUMANITARIAN CRISIS

- Outcomes of aggression and violence
- Disaster management
- Refugees
- Migration
- Intercultural issues

2. EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

- Education export
- Information transfer
- Internationalization in the curriculum
- Skills for working in poorly resourced countries
- Brain drain and labour migration
- Interdisciplinary working
- Voluntary service
- Ethics on education of globalization
- Recognition of prior learning in immigrant populations

3. DEVELOPING 21ST CENTURY COMPETENCES

- E-health
- Communication
- Information transfer
- The expert patient
- Strategies for reaching isolated populations
- Networks for developing professional competences
- Tele Health and Social Care
- Supporting isolated health and social care workers

4. PATIENT SAFETY AND RISK MANAGEMENT

- Risk behaviours
- Risk assessment
- Effects of risk society
- Protection of children and vulnerable adults
- Intercultural sensitivity and communication
- Interprofessional education
- Health promotion and prevention strategies
- Global pandemics and chronic illness

AF_Livro-Conferencia-Cohehre2017.indd 14 22/03/17 00:01

PRE-CONFERENCE PROGRAMME

Wednesday, 5th April

WHEN	WHAT	WHERE
10h30 - 12h00	**ERASMUS+ APPLICATION FOR KEY ACTION 2** Domenico Manente EASPD	C1.13
12h00 - 13h00	Break (at own expense)	-
13h00 - 15h30	**COHEHRE ACADEMY** (OPEN TO ALL) Filip Dejonckheere and Ulla-Maija Seppannen	B1.01

STAFF PROGRAMME

Wednesday, 5th April

WHEN	WHAT	WHERE
16h00 - 16h30	Opening Cerimony	Auditório Nobre
16h30h - 17h10	**KEYNOTE 1** **Educational development for globalization** Marc Elie Hogeschool Arnhem Nijmegen Patricia Claessens Artevelde Hogeschool	Auditório Nobre
17h10 - 17h50	**KEYNOTE 2** **Addressing humanitarian crisis** Mikko Häkkinen Karelia University of Applied Sciences	Auditório Nobre
18h00	Walk to the School of Technology	-
18h30	Reception at IPS Campus	EST Hall

AF_Livro-Conferencia-Cohehre2017.indd 15 22/03/17 00:01

STAFF PROGRAMME

Thursday, 6th April

WHEN	WHAT	WHERE
9h00 - 10h00	General Assembly	C1.13
10h15 - 10h55	**KEYNOTE 3** **Patient safety and risk management** Maria João Lage Hospital D. Estefânia - Centro Hospitalar Lisboa Central	Auditório Nobre
11h00n- 11h45	Refreshment and poster viewing	Entrance Hall
11h45 - 13h15	**WORKSHOPS** **1. Developing 21st century competences** Ulla-Maija Seppänen Oulu University of Applied Sciences	B1.03
	2. Addressing the humanitarian crisis Mikko Häkkinen Karelia University of Applied Sciences	B1.05
	3. Patient safety and risk management Maria João Lage Hospital D. Estefânia - Centro Hospitalar Lisboa Central	B1.07
	4. Educational development for globalization Marjan Van Coile Artevelde Hogeschool	B2.46
	PARALLEL MEETING **Developing collaborative research** Domenico Manente EASPD	B2.47
13h15 - 14h15	Lunch	sala da reserva
14h15 - 16h00	Developing collaborations, meet with colleagues and welcoming new people:	
	• A development space for RESEARCH activities Célia Soares & Liisa Koskinen	B1.01
	• A development space for developing ACADEMY activities: capacity buildings, student courses, curriculum development Attila Dobos & Aija Ahokas	B1.07

AF_Livro-Conferencia-Cohehre2017.indd 16 22/03/17 00:01

STAFF PROGRAMME

Friday, 7th April

WHEN	WHAT	WHERE
9h00 - 9h40	**DEVELOPING 21ST CENTURY COMPETENCES** Ulla Maija Seppänen Oulu University of Applied Sciences	Auditório Nobre
9h45 - 11h05	**PARALLEL SESSION 1** Developing 21st century competences	B1.03
	PARALLEL SESSION 2 Developing 21st century competences, Educational development for globalization	B1.05
	PARALLEL SESSION 3 Educational development for globalization	B1.07
	PARALLEL SESSION 4 Addressing the humanitarian crisis	B2.46
	PARALLEL SESSION 5 Educational development for globalization	B2.47
11h05 - 11h45	Refreshment and poster viewing	Entrance Hall
11h45 - 13h05	**PARALLEL SESSION 6** Patient safety and risk management	B1.03
	PARALLEL SESSION 7 Educational development for globalization	B1.05
	PARALLEL SESSION 8 Educational development for globalization, Addressing the humanitarian crisis	B1.07
	PARALLEL SESSION 9 Educational development for globalization	B2.46
	PARALLEL SESSION 10 Educational development for globalization	B2.47
13h05 - 14h05	Lunch	sala da reserva
14h05 - 15h00	Student Presentations	Auditório Nobre
15h00	Closing Cerimony	Auditório Nobre

AF_Livro-Conferencia-Cohehre2017.indd 17 22/03/17 00:01

STRATEGIC MANAGERS PROGRAMME

Thursday, 6th April

WHEN	WHAT	WHERE
9h00 - 10h00	General Assembly	C1.13
10h15 - 10h55	**KEYNOTE 3** **Patient safety and risk management** Maria João Lage Hospital D. Estefânia - Centro Hospitalar Lisboa Central	Auditório Nobre
11h55	Refreshment and poster viewing	Entrance Hall
11h00 - 13h15	Five Minute Presentations from Strategic Managers focused on new and exciting/or potential projects for COHEHRE partnerships and support for practical consideration.	A.2.07
13h15 - 14h15	Strategic Managers' Butterflies and Bees Networking Lunch	sala da reserva
14h15 - 15h15	**SHARING BEST PRACTICE** **Developing 21st Century Competencies** Lien Beyls and Isabelle Ratiau **AIM**: to share the process and issues faced when integrating 21st Century competencies into the curriculum.	A.2.07
	Join Networking Sessions in the Academy or Research Corners: - COHEHRE A development space for RESEARCH activities (Célia Soares & Liisa Koskinen)	B1.01
	- COHEHRE A development space for developing ACADEMY activities: capacity buildings, student courses, curriculum development (Attila Dobos & Aija Ahokas)	B1.07
16h00 - 16h45	Next steps and traffic lights	A.2.07

AF_Livro-Conferencia-Cohehre2017.indd 18 22/03/17 00:01

STUDENT PROGRAMME (3 ECTS)

From 3rd to 7th April

KEYNOTES

1 – "Responsibility and Citizenship"
2 - "Diversity & Equality"

WORKSHOPS

Theme 1: "Empowerment - a key to inclusion"
Theme 2: "Communication without speech"
Theme 3: "On just distribution of scarce resources"
Theme 4: Complexities of refugee crisis: social integration"
Theme 5: "Art Therapy - inclusion through art"
Theme 6: Identifying and tacking global public health challenges"
Theme 7: "Aging: Thinking and acting regarding inclusion"
Theme 8: "Changing Minds: Disability to Ability"
Theme 9: "Towards open dialogue: network-map"

MONDAY 3RD APRIL	TUESDAY 4TH APRIL	WEDNESDAY 5TH APRIL	THURSDAY 6TH APRIL	FRIDAY 7TH APRIL
Welcome & Icebreaker 9h00 - 10h00	**KEYNOTE 2** 9h00 - 10h00	Visits	Visits	Preparation for the final presentations 9h00 - 12h00
KEYNOTE 1 10h00 - 11h00	Discussions 10h00 - 10h45			
Break 11h00 - 11h15	Break 10h45 - 11h00			
Discussions 11h15 - 12h00	**PARALLEL WORKSHOPS 4, 5 AND 6** 11:00 - 12:00			G1 | G2 | G3 | G4 | G5
Lunch 12h00 - 14h00	Lunch 12h00 - 14h00	Lunch 13h00 - 15h00	Lunch 13h00 - 15h00	Lunch 12h00 - 14h00
Task Introduction 14h00 - 15h00	**PARALLEL WORKSHOPS 7, 8 AND 9** 14:00 - 15:00	Conference Opening Ceremony Keynote staff conference Reception 16h00	Group Reflections World Café 15h00 - 17h00	Students presentations COHEHRE Conference 14h00 - 15h00
PARALLEL WORKSHOPS 1, 2 AND 3 15h00 - 16h00	**KEYNOTE 3** 15h – 16h			Closing Ceremony 15h00 - 16h00
PechaKucha 16h30 – 17h30h	Exploring the city 16h			

AF_Livro-Conferencia-Cohehre2017.indd 19 22/03/17 00:01

SOCIAL PROGRAMME

WEDNESDAY, 5TH OF APRIL

WELCOME RECEPTION

A Welcome reception will take place at the Technology School of the Polytechnic Institute of Setubal, within walking distance.

Directions to go from one building to the other will be available onsite.

THURSDAY, 6TH OF APRIL

16H @ SCHOOL | WINE AND GASTRONOMIC TASTING | ALL INVITED

You will have the opportunity to taste and buy local wines and other products, at school, during this afternoon.

www.rotavinhospsetubal.com/rota-de-vinhos

If you have registered for:



Moinho da Mourisca



Convento de Jesus

A) VISIT TO MOINHO DA MOURISCA
BUS AT 17H

Situated in the Natural Reserve of the Sado Estuary, The Tide Mill of Moorish, possibly original from the seventeenth century, is located in the "Herdade da Mourisca", surrounded by land formerly used for growing rice.

www.visitsetubal.com.pt/en/moinho-de-mare-da-mourisca

B) FADO LISTENING @ BECO DA RIBEIRA
17H30 BUS TO THE CITY

In a local restaurant, an informal and rustic environment, you can listen to Fado singing. If you want, at your own expense, you can have a drink, some appetizers or even dinner.

www.facebook.com/beco.da.ribeira

C) GUIDED VISIT TO CONVENTO DE JESUS
17H30 BUS TO THE CITY

With a guided tour from the Municipality, you can visit this local monument filled with history and stories to tell.

www.mun-setubal.pt/pt/pagina/convento-de-jesus/279

FRIDAY, 7TH APRIL

CLOSING DINNER AND DANCE AT **ESTALAGEM DO SADO**.

Rua Irene Lisboa, nr. 1
2900-028 Setubal

AF_Livro-Conferencia-Cohehre2017.indd 20 22/03/17 00:01

GENERAL & PRACTICAL INFORMATION



AF_Livro-Conferencia-Cohehre2017.indd 21 22/03/17 00:01

LOCATION OF THE CONFERENCE

The whole conference sessions will take place at the campus of the Polytechnic Institute of Setubal.

Campus do Instituto Politécnico de Setúbal,

Estefanilha, Edifício ESCE.

2914-503 Setúbal

OFFICIAL LANGUAGE

The oficial language of the conference is English.

SMOKING POLICY

All public building in Portugal are non smoking areas. The School of Health and the whole Polytechnic follow the non-smoking policy.

REGISTRATION

Badges

On site, a badge together with the conference documents will be provided upon registration. For security and regulation purposes, wearing the badge is compulsory during the conference days.

Registration Desk

The registration desk is located at the entrance hall of the building.

Opening hours:

Wednesday and Thursday: 8h to 18h

Friday: 8h to 16h

Support Staff

There is a team of support & help staff around. If you need any help look for a GREEN T-shirt support staff.

INTERNET FACILITIES

The Polytechnic Institute of Setubal is a member of Eduroam. This may give you the possibility to access the internet via Wi-Fi with the login and password of your own University.

If your institution is not a member, you can access the internet via eduroam_guest. The password will be accessible in the Conference rooms. If you have any questions, please ask at the registration desk in the hall.

SAFETY

More information about safety will be provided upon request at the registration office. In case of emergency please call 112.

TRANSPORT TO CAMPUS

Bus 780 or 781

Leaving from the bus main station (Av. 5 de Outubro). The bus stop near IPS Campus is called Estefanilha/IPS. You may buy the ticket to the bus driver, or buy a group of prepaid cards in the bus main station.

Train

Take the CP train in the Setúbal station (central station) or in the Praça do Quebedo station and leave at the final stop, in Praias do Sado-A.

Walk

The campus is around 7 Km far from the city centre.

TAXI IN SETUBAL

(+351) 265 527 487

(+351) 265 524 072

(+351) 265 783 117

GPS COORDINATES

38.52332419690769

-8.840389251708984

TRANSPORT TO THE CITY

Every evening, at the end of the sessions there will be buses to take the participants back to the city.

AF_Livro-Conferencia-Cohehre2017.indd 22 22/03/17 00:01

OTHER USEFUL CONTACTS

PSP (PUBLIC SECURITY POLICE)
Avenida Luisa Tody, nº. 350
2904-502 Setúbal
Phone: 265 522 022
www.psp.pt

TRAIN STATION CP AND FERTAGUS
Praça do Brasil
2900-285 Setúbal
CP Customer Support
Phone: 707 210 220
www.cp.pt
Fertagus Customer Support
Phone: 707 127 127
www.fertagus.pt

BUS STATION
Transportes Sul do Tejo
Avenida 5 de Outubro
2900-308 Setúbal
Phone: 265 538 440
www.tsuldotejo.pt

TAXI SERVICE
Rádio Central de Táxis
Phone: 265 231 180
Rotas de Setúbal Táxis Lda
Phone: 914 112 480
964 954 860
www.rotasdesetubaltaxis.pt

HOSPITALS
Hospital de S. Bernardo
(National Health Service)
Rua Camilo Castelo Branco
2900-446 Setúbal
Phone: 265 549 000
www.hsb-setubal.min-saude.pt

Hospital da Luz Setúbal
(Private Health Service)
Estrada Nacional, 10 – Km 37
2904-540 Setúbal
Phone: 265 509 200
www.hospitaldaluz.pt/setubal

PUBLIC HEALTH LINE - SAÚDE 24
24 hours costumer care line.
Counseling and referral to health problems.
Phone: 808 242 424
www.saude24.pt

FIRE BRIGADE OF SETÚBAL
Quartel CBS Setúbal
(General Headquarters)
Estrada de Aljeruz
2910-279 Setúbal
Phone: 265 739 330
Emergency Number: 800 212 216
www.sapadoressetubal.com

AF_Livro-Conferencia-Cohehre2017.indd 23 22/03/17 00:01



AF_Livro-Conferencia-Cohehre2017.indd 24 22/03/17 00:01

KEYNOTE SPEAKERS



AF_Livro-Conferencia-Cohehre2017.indd 25 22/03/17 00:01



MARC ELIE
Hogeschool
Arnhem Nijmegen



PATRICIA CLAESSENS
Artevelde
Hogeschool

Educational Development in globalization

Wednesday 5th of April 16h30
AUDITÓRIO NOBRE

Marc Elie is currently lecturer and coordinater of the international programme of the Institute of Nursing of HAN University of Applied Sciences, Nijmegen, the Netherlands. He is responsible for all international projects at the institute of Nursing Studies. He has got a master in Psychology at the Radboud University, Nijmegen, the Netherlands. As a nurse he worked at the Intensive Care Unit of the Academic Hospital RadboudUMC in Nijmegen, the Netherlands. Co-author of the chapter on psycho-social aspects on the ICU in the dutch comprehensive textbook for ICU nursing. Joined an international team of experts to accreditate five nursing schools in Lithuania. Email: marc.elie@han.nl

Patricia Claessens (1974) obtained har bachelor degree in nursing in 1996. In 1999, she graduated as a master in Nursing science at the Catholic University of Leuven. In the same year, she started working as a nurse in mental health care. In February 2000, she started working as a research associate at the Centre for Health Services and Nursing Research, Catholic University Leuven. At that time shew as working on a research project focusing on the implementation of clinical leadership. In 2002, after finishing the project on clinical leadership, she started working at the Centre for Biomedical Ethics and Law, Catholic University Leuven where she worked on her PhD within the context of palliative care (2012). Since 2008, she is working at the University College Artevelde, Ghent where she is dean for nursing, midwifery and dental hygiene.

Current health care is changing rapidly due to societal changes. Over the years, the nurse has evolved from a help for the physician to an independent heath professional working in a multidisciplinary team and in a context characterized by worldwide evidence based practice, migration, diversity, ...To be able to give an answer to all these changing needs of society, a different type of health care worker is needed in the future. A health care worker who still shows the basic competencies (caregiver, communication with patients, ...) but additionally who shows attitudes of leadership, skills in e-health, interprofessional collaboration, an awareness of cultural sensitivity and entrepreneurship.

As educators, it is our responsibility to prepare students for this changing global world. Incorporating internationalization in the curriculum is one way to challenge students in these competencies. During this keynote, we will focus on the importance of internationalization and how it helps health care workers to cope in this changing environment. Theoretical aspects will be illustrated based on a good practice within the nursing programme at Artevelde University College and University College Arnhem Nijmegen. A collaborative preparatory programme is available for all students who go abroad and focusses on training these 21st century skills.

AF_Livro-Conferencia-Cohehre2017.indd 26 22/03/17 00:01



MIKKO HÄKKINEN

Karelia University
of Applied Sciences

Addressing humanitarian crisis

Wednesday 5th of April 17h10
AUDITÓRIO NOBRE

Mikko Häkkinen, PhD, RN works as Principal Lecturer in the Karelia University of Applied Sciences in Joensuu, Finland. He is also qualified psychotherapist. For several years his main teaching substances have been health promotion, methodology of health research and multicultural studies. Currently he works in the project that aims to better integration of immigrants in higher education.

In his doctoral thesis Häkkinen studied psychosocial coping of Palestinian people in the midst of ongoing Middle East conflict. He has also been involved in research project on Syrian health care professionals. Häkkinen has diverse work experience from international settings including areas of conflicts and disasters. He has been developing health services and education e.g. in Kenya, Zambia, Pakistan and China. He is active in international professional networks and especially keep in touch colleagues living in the conflict areas.

In his practice as developer and educator Häkkinen emphasizes dialogic approach and focusing on human rights aspects. In his keynote speak Häkkinen will be addressing humanitarian crisis especially focusing on European migrant crisis.

According to United Nations refugee agency UNHCR we are now witnessing the highest levels of displacement on record. At any other time in the known history one have not seen as many people on the move. More than 65 million people around the world have been forced to leave their homes. Among

these people are over 21 million refugees, over half of whom are minors under the age of 18. The phenomenon is ongoing as it is estimated that every day about 34 000 people are forced to leave their homes because of conflict or persecution. Beyond doubt we are discussing about major humanitarian crisis of our time.

The displacement of people has affected also greatly to Europe. So called European migrant crisis began in 2015 when high numbers of immigrants arrived to the area of European Union. Migrants travelled mostly either across the Mediterranean Sea or through Southeast European countries. According to United Nations refugee agency migrants are mainly from three countries; Syria, Afghanistan and Iraq.

As a social and health care professionals and educators we have encountered challenges and needs that the phenomenon has brought us. As a psychotherapist and researcher of psychosocial coping I would like to address our attention to psychosocial aspects of migration we are witnessing at the moment in Europe. The majority of immigrants we are now focusing to has at least two traumatic experiences in their past. In the first place majority of them are from the conflict area, they have witnessed the horrors of the war. This applies especially to immigrants from Syria where ongoing war continues now for the sixth year. Secondly the escape from conflict area and the following journey itself has been traumatizing for many. Being at risk of

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death or serious injury during the journey may leave long lasting stressful memories.

Social and health care professionals play a key role in identifying psychosocial health challenges and supporting in coping of immigrants coming from conflict areas like Syria. Some typical symptoms can be identified among people coming from conflict areas. Even simple psychoeducation on typical symptoms

may bring relief to people suffering from traumatic symptoms. A common symptom is re-experiencing the traumatic events, this may take place during the sleep as nightmares or when awake. Memories of traumatic event may cause intense physical reactions as nausea or shortness of breath or intense emotional distress. Many experience guilt or shame for survival as some of the relatives or other loved ones are still in the danger. Anxiety and depression are higher in the immigrant population from war areas than in population in general. Suicidal thoughts and even suicidal acts are possible.

Some aspects are likely to be useful when encountering people suffering from traumatic events. Due to the large number of immigrants from war areas it may not be possible to arrange opportunity to psychotherapy for everyone who might benefit from it. However, psychoeducation given by social and health care professionals might have significant impact on coping. Even it might be difficult at first, physical activity evidently helps people suffering from traumatic stress. Especially rhythmic exercise such as walking, running or swimming has been found to be helpful. During the exercise it is essential focus on movement and sensations that exercise creates. Another essential principle in psychoeducation is to encourage people to connect with others. Even many people suffering from traumatic experiences tend to isolate, it is beneficial for recovery to connect with others. It might be surprising that volunteering and helping others is often beneficial to own coping. This kind of activities should be encouraged by professionals.

Witnessing humanitarian crisis nearby us raise ethical questions which are not always easy to deal with. In this situation social and health care professionals and educators need to focus on two guiding set of principles. Human rights present premise that is universal and should be taken into account in all encounters regardless of any other factors. Knowledge of human rights create premise foundation for all professional activities with suffering people. Another set of essential principles is professional ethics. Knowledge and applying of professional ethics does not only enable valid practices but also offers supporting structure for practice in challenging circumstances.

Social and health care professionals and educators are in significant position during humanitarian crisis. Professionals can relieve suffering and promote coping, they can make difference in the lives of individuals and families. They are also able to influence in societies promoting all human beings equality and dignity.

AF_Livro-Conferencia-Cohehre2017.indd 28 22/03/17 00:01



MARIA JOÃO LAGE

Hospital
Dona Estefânia

Patient safety and risk management

Thursday 6th of April 10h15
AUDITÓRIO NOBRE

Dr Maria João Lage is the coordinating member in the Patient Safety Group of Centro Hospitalar de Lisboa Central, a large Hospital Trust in Lisbon. She graduated in Medicine from the Medical College of Lisbon and underwent postgraduate training in Neonatology, subsequently gaining an MSc in Quality and Safety in Healthcare at Imperial College, London (2010). In addition to her clinical work, she teaches on the e-learning International Course for Health Quality and Patient Safety and also the module on Patient Safety for an MSc Course at the National School of Public Health in Lisbon.

The patient safety movement can be defined (WHO) as the "coordinated effort to prevent harm caused by the process of healthcare itself from occurring to patients".

All healthcare students are taught the "first do no harm" lesson. Is this really meaningful for them? Even if it is, it usually applies only to the individual actions rather than, more broadly, to the healthcare system and the way healthcare is delivered, which is the scope of the patient safety movement.

All healthcare students are also taught that "to err is human". Usually, in their minds, it applies to any other "human" than themselves and errors are still associated with incompetence and the effective ways in which punishment can reduce harm.

Can patient safety be taught without the contact with individual patients and the raising of the true questions: Can I fail? Can the system fail me and the patient?

The greatest challenge in healthcare today is not about keeping up with the latest procedure or high tech equipment, instead, it is about delivering safer care in safer systems, where quality and safety are an integral part of every clinical encounter, multi-professional collaboration is key, outcomes and assessment are patient oriented, human factors that lead to error are tolerated but learning from errors is mandatory and the emotional energy needed to relate to the patient`s experience wins over time, profit or even measurement.

How can we educate and be educated on this?

Healthcare, like teaching or any other human activity, will never be made perfect or error free. When dealing with people, life, death and disease, many actions will have to be taken dynamically, without complete information or undeniable certainty. The perfect protocol or the perfect system will not guarantee a perfect result in every circumstance, over time.

Educating for patient safety may mean preparing healthcare workers as "improvers" in undetermined and ever-changing situations. The aims are to foster constant awareness of individual and system factors that put patients at risk and to enhance the creativity that will allow those factors to be contained or eliminated. Teaching and practicing patient safety is the paradigm of interdisciplinary teaching and interdisciplinary work.

AF_Livro-Conferencia-Cohehre2017.indd 29 22/03/17 00:01



ULLA MAIJA SEPPÄNEN

Oulu University
of Applied Sciences

Developing 21st century competences
Desire to make the change

Friday 7th of April 9h00
AUDITÓRIO NOBRE

MSc (Health Sciences), Occupational Therapist (reg.) and Psychotherapist. She has a strong background on therapeutic practices as well as interdisciplinary and interprofessional education. For the last 5 years main focus of her work has been developing interdisciplinary learning model and methods for it. She is currently Senior Lecturer and LAB Master in Oamk LABs in Oulu University of Applied Sciences, Finland. OamkLABs http://www.oamklabs.fi/

"Change is the only constant in this world."

Customer engagement, personalized heath care and social services, sustainable approaches, artificial intelligence and the sharing economy among the others are realities of today. How are we preparing our students for these and the emerging challenges of the future? We have the most educated, affluent, assertive and IT literate Generation Y as our students. How are we as educators prepared for teaching students that might have skills and competences unfamiliar to us teachers? Or lack of skills we believe everyone naturally has?

Constant change is challenging the educational institutes. How to educate future experts, who are capable of responding to changing work careers and needs of society? There is existing demand for professionals who are able to create new solutions and innovations across disciplines, professions and perspectives. Professionals are functioning in societal structures and organizations that are constantly changing since expertise is no longer manifested exclusively in performing known tasks in a particular setting. Challenges that cannot be addressed by routine solutions are becoming common. These challenges have to be addressed by experts from different fields collaborating across different contexts. 21st century knowledge and skills are one way to define the competences needed.

Generation Y as our students challenges us teachers and educators. Educational institutes need to face these challenges and find ways to educate the future generations of experts who will be not only active professionals, but also lifelong, self-directed learners, concerned citizens and self-aware persons.

The base of this keynote are experiences of challenges and successes of developing a model and methods for interdisciplinary and international project based studies educating self-aware future experts.

AF_Livro-Conferencia-Cohehre2017.indd 30 22/03/17 00:01

WORKSHOPS



AE_Livro-Conferencia-Cohelre2017.indd 31 22/03/17 00:01



MIKKO HÄKKINEN

Karelia University
of Applied Sciences

Addressing humanitarian crisis

Thursday 6th of April 11h45
B1.05

The purpose of this workshop is to increase a common understanding on humanitarian crisis associated with European migrant crisis. The topic will be discussed from four different perspectives by using Learning cafe method. The participants of the workshop will be divided in for groups. Each group visits to each of four tables. Each table has its own theme that should be discussed in a group. Notes on the theme will be written on flip chart on the table and will be visible to other groups coming to the table. The last group in each table will gather together main ideas on the theme and present a summary to aa participants of the workshop.

Theme 1. How increased number of migrants and refugees is already reflected in your organization? Reflections may be direct or indirect.

Theme 2. How the phenomenon of growing migration and movement of people should be taken into account in the planning of social and health care education? Are there some contents of education that should be emphasized or some new theme that should be introduce?

Theme 3. How to promote equal opportunities in social and health care education system for immigrants? Many immigrants are qualified social and health care professionals and many are interested in having education for these professions. What can be done for equal access to education?

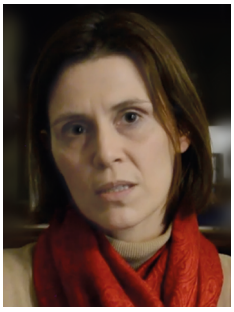
Theme 4. It is estimated that climate change, asymmetric conflicts and economic inequality may lead to growing migration in the future. What are the main professional competences that all social and health professionals should have in this changing operational environment?

In this workshop dialogic interaction is encouraged and different opinions welcomed. Learning will be realized through open and respectful interaction.

AF_Livro-Conferencia-Cohehre2017.indd 32 22/03/17 00:01



MARIA JOÃO LAGE
Hospital Dona Estefânia



IDALINA BORDALO
Centro Hospitalar Lisboa Central

Patient safety and Risk Management in the hospital: Build it from the ground up!

Thursday 6th of April 11h45
B1.07

Idalina Bordalo, Paediatric clinical specialist nurse, Patient Safety Group, Centro Hospitalar Lisboa Central. Graduated in nursing, from Lisbon Nursing School, and postgraduated in Paediatric Nursing from Portuguese Red Cross Health School. She also has a degree in Organizations and Social Psychology, from Applied Psychology Higher Institute, and a Master in Healthcare Management, from Labour and Interprise Sciences Higher Institute, both in Lisbon. After 12 years of clinical work in a Lisbon's Paediatric Hospital, joined the Patient Safety Group in full time.

Safety is not our immediate concern when we are admitted to a hospital: we are focused on finding out what is wrong and hopefully getting the treatment that will make us feel better.

That the care designed to help us may in fact harm us can come as a shock: the wrong diagnosis, a misplaced exam report, the over dosage of an intravenous medication, the operation on the wrong limb, a laboratory sample misidentification, a hospital acquired infection, a hip fracture after a fall in the ward... the list goes on and on.

It has long been established all over the world, that 10% of patients admitted to a hospital will be injured by the care they receive. Healthcare has grown fast in reach and complexity but has been slow in catching up with quality and safety challenges.

What can we do to keep hospital patients safe from harm?

To try and answer this question, healthcare professional have come together in multidisciplinary groups, have partnered with patient associations and hospital administrations and have worked in collaboration to find out and solve patient safety problems.

This workshop will take you through the 17 years journey of one of this groups: how to detect and quantify patient harm, what strategies will make care safer, how to enhance team work and communication, how to face and learn from our own errors and open up to patients, how to manage risk factors in clinical units to prevent adverse events, while all along improving nontechnical skills, safety culture and joy in work.

AF_Livro-Conferencia-Cohehre2017.indd 33 22/03/17 00:01



ULLA MAIJA SEPPÄNEN

Oulu University
of Applied Sciences

Desire to make the change

Thursday 6th of April 11h45
B1.03

Constant change is challenging the educational institutes. How to educate future experts, who are capable of responding to changing work careers and needs of society?

The future experts – our students of today – need to have competences to develop client-centered treatment, therapy, services and products for the needs of the citizens and communities. The needs of individuals and societies are constantly changing. This is also why our students need more than ever before capability to understand and develop new tools, methods, products and services. More than before this will also happen in an interdisciplinary and more complicated environment.

The aim of this workshop is to illustrate a bit of what development process could be and what methods could be used for human centered development. Workshop will be a mini innovation challenge where participants will experience few methods to develop and will have a small taste of development process of a new tool for learning. Workshop requires participant to be actively involved. If you want to stay safely on your comfort zone, this workshop is not for you.

AF_Livro-Conferencia-Cohehre2017.indd 34 22/03/17 00:01



MARJAN VAN COILE

Artevelde University
College Ghent

Educational development for globalization

Thursday 6th of April 11h45
B2.46

Human interest led Marjan to a Master in Sociology in 1990. In her early professional life, the fields of Human Resources and Quality management were running as a common thread through her career.

Later on she became a Coach and Counsellor at the Dutch Academy of Coaching and Counselling.

In her current job at the Artevelde University College Ghent she is a lecturer in Medical Sociology and coach in Nursing and Occupational Therapy. She also has an advisory role in Quality Management.

Beside her main education, inspiring models in daily and professional life are mindfulness, meditation and Buddhist ideas.

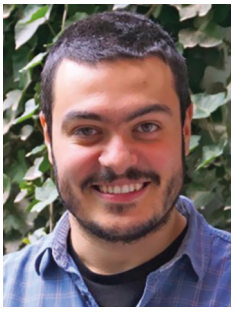
Diversity is not a concept, nor an image, but a real condition of modern society expressed in our daily and professional life, mainly manifesting in the city.

Superdiversity is one of the main characteristics of the 21st century. Diversity, especially ethnic cultural, will still increase quantitatively and qualitatively. Interactions between people take place within a superdiverse area. This life condition demands attention. More and more caregivers, teachers, trainers, leaders, citizens and students ask how to cope with difference.

- How can we react appropriately?
- How can we prepare students to challenge the difference and to view difference not as a problem but as an added value?
- How to become heterogeneous caregivers?

To live in and within differences enriches living and working together.

AF_Livro-Conferencia-Cohehre2017.indd 35 22/03/17 00:01



DOMENICO MANENTE

EASPD

PRE-CONFERENCE PROGRAMME
Erasmus+ application for Key Action 2

Wednesday 5th of April 10h30
C1.13

Domenico Manente is Project Officer at EASPD where he is responsible for monitoring projects opportunities and development and management of EU-funded projects. He is the facilitator of the Interest Group on Person Centred Technology and is in charge of giving support to EASPD members for project-related issues, such as access to funding opportunities, partnership building and evaluation of draft project proposals. He has gained experience in project management both from the social and the private sector. He has experience in projects related to the disability field, with focus on capacity building, accessibility and assistive technology. He holds a Master Degree's in International Relations from Universita' degli Studi di Roma Tre.

What is Erasmus+?
What's its structures?
What are the European priorities in the field of education?

This session will give an overview of Erasmus+, the European programme supporting actions in the field education and training and its opportunities for the educational sector.

The first part of the session will explore the objectives, priorities and main features of the Programme, the implementing structures and the budget available.

The second part provides detailed information on 'Key Action 2 – Cooperation for innovation and the exchange of good practices', the specific action supporting the development of innovative practices and initiatives promoting cooperation, peer learning and exchanges of experience. There will be a specific focus on project applications interesting for higher education institutions.

PARALLEL MEETING
Developing collaborative research

Thursday 6th of April 11h45
B2.47

This session is dedicated to the practical development of a project proposal.

The first part of the session will briefly introduce methodologies and tools for project lifecycle management, with tips and tricks on how to write a sound proposal. The second part of the session is fully interactive: a practical workshop will allow participants to simulate the preparation of a proposal bases on a real call for proposal and work programme, its submission and the evaluation process. Participants will be grouped into teams, present their work and mutually assess each other's proposal. At the end of the session, all participants will share comments, suggestions and lesson learnt.

AF_Livro-Conferencia-Cohehre2017.indd 36 22/03/17 00:01

STRATEGIC MANAGERS PROGRAM



AF_Livro-Conferencia-Cohehre2017.indd 37 22/03/17 00:01



LIEN BEYLS
Artevelde University College



ISABELLE RATIAU
Artevelde University College

Sharing Best Practice
Developing 21st Century Competencies

Thursday 6th of April 14h15
A2.07

Lien Beyls graduated in 2003 as Bachelor of Nursing, specializing in Hospital Nursing. In 2006 she received her master's degree, Master of Health Education and Health Promotion. In 2006, she worked at the division of Pneumology as a nurse. Since November 2006 she has been working in education, at first as a lecturer and researcher in practice-oriented scientific research. From 2010, she became Year Responsible in the nursing course, initially for the first and second year and after a period of time for the third year as well. In February 2016 she was appointed as Nursing Program Coordinator, together with Isabelle Ratiau, at Artevelde University College Ghent. She is responsible for human resources, research and service, and educational development.

Isabelle Ratiau graduated in 1995 as Bachelor of Nursing, specializing in Hospital Nursing. After two years of working in home care, she made the transition (in January 1998) to education where she was working as a lecturer in Nursing at the Artevelde University College Ghent. From 2002 to 2010, she worked in the Quality Assurance department of the Artevelde University College Ghent. From August 2010 she returned to her roots, Nurse Training, where she initially started as Internship Responsible and, from September 2012 onwards, as Responsible for the second year of the training. In November 2016 she was appointed as Program Coordinator, together with Lien Beyls. She is responsible for internationalization, communication, professional development and educational development.

A complex global world of fast social, economic and digital changes in a knowledge-based society demands new and different skills. In addition, evolutions in healthcare and legislation, educational evolutions and the ambition to train students towards skilled and critical companions, ask for a new, future proof vision on nursing education.

By using adjusted teaching and assessment strategies, within a modular designed, 21st century nursing program, students accomplish 21st century competences and are well prepared for present and future demands. A stepwise and co-creative process to realise our goals in which we involve all our main stakeholders is used.

By sharing this process (implementation of this specific nursing programme) from a strategic manager's point of view, we hope to give an insight into the benefits and challenges, e.g. as to professionalization (content and educational standards), HR, leadership... Additionally we would like to reflect on the strategies which are important for future management.

AF_Livro-Conferencia-Cohehre2017.indd 38 22/03/17 00:01

PARALLEL SESSIONS



AF_Livro-Conferencia-Cohehre2017.indd 39 22/03/17 00:01

FRIDAY 7TH APRIL

Session 1 | Room B1.03

DEVELOPING 21ST CENTURY COMPETENCES

WHEN	WHAT
09h45 - 10h05	Learning to deal with challenging situations in the workplace
10h05 - 10h25	Education of European dietitians using a MOOC: The IMPECD project
10h25 - 10h45	Assessment of Mobile Apps to Improve Therapy
10h45 - 11h05	Intercultural competences of health care master students

Session 2 | Room B1.05

DEVELOPING 21ST CENTURY COMPETENCES
EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

WHEN	WHAT
09h45 - 10h05	PReSaMe - Project Responses in Mental Health
10h05 - 10h25	The nurse as a 'global citizen'. How to develop a 21th century nursing program
10h25 - 10h45	Creating a new model for professional recognition of nurses trained outside the EU / EEA area
10h45 - 11h05	Examination of nurses' knowledge connected with the transcultural care

Session 3 | Room B2.47

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

WHEN	WHAT
09h45 - 10h05	Collaborative online international learning (COIL) as a way to improve student collaboration in a virtual project
10h05 - 10h25	The lessons learnt in attempting to promote inter-University student collaborative learning via a Google + Community
10h25 - 10h45	Developing a coherent picture of the evidence underpinning practice for children with language impairment: Early findings from a pan European COST Action network

AF_Livro-Conferencia-Cohehre2017.indd 40 22/03/17 00:01

Session 4 Room B1.07

ADDRESSING THE HUMANITARIAN CRISIS

WORKSHOP

WHEN	WHAT
09h45 - 11h05	Syrian Refugees, the 21st Century Global Obsession, from the perspective of a Syrian citizen

Session 5 Room B2.46

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

WORKSHOP

WHEN	WHAT
09h45 - 11h05	Global citizenship and its implications for educating health care professionals: An exploration of perceptions among European educators

Session 6 Room B1.03

PATIENT SAFETY AND RISK MANAGEMENT

WHEN	WHAT
11h45 - 12h05	Management of Thrombotic Risk in Pregnant Woman
12h05 - 12h25	Development in fall prevention: Learning experiences of health care students
12h25 - 12h45	Providing consent - an intercultural account of patient safety
12h45 - 13h05	MASTIGA+ [Chewing+]: A community Project to raise awareness of feeding problems infancy

Session 7 Room B1.05

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

WHEN	WHAT
11h45 - 12h05	A stakeholder approach to design, implement and evaluate interprofessional education
12h05 - 12h25	The influence of Global Citizenship in education: An exploration on the why and how of the choices of Global Citizenship in Health Care Studies
12h25 - 12h45	Citizenship and global health: From theory to practice

AF_Livro-Conferencia-Cohehre2017.indd 41 22/03/17 00:01

Session 8 Room B1.07

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION
ADDRESSING THE HUMANITARIAN CRISIS

WHEN	WHAT
11h45 - 12h05	Self-regulated learning in international and national physiotherapy students at Hanze University of Applied Sciences
12h05 - 12h25	Qualitative research in physical therapy education
12h25 - 12h45	Potensiah Thinking tools for reflection on professional work with marginal groups

Session 9 Room B2.46

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION
WORKSHOP

WHEN	WHAT
11h45 - 13h05	The Ethics of Student Projects in Global Health Education

Session 10 Room B2.47

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION
WORKSHOP

WHEN	WHAT
11h45 - 13h05	Sharing best & worst practices in organizing inter-professional international weeks

AF_Livro-Conferencia-Cohehre2017.indd 42 22/03/17 00:01

PARALLEL SESSION 1

Friday 7th April | 09h45 - 10h05 | Room B1.03

DEVELOPING 21ST CENTURY COMPETENCES

LEARNING TO DEAL WITH CHALLENGING SITUATIONS IN THE WORKPLACE

ADA TER MATEN-SPEKSNIJDER
Dr., Rotterdam University of Applied Sciences, The Netherlands

BACKGROUND

Third year nursing students perform a specific assignment, which is called a reflective case study, about challenging situations in their patient care. Having described an experience with a patient encounter, students examine and question their own decision-making. Students consider how they could have been handled the situation differently and what other knowledge could have been brought to bear to the situation.

RELEVANCE

In most western countries health professions regard the development of reflective EBP-practitioners crucial to the delivery of competent professional services. Clinical practices are characterized by uncertainty, so practitioners have to rely heavily upon practical experiences together with scientific and technological knowledge. Therefor, the traditional model in which students are taught to apply a range of solutions to pre-specified clinical problems has changed into a model that combines these three different types of knowledge. According to this model, the educational tool -reflective case study- was developed. For educators it is important to gain insight into the problems that nursing students face in their practices and how they reflect on such problems in their case studies.

AIM

The aim of the research was to explore students' difficulties in the nurse-patient encounters.

PARTICIPANTS

A cohort of third year' nursing students (n=250), doing internships in all healthcare areas.

METHOD

A qualitative interpretative design was used to analyze the reflective case studies written by the nursing students.

ANALYSIS

The reflective case studies were qualitatively analyzed in two stages, with the use of Atlas ti. Firstly, all studies were linked to categories (pain, aggression, palliative care, dementia care, acute care, psychiatric care, patient safety). Secondly, the case studies were analyzed in their category to uncover the students' interpretation of the events and the learning opportunities.

RESULTS

Students showed difficulties to communicate with patients that were intensely sad, angry, confused, and do not want to follow protocols. Students experienced a lack of knowledge on patient's health problems.

CONCLUSIONS

Students' communication skills were insufficient to deal with patients' emotions, and with patients acting as unexpected. Students learning skills were insufficient to study patient's problems independently; these skills are necessary to have a successful internship.

KEYWORDS

Reflective practice;
Students' internship, Learning attitude

AF_Livro-Conferencia-Cohehre2017.indd 43 22/03/17 00:01

PARALLEL SESSION 1

Friday 7th April | 10h05 - 10h25 | Room B1.03

DEVELOPING 21ST CENTURY COMPETENCES

EDUCATION OF EUROPEAN DIETITIANS USING A MOOC: THE IMPECD PROJECT

ANDREA WERKMAN
PhD, Hanzehogeschool Groningen, The Netherlands

KOEN VANHERLE
MSc, Artesis Plantijn Hogeschool Antwerpen, Belgium

LUZIA VALENTINI
PhD, University of Applied Sciences Neubrandenburg, Germany

KATHRIN KOHLENBERG-MÜLLER
PhD, University of Applied Sciences Fulda, Germany

ALEXANDRA KOLM
MSc, University of Applied Sciences St. Pölten, Austria

BACKGROUND

Chronic diseases are the leading cause of morbidity and mortality in Europe. The World Health Organization and the European Union (EU) have recognized the importance of nutrition in prevention and treatment of these diseases.

RELEVANCE

Dietitians play an important role in prevention and patient care. They need to be trained in using new technologies as well as in providing innovative means of health care aimed at improving patient care.

AIM

The project IMPECD (Improvement of Education and Competences in Dietetics) aims to improve professional competences and the use of innovative technology for learning. A Massive Open Online Course (MOOC) worth 5 ECTS in English language will support collaboration in solving clinical cases. This will improve the competences in using IT and evidence based practice within the field of dietetics.

PARTICIPANTS

Five partners from European institutions of higher education (HEI) formed a Strategic Partnership funded by the EU. The project is supported by national dietetic associations as well as the European Federation of the Association of Dietitians.

METHODS

The project developed a unified framework for the Dietetic Care Process (DCP) as a base for solving clinical cases in the MOOC. Clinical cases are developed in cooperation with students and experts in the field according to this framework. Guided by a clear educational evaluation model both the DCP and knowledge on several chronic diseases are trained.

EVALUATION

Evaluation of the MOOC will be done by students and experts during two Intensive Study Programmes in May 2017 and April 2018.

RESULTS

By the end of the project (August 2018) the MOOC will be available for educa-

AF_Livro-Conferencia-Cohehre2017.indd 44 22/03/17 00:01

tional purposes within the HEI´s as well as for dietitians (life long learning).

CONCLUSIONS

The project reaches high interest in students and dietitians, highlighting the need for innovative learning environments. The European focus will further improve collaboration between dietitians and support high quality therapy.

KEYWORDS

MOOC; Dietetics; Competence building

AF_Livro-Conferencia-Cohehre2017.indd 45 22/03/17 00:01

PARALLEL SESSION 1

Friday 7th April | 10h25 - 10h45 | Room B1.03

DEVELOPING 21ST CENTURY COMPETENCES

ASSESSMENT OF MOBILE APPS TO IMPROVE THERAPY

HELENA GERMANO,
Assistant Professor, Polytechnic Institute of Setúbal, School of Health, Portugal

JOÃO FERREIRA
Assistant Professor, Polytechnic Institute of Setúbal, School of Health, Portugal

CARLA PEREIRA
Assistant Professor, Polytechnic Institute of Setúbal, School of Health, Portugal

PATRÍCIA MACEDO
Assistant Professor, Polytechnic Institute of Setúbal, Setúbal School of Technology, Portugal

RUI MADEIRA
Assistant Professor, Polytechnic Institute of Setúbal, Setúbal School of Technology, Portugal

BACKGROUND

Between 2013 and 2015, an interdisciplinary team under the scope of final project courses developed three prototypes of Mobile Health (mHealth) apps, which are BroiStu (self-monitoring of stuttering), Super-Fon (therapy support for children with phonological disorders) and ONParkinson (support for Parkinson's patients, caregivers and therapists). The prototypes design was based on a person-centered approach, starting from a perceived need for increasing the patients' ability to self-manage long-term conditions, as well as optimizing the interaction between patients, caregivers and health practitioners, involved in a remote clinical support.

RELEVANCE

The demand for personalized health systems is increasing along with the evolution of mobile apps technology. mHealth solutions are thus developing very fast, becoming the new edge of healthcare innovation. The need to optimize therapy outside the clinical context is of increasingly importance by both economic and therapeutic effectiveness reasons.

AIM

This project focuses on three mHealth apps in order to evaluate the acceptance of their functionalities and overall usability.

PARTICIPANTS

The project was developed by an interdisciplinary team with the involvement of students and professors of IT Engineering, Speech Therapy and Physiotherapy, community institutions, patients and caregivers.

METHODS

The three prototypes were developed following a person-centered approach, where the end-users were involved during all phases of the development process. At the final stages an intensive evaluation of each prototype was performed.

EVALUATION

Initially, each prototype was submitted to a panel of experts for content and facial validation, followed by usability tests conducted in a real context, which consisted in undertaking tasks and post-test question-

AF_Livro-Conferencia-Cohehre2017.indd 46 22/03/17 00:01

naires. The usability was measured using the System Usability Scale.The study was conducted over two years and covered 92 end-users.

RESULTS

Results showed that the apps design met the intended aim. Moreover, the study reveals that the user-interaction requires a more personalized experience to the end-users, mainly to the patients.

CONCLUSIONS

The project results were quite positive as the apps were widely accepted, which validated the common approach followed in their development. It allowed us to find a global user-model and to identify the requirements for personalization of the apps.

KEYWORDS

mHealth applications;
Self-management; Therapy

AF_Livro-Conferencia-Cohehre2017.indd 47 22/03/17 00:01

PARALLEL SESSION 1

Friday 7th April | 10h45 - 11h05 | Room B1.03

DEVELOPING 21ST CENTURY COMPETENCES

INTERCULTURAL COMPETENCES OF HEALTH CARE MASTER STUDENTS

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Laurea University of Applied Sciences, Finland

BACKGROUND

Master of Global Development and Management in Health Care studies were planned by benchmarking curricula of several institutions. Reflective development of cultural competences were defined as crucial. In their future work the students will develop and manage multiprofessional and multicultural personnel by using their improved communication competences.

RELEVANCE

Communication is in the core of 21st century competences applied in various health care environments. Intercultural competences are required in enabling the participative citizenship of people from varying cultural backgrounds.

AIM

The aim of this project was to evaluate the students' intercultural competences before and during their studies.

PARTICIPANTS

Of the 17 students 14 gave an informed consent. The students were between 27 and 42 years of age. Five were males. Ten have background in nursing, three in social services, and one in humanitarian field. They speak ten native languages representing seven nationalities.

METHODS

The intercultural competencies were operationalised as knowledge, skills and attitudes. Data was collected during group discussions by mapping issues students had faced in multicultural integration, defining the skills needed during studies and by collecting issues what "they brought with them" support learning. Intercultural competences were measured by online survey. Students wrote an essay and presented their cultural background and native language to each other.

EVALUATION

Content analysis of the qualitative date was completed. Of the survey data summation variables for intercultural competencies were computed and compared by background factors. Of the students' presentations cultural characteristics were revealed as issues they considered important.

RESULTS

In the survey there were no differences in intercultural competences between male and female, or native and foreign students. The students ranked their intercultural competences significantly higher than the test average within all the three competence areas. The content analysis revealed less descriptions of culturally important elements among European and US than African and Asian students.

CONCLUSIONS

High intercultural competences were found indicating professional motivation for future work. Differences existed in literal

AF_Livro-Conferencia-Cohehre2017.indd 48 22/03/17 00:01

descriptions by nationalities. The results are used in increasing the commitment of the students in distributing the cultural diversity.

KEYWORDS
Intercultural competences; Competence assessment; Global health studies

AF_Livro-Conferencia-Cohehre2017.indd 49 22/03/17 00:01

PARALLEL SESSION 2

Friday 7th April | 09h45 - 10h05 | Room B1.05

DEVELOPING 21ST CENTURY COMPETENCES
EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

PRESAME - PROJECT RESPONSES IN MENTAL HEALTH

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BACKGROUND

The Project PreSaMe (2014-2016) was developed within the Territorial Platforms of the Península de Setúbal and Alentejo Litoral, because they need a diagnostic evaluation about existing responses on mental health in the district. Theoretical background is diagnosis community mental health.

RELEVANCE

This project - joining research, teaching, social participation - is related to "Developing 21st century competences", because students fulfilled the expected learning outcomes, the partners increased their literacy in mental health and we all became more aware of the available resources in the district.

AIM

To identify the mental health responses available for the population in the municipalities and district.

PARTICIPANTS

Teachers as researchers, students, Social Security interlocutors and organizations of the Social Net (including public, private, social solidarity, autarchy and city hall) in each territory (Península have 9; Alentejo Litoral 5).

METHODS

Participatory community-based research for diagnostic evaluation. Documental research and epidemiological indicators characterizing the municipalities; a questionnaire with 3 parts, including PROCAPS (authorized by the author's) and a characterization of Institutions (discussed with them, previously to the first application). Statistical analysis performed through SPSS.

EVALUATION

According to the methodology, one meeting was undertaken to present and discuss the project in each municipality and a sec-

AF_Livro-Conferencia-Cohehre2017.indd 50 22/03/17 00:01

ond one for outcomes return (after data analysis), that also intend the project local evaluation.

RESULTS

We produced a partial report for each municipality, and a global one, related to the platform. The reports show the strengths and needs in those municipalities, concerning mental health responses. We published them as Research Reports (keeping the structure of a chapter for each municipality and one of global analysis) and send it to the Social Net, to support other projects or future work.

CONCLUSIONS

The diagnostic of the district's realities allows supporting new projects, new responses or changing the actual ones; the partners appreciated the process and outcomes of this project.

KEYWORDS

Responses in Mental Health,
Participatory community-based research

AF_Livro-Conferencia-Cohehre2017.indd 51 22/03/17 00:01

PARALLEL SESSION 2

Friday 7th April | 10h05 - 10h25 | Room B1.05

DEVELOPING 21ST CENTURY COMPETENCES
EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

THE NURSE AS A 'GLOBAL CITIZEN' HOW TO DEVELOP A 21ST CENTURY NURSING PROGRAM

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Coordinator of the Nursing Program, Artevelde University College, Belgium

BACKGROUND

A complex global world of fast social, economic and digital changes in a knowledge-based society demands new and different skills. In addition, evolutions in healthcare and legislation, educational evolutions and the ambition to train students towards skilled and critical companions, ask for a new, future proof vision on nursing. As leading background theories, the 21st century skills and the conceptual framework of skilled and critical companionship, are used.

RELEVANCE

Designing a 21st century nursing program is a method to accomplish 21st century competences, a subtheme of COHEHRE conference.

AIM

Change towards a four year nursing program was an opportunity to create a modular designed, 21st century nursing program. Using adjusted teaching and assessment strategies, assures that students are well prepared for present and future demands.

METHODS

We use a stepwise and co-creative process to realise our goals in which we involve all our main stakeholders.

EVALUATION

To ensure the quality of our nursing degree program, a systematic quality assurance and follow up system of the new curriculum is embedded. By questioning students, lecturers and mentors from the clinical placement settings, feedback is gathered. Recommendations are listed and prioritized in order to improve the program.

RESULTS

Several results are achieved. A future proof vision on the graduated nurse translated in a modular designed nursing program is accomplished. Effective methods and applications such as the clinical placement in the very beginning of the program, social involvement through volunteer work, inductive learning by authentic casework and by working with student experiences, learning paths in modules, the self-directed portfolio... are used in order to achieve the 21th century skills and the nursing competencies.

CONCLUSIONS

Different stakeholders confirm the effectiveness of our vision of the 21the century 'nurse' and the modular designed nursing program. The future oriented program responds to the current needs in nursing practice, in healthcare. Therefore it also offers opportunities regarding life-long learning, (in-service) training. The expected

AF_Livro-Conferencia-Cohehre2017.indd 52 22/03/17 00:01

attitude of the self-managing students learning process however, demands a big responsibility of the student. Therefore it is crucial that this process is highly supported especially at the start of the program.

KEYWORDS
Nursing program;
21th century skills; Co-creation

AF_Livro-Conferencia-Cohehre2017.indd 53 22/03/17 00:01

PARALLEL SESSION 2

Friday 7th April | 10h25 - 10h45 | Room B1.05

DEVELOPING 21ST CENTURY COMPETENCES
EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

CREATING A NEW MODEL FOR PROFESSIONAL RECOGNITION OF NURSES TRAINED OUTSIDE THE EU / EEA AREA

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M.Pol.Sc, RN, RMN, RNT, Senior Lecturer, Turku University of Applied Sciences, Finland

BACKGROUND

Immigrant nurses trained outside the EU / EEA area are not allowed to work as registered nurses without qualification. In Finland the qualification recognition and professional recertification processes have often been criticized for being challenging, lengthy and complex as well as lacking clarity. Information on recognition procedures is poorly available from various authorities. The Career Path Project (ESF 2015–2018) is creating a framework to solve this dilemma.

RELEVANCE

Although nursing as a profession is global, the education and regulation of nurses is highly diverse and varies considerably in scope country by country which makes the professional recognition of immigrant nurses challenging.

AIM

Firstly, the aim is to identify the barriers and enablers faced by immigrant nurses in their professional recognition in Finland. Secondly, a new evidence based model for professional recognition processes for nurses with the recommendations of bridging programs will be suggested.

PARTICIPANTS

13 social and health care teachers from four UASs in Finland are participating in the Career Path Project co-designing the new innovative practices together with 32 nurses trained outside the EU / EEA.

METHODS

The analysis of the current recognition processes was based on the documents and interviews of some key authorities added with benchmarking data of recognition practices abroad. The barriers and enablers were identified based on the interview data of immigrant nurses.

EVALUATION

The new model for professional recognition will be piloted and assessed during this year by using action research methods.

RESULTS

The bridging programs and integrative career paths tailored for immigrant nurses are suggested based on the explicit evaluation, verification and recognition processes. The new model will encompass recognition, module based further education and qualification. To encourage the immigrant nurses to undertake the professional recertification, professional counselling and information portals are co-created in the Career Path Project together with the four UASs.

CONCLUSIONS

Increase in professional recertifications and better workplace integration of immigrant nurses are expected after introducing the new model.

KEYWORDS

Immigrant nurses;
Recognition; Recertification

AF_Livro-Conferencia-Cohehre2017.indd 54 22/03/17 00:01

PARALLEL SESSION 2

Friday 7th April | 10h45 - 11h05 | Room B1.05

DEVELOPING 21ST CENTURY COMPETENCES
EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

EXAMINATION OF NURSES' KNOWLEDGE CONNECTED WITH THE TRANSCULTURAL CARE

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ANDREA ARATÓ
Semmelweis University, Hungary

BACKGROUND

Due to globalization, transcultural nursing has been becoming more and more often an essential part of nursing profession in practice. Functioning in modern multi-cultural societies requires that medical personnel acquire competences that are necessary for care of patients coming from other cultures.

RELEVANCE

Our study is relating to the second conference theme, which is the Educational development for globalization.

AIM

The goal of this study was to analyse the knowledge of Hungarian nurses on cultural competences in health care that attended continuing professional development courses at Semmelweis University. In our presentation we will share the experience and lessons taken from the survey carried out among the participants of our courses during the past academic years.

PARTICIPANTS

The Section of Professional Upgrading of the Faculty of Health Sciences of the Semmelweis University under the professional guidance of the Nursing Department organized a course of transcultural care in 4 times. The total number of participants of these 4 courses was 250 and 215 of them filled up our questionnaire.

METHODS

The research goal described the registered nurses' knowledge connected with the transcultural care. The data were collected with the help of a non-standardized questionnaire, which contained closed questions.

ANALYSIS

The quantitative research consisted of 215 respondents. The data collection was carried out from October 2014 to April 2016. The results were analysed with descriptive statistical methods offered by SPSS 20.1 program.

RESULTS

89% of participants attending the compulsory improvement courses of professional groups neither studied nor took exams on taking care and nursing of patients with different cultural backgrounds during their previous studies.

CONCLUSION

Even if the survey was not representative of this population, it pointed out a serious insufficiency of knowledge of people who have their job in the Hungarian health care system regarding the customs, traditions, behaviour and the ways of care and treatment of the patients with different cultural

AF_Livro-Conferencia-Cohehre2017.indd 55 22/03/17 00:01

background. This lack of knowledge has to be recognized and supported by the institutions of higher education dealing with special professional and upgrading training.

KEYWORDS
Transcultural knowledge;
Continuing professional development

AF_Livro-Conferencia-Cohehre2017.indd 56 22/03/17 00:01

PARALLEL SESSION 3

Friday 7th April | 09h45 - 10h05 | Room B2.47

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) AS A WAY TO IMPROVE STUDENT COLLABORATION IN A VIRTUAL PROJECT

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BACKGROUND

An assignment was developed by The Hague University of Applied Sciences and the University of Vic to let students virtually work together.

RELEVANCE

Participation will enable students to participate in an international environment and to meet and exchange ideas with future dieticians with different geographical and cultural dietary habits.

AIM

To include in the Human Nutrition-Dietetics degree curriculum new innovative methodologies such as collaborative online international learning based on the comparison of National Dietary Guidelines (NDG) considering the main food, culinary traditions and dietary habits.

PARTICIPANTS

68 students (37 of Spain and 31 from the Netherlands) participated in the assignment during two courses (14/15 and 15/16).

METHODS

The subject of the course was to compare the National Dietary Guidelines for children, adults, pregnancy and older people. In the first part of the assignment, the student presented the national guidelines by videoconferencing. In the second part, groups were mixed and worked virtually together to compare the guidelines for their target group. They presented also by video conferencing. To make the cooperation easier, we made a Facebook page, where students could post their work and communicate with each other. Additionally, during the course 15/16 a twinning assignment was added to improve communication where students had to share culinary traditions to make better contact

EVALUATION

We used a rubric as assessment tool, including 4 dimensions: dietetic content, virtual work, students tutoring and monitoring and oral presentation. In this way we assessed as well the contents the students delivered as the way they worked together. All dimensions were evaluated from 0 to 10, considering the level of achievement.

RESULTS

All students passed. Main differences between countries identified by the students where recommendations for older people and adults. The twinning part

AF_Livro-Conferencia-Cohehre2017.indd 57 22/03/17 00:01

made cooperation slightly easier but still not smooth. Again most difficulties were related to language and virtual collaboration. However, the students evaluated working on the assignment very positive.

CONCLUSIONS

It is an adequate strategy to include the internationalisation in the degree, to develop ICT skills, their critical review of information and reinforce the English language use.

KEYWORDS

COIL, Virtual mobility,
Dietary guidelines and food habits

AF_Livro-Conferencia-Cohehre2017.indd 58 22/03/17 00:01

PARALLEL SESSION 3

Friday 7th April | 10h05 - 10h25 | Room B2.47

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

THE LESSONS LEARNT IN ATTEMPTING TO PROMOTE INTER-UNIVERSITY STUDENT COLLABORATIVE LEARNING VIA A GOOGLE + COMMUNITY

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ELLEN VAN DE VELDE
Rotterdam University of Applied Sciences, The Netherlands

BACKGROUND

The University of Derby (United Kingdom) and Rotterdam University of Applied Sciences (Netherlands) developed a Google + community focussed upon Public Health, a consistent shared priority and key feature across curricula. The pilot project consisted of using this platform initially across the institutions undergraduate nursing programmes as a potential community of practice for the purposes of: enquiry, appraisal, comparison, discourse and student led solutions to contemporary public health challenges. This presentation will reflect and report upon the experiences of utilising this form of technology enhanced learning as a method for inter-institutional student collaborative learning.

RELEVANCE

The focus of the project and presented paper directly links to the conference theme of 'Educational implications of globalization and global citizenship', additionally the project delivery approach and subject area links to the conference sub themes of: 'educational development for globalization'.

AIM

To reflect upon student engagement and produced outputs by using this platform as a mechanism for inter-institutional learning; To recognise the student voice for partnership development and refinement, thus assisting future attempts at this form of inter-institutional collaboration.

PARTICIPANTS

During the pilot phase participants were primarily undergraduate nursing students enrolled on Public Heath modules across two European Universities – currently 96 registered users.

METHODS

Google + Community met the shared collaborators criteria: accessibility; user-friendly navigation; visually engaging; enabled sharing; opportunities for discourse and debate. The platform was signposted to students as being embedded within existing Public Health modules rather than a 'bolt-on' accessed outside of each institutions curriculums.

EVALUATION

A student evaluation consisting of different cohorts across the institutions have completed an online 'SurveyMonkey' open to all potential users and a focus group.

RESULTS

The preliminary results have identified some key themes consisting of: optionality vs requirement; synchronous vs asynchro-

AF_Livro-Conferencia-Cohehre2017.indd 59 22/03/17 00:01

nous; ownership and facilitation; barriers to dialogue.

CONCLUSIONS

This experience of using an online platform to enable collaborative European learning from both a lecturer and student user perspective will help inform future enhancements and similar replications at other COHEHRE institutions.

KEYWORDS

Collaboration; Globalization; Public Health

AF_Livro-Conferencia-Cohehre2017.indd 60 22/03/17 00:01

PARALLEL SESSION 3

Friday 7th April | 10h25 - 10h45 | Room B2.47

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

DEVELOPING A COHERENT PICTURE OF THE EVIDENCE UNDERPINNING PRACTICE FOR CHILDREN WITH LANGUAGE IMPAIRMENT: EARLY FINDINGS FROM A PAN EUROPEAN COST ACTION NETWORK

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DAVID SALDAÑA
Universidad de Sevilla, Spain

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DINA CAETANO ALVES
Polytechnic Institute of Setúbal, School of Health; CLUNL, Portugal

BACKGROUND

This symposium reports on the work of the European research network COST ACTION IS1406, "Enhancing children's oral language skills across Europe and beyond: a collaboration focusing on interventions for children with difficulties learning their first language".

RELEVANCE

There is a need for a coherent EU evidence-based intervention for children with Language Impairment (LI), built on the pillars of evidence-based practice, namely the best external evidence, the practitioner perspective, and the informed patient.

AIM

The aim of the Action is to provide a better understanding of the underpinning evidence and the context in which interventions are delivered across Europe.

PARTICIPANTS

The Action has 40 member countries across Europe and further afield, bringing together linguists, psychologists and speech and language therapists.

METHODS

The network will be described together with its development and the "instruments" created by their three working groups (WG): WG1 - The linguistic and psychological underpinnings of interventions for LI; WG2 - The delivery of interventions for LI; WG3 - The social and cultural context of intervention for children with LI. In this session, we will report on progress on the key outputs so far: a series of systematic reviews of interventions for children with LI, and a Europe wide survey of practice.

ANALYSIS

The analytic plans for both the systematic reviews, using EPPI-Reviewer 4 software, and the survey will be described.

RESULTS

The results at this stage will be measured in terms of the progress to date on the practitioner survey, built and adapted to the countries participating in the Action (including its translation), and the systematic reviews on different language domains (Phonology, Vocabulary, Syntax and Pragmatics).

AF_Livro-Conferencia-Cohehre2017.indd 61 22/03/17 00:01

CONCLUSIONS

We will draw conclusions about the potential value of the instruments described, the progress of the outputs together with reflections on the value of an European wide network of this type in a context where professional experience, populations and services vary considerably.

KEYWORDS

Child Language; intervention;
Cost Action 1406 research network

AF_Livro-Conferencia-Cohehre2017.indd 62 22/03/17 00:01

PARALLEL SESSION 4

Friday 7th April | 09h45 - 11h05 | Room B1.07

ADDRESSING THE HUMANITARIAN CRISIS | WORKSHOP

SYRIAN REFUGEES, THE 21ST CENTURY GLOBAL OBSESSION, FROM THE PERSPECTIVE OF A SYRIAN CITIZEN

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The Hague University of Applied Sciences, Faculty of Health, Nutrition and Sports, The Netherlands

BACKGROUND

Since Syrian crisis became one of the most challenging issue facing humanity and a global awareness of many countries worldwide in general and the European countries in particular, there has been an urgent demand to educate the hosting population and decision makers about many illogically perceived issues about the Syrian population and their cultural concepts.

RELEVANCE

The Syrian war with its striking outcomes, like displacement, refugees' crisis and the psychological and infrastructural destruction, is a global issue and the most controversial prospect in modern history.

AIM

To educate participants about the Syrian humanitarian crisis regarding the outcomes of aggression, refugees, migration and intercultural issues linked to globalization and to provide applicable solutions.

PARTICIPANTS

European and international populations are the target group because it was noticed that the majority of them lack the detailed image about this global challenge that was about to lead to a third world war.

METHODS

After a brief introduction of 2min, eight short presentations of 5-6 minutes will be delivered focusing on one main topic each, leaving enough room of 30 to 35 minutes for participants to interact after all presentations are delivered. These presentations will be tackling, emphasizing or even aiming to correct many perceptions and ideas such as: Syria before and after 2011, how Syrian crisis developed to become a global obsession, the outcomes of violence and war in numbers, a comparison between refugees and migrants and the stigmas attached to them, the cultural differences and similarities between Syria and Europe concerning certain dimensions, children as refugees, some obstacles facing refugees in the hosting countries and some suggested solutions, and a short story "Fireworks or Death-works?" will be narrated to close all presentations with a happy ending story. PPTs are used including photos, tables and charts.

EXPECTED OUTCOMES

The participants will gain updated insights into the Syrian crisis which set the basis of initial planning and practices to help Syrian refugees integrated in Europe and other countries receiving them.

KEYWORDS

Refugees; Integration; Obstacles

AF_Livro-Conferencia-Cohehre2017.indd 63 22/03/17 00:01

PARALLEL SESSION 5

Friday 7th April | 09h45 - 11h05 | Room B2.46

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION | WORKSHOP

GLOBAL CITIZENSHIP AND ITS IMPLICATIONS FOR EDUCATING HEALTH CARE PROFESSIONALS: AN EXPLORATION OF PERCEPTIONS AMONG EUROPEAN EDUCATORS

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MARJOLEIN KLEIKER
Hanze University of Applied Sciences, The Netherlands

NELE ORBEN
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Hanze University of Applied Sciences, The Netherlands

MARTIN BROUWER
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BACKGROUND

Globalization affects different aspects of human life including education. In order to prepare future professionals for a world in which global citizenship is becoming increasingly important, higher education institutes value global citizenship as a factor of importance. This also applies for educators in the domains of health care and rehabilitation. The significant challenge is to identify how this process affects their curricula, and how this is translated to learning activities.

RELEVANCE

In other words, what are implications of global citizenship on the curriculum goals of European educational institutes for health care and rehabilitation studies.

AIM

This workshop is designed to explore how health care and rehabilitation educators perceive the ongoing process of globalisation, and the role of global citizenship in this. What is their vision on global citizenship in general and, more precisely, its role in educating future health care professionals? How would they translate this vision to educational concepts and activities? The outcomes will be used as data in an exploratory study on global citizenship at the Hanze University of Applied Sciences Groningen, the Netherlands.

PARTICIPANTS

Academic staff, researchers and strategic managers of European health care and rehabilitation studies are invited to participate.

METHOD

This workshop is designed as a fish bowl discussion and will be conducted by an experienced mediator. After the start, for which participants who build op experience with implementing global citizenship in their educational system are invited to share their view, any member of the audience can join the discussion at any moment. The workshop will be concluded with a summary of the lessons learned and the translation to concrete actions to facilitate implementation in health care education.

AF_Livro-Conferencia-Cohehre2017.indd 64 22/03/17 00:01

EXPECTED OUTCOMES

The dialogue is facilitated in a way that creates awareness among participants and stimulates expanding the collective understanding of the subject of global citizenship and its implementation in the curriculum.

KEY WORDS

Global citizenship, health care professionals, education

AF_Livro-Conferencia-Cohehre2017.indd 65 22/03/17 00:01

PARALLEL SESSION 6

Friday 7th April | 11h45 - 12h05 | Room B1.03

PATIENT SAFETY AND RISK MANAGEMENT

MANAGEMENT OF THROMBOTIC RISK IN PREGNANT WOMEN

KLARA GADÓ
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GYULA DOMJÁN
Professor, MD, CSc, Semmelweis University, Faculty of Health Sciences, Hungary

BACKGROUND

Pregnancy results a hypercoagulable condition. In case of women with thrombophilia thromboembolic events frequently manifest during pregnancy, delivery, moreover in the puerperal period. Diagnosis of thromboembolic event can also be a challenge during pregnancy. Thromboprophylaxis has great importance to avoid venous thrombosis.

RELEVANCE

One of the most frequent causes of death of both mother and child is still the thromboembolic events during pregnancy and delivery. The assessment of thrombotic risk and the management of thromboprophylaxis during pregnancy have an important role in respect of patient safety.

AIM

To evaluate the extent of the thromboembolic risk of pregnant women. According to the extent of thrombotic risk a prophylactic anticoagulant therapy is indicated.

PARTICIPANTS

92 pregnant women who were referred to appear in our hematologic outpatient clinic.

METHODS

We used a special questionnaire. Patients were asked about their family history, their former episodes of thrombosis, regular drugs, miscarriages, co-morbidities. In case of positive family history concerning thrombosis a complete screen of laboratory panel examination for thrombophilia was carried out.

EVALUATION

A total risk factor score is calculated which corresponds to the risk of developing VTE. The reported risk levels include low (with VTE incidence of 2%); moderate (with VTE incidence of 10-20%); higher (with VTE incidence of 20-40%) and highest (with VTE incidence of 40-80%).

RESULTS

Women with previous thromboembolic event, or/and confirmed thrombophilia, or habitual miscarriages were treated with low molecular weight heparin. Only three miscarriages in the first trimester were endured and no thromboembolic event happened.

CONCLUSIONS

Thrombotic risk assessment and adequate thromboprophylaxis can help to decrease the frequency of pregnancy complications and morbidity of both mother and child.

KEYWORDS

Thromboembolic risk;
Risk stratification; Pregnancy

AF_Livro-Conferencia-Cohehre2017.indd 66 22/03/17 00:01

PARALLEL SESSION 6

Friday 7th April | 12h05 - 12h25 | Room B1.03

PATIENT SAFETY AND RISK MANAGEMENT

DEVELOPMENT IN FALL PREVENTION: LEARNING EXPERIENCES OF HEALTH CARE STUDENTS

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RIITTA TURJAMAA
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TARJA TERVO-HEIKKINEN
PhD, Clinical Nurse Consultant, Development, Clinical Education and Research Unit of Nursing, Kuopio University Hospital, Finland

BACKGROUND

Fall prevention is an essential part of evidence-based healthcare in Finland and other western countries. Globally, every year, more than a third of people aged 65 or older suffer falls, causing humane and economic problems in health care. Although falls usually occur unexpectedly, they are often preventable. Fall prevention is not emphasized enough in healthcare education.

RELEVANCE

Fall prevention is an essential part of patient safety for older persons.

AIM

The aim is to promote and deepen student knowledge in fall prevention and to strengthen knowledge application into practice.

PARTICIPANTS

30 female third-year healthcare students

METHODS

The AKESO-study, a development and research project coordinated by Savonia University of Applied Sciences, is part of the Regional Fall Prevention Network activities in Eastern Finland and the European Innovation Partnership on Active and Healthy Ageing collaboration. In the preliminary phase of the project, the Gerontological Nursing course included theoretical lectures, simulations and clinical practice in fall prevention. The preliminary study data was collected in three phases in the spring 2016: the first, at the beginning of the theoretical course, the second during and after the simulations, and the third after clinical practice.

EVALUATION

The preliminary data was used as an evaluation method of the project.

RESULTS

At the beginning of the course, students' theoretical knowledge of fall prevention was commendable. During the simulation, students made adequate analyses of the clients' physical status but almost omitted assesments of mental capacity status. During clinical practice, students observed that their workplace mentors did not systematically use fall risk assessment tools. This was also reflected in difficulties faced by students in using these same tools.

AF_Livro-Conferencia-Cohehre2017.indd 67 22/03/17 00:01

CONCLUSIONS

The study showed that theoretical knowledge was not assimilated into practice during the course and that pedagogical development work is necessary. Future work should focus on how teaching can develop students' practical skills and their use in clinical practice among older persons in different living or care environments.

KEYWORDS

Fall prevention; Patient safety; Pedagogy

AF_Livro-Conferencia-Cohehre2017.indd 68 22/03/17 00:01

PARALLEL SESSION 6

Friday 7th April | 12h25 - 12h45 | Room B1.03

PATIENT SAFETY AND RISK MANAGEMENT

PROVIDING CONSENT AN INTERCULTURAL ACCOUNT OF PATIENT SAFETY

ATTILA DOBOS
Semmelweis University, Faculty of Health Sciences, Hungary

BACKGROUND

This study places the well discussed problem of informed consent in medical treatments into an intercultural perspective as growing tension drawing from increasing sociocultural diversity has been widely noticed, especially in Europe. The conceptual framework will be provided by bioethics and cultural anthropology as seen through the lenses of intercultural philosophy.

RELEVANCE

Patient safety could be reached only if informed consent is granted. It involves that nothing could happened to the patient unless she herself agree on it based on her clear understanding of the treatment and its consequences. However understanding faces swelling hindrances as sociocultural distance rising between clients and service providers.

AIM

Obstacles of achieving an informed decision are thoroughly disputed in the literature, but mostly assuming a monocultural context for the problem. If not, the main focus is on the barriers of communication. The aim of this research is to thematize this issue and set up a broader framework of analysis.

PARTICIPANTS

Articles resulted from search words for "informed consent" and "intercultural" or "multicultural" or "diversity" in abstracts in Science direct, EBSCO and PubMed.

METHODS

Critical literature overview.

ANALYSIS

Theoretical analysis.

RESULTS

I argue here for a three-folded approach: Having different cultural identities of the main actors (service provider – patient) could mean different understanding of informed consent. So the question here concerns the values what may ground different bioethics, e.g. Latin or African bioethics. I will exemplify this with the help of Hofstede's model. The relation of moral reasoning and language: do we have the same judgement of the very same situation in a language different from our mother tongue? In many models of intercultural encounters the notion of culture doesn't reflect the massive changes of contemporary societies. I will use two concepts: super-diversity and intersectionality to deepen the view on cultural identities.

CONCLUSIONS

Two main approaches target the problem of interculturality in medicine: the use of medical interpreters and the improvement of competencies of healthcare professionals. I will evaluate this based on my analysis and make suggestions for curricula updates.

KEYWORDS

Informed consent;
Sociocultural diversity; Interculturality

AF_Livro-Conferencia-Cohehre2017.indd 69 22/03/17 00:01

PARALLEL SESSION 6

Friday 7th April | 12h45 - 13h05 | Room B1.03

PATIENT SAFETY AND RISK MANAGEMENT

MASTIGA+ [CHEWING+]: A COMMUNITY PROJECT TO RAISE THE AWARENESS OF FEEDING PROBLEMS IN CHILDHOOD

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Polytechnic Institute of Setubal, School of Health, Portugal

VÂNIA RIBEIRO
Polytechnic Institute of Setubal, School of Health, Portugal

BACKGROUND

There is a misguided perception that the speech therapist only intervenes in speech. However, this professional develops a major role in the stomatognathic function disorders, such as sucking, chewing, swallowing, speech, voice and breathing problems.

RELEVANCE

An early diagnosis and intervention on these disorders are essential and a determining factor for the success of Speech and Language Therapy (SLT) intervention.

AIMS

This project aims to raise public awareness about feeding problems during childhood.

PARTICIPANTS

Altogether, in the last four years, 36 parents and 82 professionals from four kindergartens have participated in our workshops.

METHODS

The first step of the project was to collect data about the caretakers' needs and to develop a checklist that can allow them to identify red flags in this area of development. Until now, six workshops for parents and educators were offered to alert to the importance of the identification of early signs of feeding disorders in children, with role-play situations, simulation and expository methods, food tasting and thematic discussions.

EVALUATION

Workshops were evaluated with an individual satisfaction questionnaire.

RESULTS

Data gathered through interviews and questionnaires show that the social representations of the caregivers about eating behaviors influence their standards and those of their children as well as their vision of right and wrong eating behaviors. A high level of satisfaction was achieved (scored 5 on a 0-5 satisfaction scale) on the workshops and results indicate that participants have now more knowledge of the SLT role and the importance of an early intervention in this field.

CONCLUSIONS

MASTIGA+ was created to answer the needs of the local community about children's feeding problems. The next step will be to validate the survey in order to provide this tool to children caregivers and health professionals. The continuous evaluation of this project sets these workshops as an important action to empower families to take responsibility in their child´s health condition and development and to improve the relationship between families, school and health professionals, specially the SLT who has a major role in the prevention and rehabilitation of stomatognathic function disorders.

KEYWORDS

Feeding disorders; Awareness;
Child caretakers

AF_Livro-Conferencia-Cohehre2017.indd 70 22/03/17 00:01

PARALLEL SESSION 7

Friday 7th April | 11h45 - 12h05 | Room B1.05

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

A STAKEHOLDER APPROACH TO DESIGN, IMPLEMENT AND EVALUATE INTERPROFESSIONAL EDUCATION

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HESTER SMEETS
MSc, Zuyd University of Applied Sciences, The Netherlands

BACKGROUND

In 2011 University of Applied Sciences Zuyd, the Netherlands, started with an interprofessional education (IPE) programme at the Faculty of Health. From the beginning broad stakeholder participation was pursued.

RELEVANCE

Interprofessional collaboration is considered vital for future health care professionals in the implementation of effective healthcare at local, national and global level.

AIM

To provide insights into the mechanisms of stakeholder participation and their impact on the IPE programme.

PARTICIPANTS

Participants were faculty teachers, students, health care professionals, patient advocates, members of statutory bodies and the faculty management. They have been selected purposefully.

METHODS

We used a case study design and data were collected from 2011 onwards. We applied a variety methods of stakeholder participation. Educational staff from all six educational programmes participate in the interprofessional education faculty-group, and curriculum committees in 4-monthly meetings. Students and student representatives of the 6 statutory student advisory councils participate as 'thinking tanks', as evaluators of modules and as student-tutors. Healthcare institutions participate in focusgroup discussions and as living labs where IPE in practice is designed and piloted. Patient organisations participate in monthly meetings in the IPE development group.

EVALUATION

The programme was evaluated iteratively aiming at stakeholder validation.

RESULTS

The impact of educational staff on the IPE programme was that 'first-hand experience' in providing input on the content and improvement of IPE tutor material and better fit of implementation strategies. The impact of the curriculum committees was creating a shared-space of IPE across all curricula. The impact of students was information on the feasibility of interprofessional education. They suggested that interprofessional education needed to begin early in year 1 which we implemented. The impact of healthcare institutions was on supporting the practice placement in pilot settings and on interprofessional education enabling resources in practice. The impact of patient organisations was safeguarding that the focus of interprofessional education served better patient care. As an outcome, year 2 is devoted to the patients

AF_Livro-Conferencia-Cohehre2017.indd 71 22/03/17 00:01

perspective which we developed in cooperation with patient advocates.

CONCLUSIONS

A stakeholders approach to develop and implement IPE is essential. Stakeholder participation and value-negotiation is a long-term endeavor and relationship-oriented.

KEY WORDS

Interprofessional educational development

AF_Livro-Conferencia-Cohehre2017.indd 72 22/03/17 00:01

PARALLEL SESSION 7

Friday 7th April | 12ho5 - 12h25 | Room B1.05

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

THE INFLUENCE OF GLOBAL CITIZENSHIP IN EDUCATION: AN EXPLORATION ON THE WHY AND HOW OF THE CHOICES OF GLOBAL CITIZENSHIP IN HEALTH CARE STUDIES

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BACKGROUND

In Dutch higher education the theme of global citizenship is becoming increasingly important. Not only a focus on getting students to be aware of their own and other peoples cultural background, but also stimulating them to develop a more critical view on global issues like human rights and global environment seems to be in the focus of attention of policy makers, educators and lecturers who educate future allied health care professionals. This is also relevant to the school of Health Care Studies in Groningen. Is global citizenship well lectured in the curricula?

RELEVANCE

The answer to this question can help us to underpin choices that lie ahead in order to successfully educate global citizenship in the curricula.

AIM

Exploring the perception of policy makers and (honours) students connected to the school of Health Care Studies, in order to get input on the why and how of global citizenship in educating future health care professionals.

PARTICIPANTS

Twenty Students and 5 policy makers connected to the School of Health Care Studies at Hanze University of Applied Science

METHODS

Two qualitative methods were conducted, semi structured interviews with 5 policy makers, 5 regular students and 1 focus group with (international) honours students.

ANALYSIS

Three researchers independently coded the transcripts of the interviews and focus group using the qualitative analysis software package ATLAS.ti. The relevant aspects emerging from the data were assessed, and a comparison between the policy makers and the groups were made.

RESULTS

Students and policy makers, indicate that the perception and definition of global citizenship still differs from person to person.

AF_Livro-Conferencia-Cohehre2017.indd 73 22/03/17 00:01

There are similarities to be found, awareness, curiosity, responsibility, sustainability and the cultural exchange were perceived as important. Students perceived global citizenship as important, but were not in complete agreement on whether to put it as an essential in the education as healthcare professional.

CONCLUSIONS

It was agreed up on all that it is necessary to further implement the topic in higher education to create open-minded, experienced future professionals, who are aware of their surroundings and the global context and are also prepared to take action.

KEYWORDS

Global citizenship; Policy makers; Education

AF_Livro-Conferencia-Cohehre2017.indd 74 22/03/17 00:01

PARALLEL SESSION 7

Friday 7th April | 12h25 - 12h45 | Room B1.05

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION

CITIZENSHIP AND GLOBAL HEALTH: FROM THEORY TO PRACTICE

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ENRICA MASSARDI
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BACKGROUND

The Department of business economics, health and social care of the University of Applied Sciences and Arts of Southern Switzerland since 2006 cooperates with non-governmental organization to promote students' mobility in developing countries. The students willing to go abroad in the 3rd year studies with NGO projects have to attend a preparatory educational programme, which allows them to build professional skills to work in poorly resourced countries.

RELEVANCE

In a globalized society the acquisition of intercultural skills through experiences in low-income countries is a valuable competence that health professionals can spend, wherever they operate. The comparison with other cultures and environments encourages self-knowledge and develops capacity to deal with different paradigms, intercultural awareness and a better understanding of North-South relations.

AIM

The overarching goal of the program is to prepare students to face the challenges of a internship in poorly-resourced countries around the world.

PARTICIPANTS

20 students per year enrolled in BSc in Nursing, Physiotherapy and Occupational Therapy.

METHODS

The educational programme offers lectures, workshops, and meetings with NGO members, providing information regarding the value of international cooperation and development, the challenges related to globalization and sustainable development. Each student is mentored by a lecturer (which has expertise in developing countries), for the entire programme. Furthermore ICT tools are available.

EVALUATION

Students are required to do a self-evaluation of the experience, focusing on clinical practice and the achievement of professional and personal goals. The formal evaluation of the internship is carried by staff members in the field abroad.

RESULTS

Since 2006 the number of students interested in the programme has doubled. Formal and self-evaluations, and interview have shown improvements regarding intercultural and inter-professional skills in the students involved in the projects. Some former students who experienced the course now work in developing countries.

AF_Livro-Conferencia-Cohehre2017.indd 75 22/03/17 00:01

CONCLUSIONS

The specific educational programme focused on issues such as migration, citizenship, sustainable development, global health, has shown good results in developing professional and personal skills to meet the challenges and needs of todays' world.

KEY WORDS

Global health; Globalization vs glocalization; Internship in poorly-resourced countries

AF_Livro-Conferencia-Cohehre2017.indd 76 22/03/17 00:01

SELF-REGULATED LEARNING IN INTERNATIONAL AND NATIONAL PHYSIOTHERAPY STUDENTS AT HANZE UNIVERSITY OF APPLIED SCIENCES

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HENK WILLEMSEN
MLI, Hanze University of Applied Sciences, The Netherlands

BACKGROUND

The Hanze University of Applied Sciences offers an English taught Bachelor of Science in Physiotherapy, International Physiotherapy (IP). Within the IP program students will have a more diverse educational and cultural background than within the Dutch taught program. Due to this here may be different emphasis required in learning approaches and self-regulation. This leads to the following research question: 1) to which degree is there a difference between international and regular students in the mean scores on the six domains of self-regulation? and 2) how do students pay attention to and identify these domains in the program?

RELEVANCE

For universities offering international programs it is important to gain insight in similarities and differences in learning approach between national and international students.

AIM

The main purpose of this research is to gain insight in the degree of self-regulation of students in relation to attention paid to it in the educational environment.

PARTICIPANTS

438 students physiotherapy at Hanze UAS.

METHODS

Two sub-studies were conducted, and the results triangulated.

Instruments: 1) a survey which measured the degree of self-regulation and 2) focus group interviews with first and second year students on self-regulated learning.

ANALYSIS

Analysis of the survey is done using the software program IBM SPSS Statistics. The transcripts of the interviews were coded using the deductive method.

RESULTS

The survey show that IP students scored significant higher (p =,013) on self-regulation. The difference is identified on the domains of planning and self-efficacy (p = ,014 and p = ,031). Focus group interviews show that IP students demonstrate more self-regulating activities and give examples more easily than regular students.

CONCLUSIONS

IP students show better developed self-regulated learning skills. Based on triangulation it's apparent that a degree of freedom is necessary in order to allow self-regulatory activities to flourish. Too much or wrongly focused guidance seems to be counter-effective. Steering is predominantly the role of the teacher, who

AF_Livro-Conferencia-Cohehre2017.indd 77 22/03/17 00:01

along with the study guide gives direction to the students. Future research needs to provide insight into how coaching on self-regulation is designed and how it can be maximized.

KEYWORDS
Self-regulated learning; International education

AF_Livro-Conferencia-Cohehre2017.indd 78 22/03/17 00:01

PARALLEL SESSION 8

Friday 7th April | 12h05 - 12h25 | Room B1.07

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION
ADDRESSING THE HUMANITARIAN CRISIS

QUALITATIVE RESEARCH IN PHYSICAL THERAPY EDUCATION

ALBERTA TONNISE OOSTERHOFF
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BACKGROUND

In physical therapy education, students are increasingly being taught that health interventions should be based on scientific research, if possible. 'Evidence based practice' as a subject has become a familiar part in our curriculum, including conducting research. Until recently, the latter was limited to quantitative research and literature reviews. However, the relevance of health interventions increases if imbedded in the context of the target group – patients or clients. Therefore it is important to include research paradigms that focus on these target groups' perceptions. To do so, an innovative project was started to develop a qualitative research assignment.

RELEVANCE

Because of globalization, populations and target groups have become increasingly diverse. Educational implications are the development of research paradigms that enable researchers to focus on patients' or clients' perceptions.

AIM

Aim is to broaden the horizon of our students - the future health professionals - in order to recognize the importance of the target group's perceptions, and to develop the skills to conduct qualitative research.

PARTICIPANTS

All physical therapy students in their third year of studies, 225 students every year, participate in a qualitative research assignment. Four tutors are specialised in supervising these students.

METHODS

First, students are introduced in the characteristics of qualitative research. In groups of six, they choose a qualitative research topic. During 20 weeks they design the research, recruit participants, conduct in-depth interviews and apply content analysis. Research results are reported by a poster presentation.

EVALUATION

This qualitative research project is evaluated by a questionnaire concerning the quality of the project's content, aim and organization. All partners (students, supervisors, research participants, external partners) are included in the evaluation.

RESULTS

When having finished their third year of studies, all students are capable in designing, conducting and reporting a qualitative research.

CONCLUSIONS

It can be concluded that because of the project, students have developed the skills to conduct a qualitative research.

KEYWORDS

Globalization, Educational development, Qualitative research

AF_Livro-Conferencia-Cohehre2017.indd 79 22/03/17 00:01

PARALLEL SESSION 8

Friday 7th April | 12h25 - 12h45 | Room B1.07

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION
ADDRESSING THE HUMANITARIAN CRISIS

POTENSIA. THINKING TOOLS FOR REFLECTION ON PROFESSIONAL WORK WITH MARGINAL GROUPS

JACQUELIEN ROTHFUSZ
MA, MSc, Hanze University of Applied Sciences and University of Groningen, The Netherlands

BACKGROUND

This PhD thesis focuses on power and counterforce within the network around marginalised groups. Starting point is a particular, local situation, which may be exemplary for other cases: a multi-problem group, which has been constructed by social care providers, the so-called Top50 of Caribbean Dutch men and the network around this group.

RELEVANCE

Thinking tools which have been found in this research may be useful in developing professional competences to reflect upon social work with migrant and other marginal groups.

AIM

Providing thinking tools to reflect on the way in which policymakers and professionals help marginalised groups participate in the 'normal' order.

PARTICIPANTS

10 Top50 Antilleans, 2 partners, 28 local residents of regular meeting places of the Top50, 21 people who work with the Top50 in a professional capacity (including a policy officer, a district coordinator, social workers, police officers and managers of sites where the Top50 meet), the Chairman of the Dutch Caribbean Consultative Body.

METHODS

Interaction between theoretical and empirical research: analysis of the practical usability of concepts, document-analysis, network-analysis, semi-structured interviews, focusgroup.

ANALYSIS

Fragments from documents and interviews have been coded in vivo and subsequently connected to constructed codes (derived from Foucaults work on normalising power). Also patterns have been constructed, using the in vivo codes.

RESULTS

Foucault's analysis of the practices of power provides a starting point for describing professional interventions and policies as normalising power strategies. De Certeau's distinction between strategies and tactics offers a useful supplement. Finally, the concept of 'logics', as defined by Mol, may be used to construct different patterns of thinking and acting of the actors. In this case five logics have been constructed: individual care, community care, security, 'Change the Mindset' and political logic.

CONCLUSIONS

The concepts 'normalising power, 'strategies and tactics' and 'logics' can be used as thinking tools, which aid the reflection on work with marginalised groups.

KEYWORDS

Developing professional competences; Migration; Intercultural issues

AF_Livro-Conferencia-Cohehre2017.indd 80 22/03/17 00:01

PARALLEL SESSION 9

Friday 7th April | 11h45 - 13h05 | Room B2.46

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION | WORKSHOP

THE ETHICS OF STUDENT PROJECTS IN GLOBAL HEALTH EDUCATION

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NICKY VAN OOSTRUM
Amsterdam University of Applied Sciences, The Netherlands

SOEMITRO POERBODIPOERO
Amsterdam University of Applied Sciences, The Netherlands

BACKGROUND

Conducting an internship or project abroad is a popular way for students from wealthier countries to travel to the Global South to accrue cultural capital and academic credit alongside the thrill of the exotic. Professionals working in higher education, show continued excitement about providing students with these new opportunities, however this excitement is accompanied with concerns about how we can best facilitate these activities. Often projects are located in "developing" societies and communities, where students originating from a position of privilege, enter a setting often lacking basic resources, with the majority of services being delivered from those "outside" the community. This raises specific ethical concerns and educators are left to weigh the benefits of learning, against the (side-)effects of students temporary presence on local communities and services, continuously searching for a "win-win" situation.

RELEVANCE

'Clinical-tourism', 'volun-tourism', 'slum-tourism' encompass the ethical dilemmas which evolve as educational implications of globalization and global citizenship

AIM

This workshop aims to guide educators by asking them what the ethical implications of this global citizenship are and how educators can develop project opportunities that are beneficial, and ethically sound?

PARTICIPANTS

Educators who are currently, or aiming in the future to offer projects to students for which they are traveling abroad or entering communities, where the question of co-benefit of projects arise.

METHODS

The organizers present the topic through an elevator pitch. The participants then work in groups to explore the two viewpoints – that of the visitor and those of the community. A debate is held where opposing views are discussed and the desired aims for study projects are explored.

EXPECTED OUTCOMES

Participants increase their knowledge and become critically aware on the contemporary discourse of 'clinical tourism' or 'volun-tourism' and how this is expressed in student projects. The results of this workshop, and the student workshop which was held Sept. 2016 in Barcelona at the Next Generation Global Health congress, will be utilized in the development of a Cohehre

AF_Livro-Conferencia-Cohehre2017.indd 81 22/03/17 00:01

train-the-trainer program for educators in global health.

KEYWORDS
Ethical global health education; Projects; Communities

AF_Livro-Conferencia-Cohehre2017.indd 82 22/03/17 00:01

PARALLEL SESSION 10

Friday 7th April | 11h45 - 13h05 | Room B2.47

EDUCATIONAL DEVELOPMENT FOR GLOBALIZATION | WORKSHOP

SHARING BEST & WORST PRACTICES IN ORGANIZING INTER-PROFESSIONAL INTERNATIONAL WEEKS

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KIM BISSCHOP
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BACKGROUND

Several Cohehre partners organize international weeks for inter-professional groups of healthcare and social work students, which are open for incoming students. At ZHAW in Winterthur and RUAS in Rotterdam a few hundred students from the home institutes are obliged to participate to establish 'internationalisation @ home' as promoted in higher education. This workshop will give an honest insight in do's and don'ts of these large-scaled international weeks. The exchange with participants aims to support them in setting realistic goals for their own organizations.

RELEVANCE

The workshop addresses to the subtheme 'Educational Development for Globalization; Internationalization in the curriculum'.

AIM

Participants are invited to share both good and bad practices and to support each other in applying the information in a suitable plan of action for their own faculties.

PARTICIPANTS

Everyone involved in international curriculum building, for example: International coordinators, lecturers and managers.

METHOD

1) Short introduction by the organizers about strategy, organization, stakeholders and didactics of both large-scaled international weeks in Winterthur and Rotterdam with a focus on positive vs. critical issues. 2) Collecting positive and critical issues of participants' experiences (plenum or groups) - Outcome 1: list of do's and don'ts. 3) Small groups: action planning for participants' own international weeks using a pre-defined strategic decision making format/guide and Outcome 1. 4) Depending on group size: all groups share their action plans with plenum or exchange with another group to get feedback - Outcome 2: several action plans.

EXPECTED OUTCOMES

We hope this workshop will inspire and help international coordinators and managers to decide about preparing, planning and organizing (large-scaled) international weeks at their home institution. Outcome 1: List of do's and don'ts that can be shared with all Cohehre members. Outcome 2: Several action plans (which may be shared with Cohehre members – depends on participants).

KEYWORDS

International weeks;
Best & worst practices; Inter-professional.

AF_Livro-Conferencia-Cohehre2017.indd 83 22/03/17 00:01

AF_Livro-Conferencia-Cohehre2017.indd 84 22/03/17 00:01

POSTERS



AF_Livro-Conferencia-Cohehre2017.indd 85 22/03/17 00:01

1. DEVELOPING PROFESSIONAL COMPETENCES WITHIN AN INTERDISCIPLINARY JOURNAL CLUB AT AN AUSTRIAN UNIVERSITY OF APPLIED SCIENCES

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SYLVIA ÖHLINGER
Mag. Dr., University of Applied Sciences for Health Professions Upper Austria, Austria

BACKGROUND

Journal clubs (JC) are a well-known and approved tool for continuing professional development. At an Austrian University of Applied Sciences for Health Professions an interdisciplinary JC was implemented in July 2011, had limited success and was discontinued after 18 months.

RELEVANCE

JC contributes to the development of the Allied Health Professions competencies of the 21st century and supports educational development for globalization.

AIM

An online survey addressing the needs and expectations of the university staff was conducted before developing a concept for a new interdisciplinary JC.

PARTICIPANTS

Within the prospective survey the University´s permanent staff (n=99) was eligible without any further inclusion/exclusion criteria. Eight persons had to be excluded because of potential bias, because they had insight into the questionnaire during development. Participation was voluntary and consent was assumed when participants submitted their completed questionnaires. Response rate was 52 %.

METHODS

An existing questionnaire was translated, literature-guided adapted and revised in several stages. The online questionnaire tool Lime Survey was used for carrying out the questionnaire.

ANALYSIS

Data was analysed using Lime Survey's incorporated statistics as well as Office Excel statistics. Percentages and means were calculated. A single regression analysis with the independent (education, work hours, professional experience) and dependent variables (JC participation, JC expectations, JC organisation) was performed.

RESULTS

The majority of the respondents (98 %) are interested in attending a JC in the future. The new JC should take place between 3 and 5 pm. The main reasons for not participating in the former JC were other professional obligations and no time for preparation. The possibility for professional discourse was the main reason for participating (26 %). Critical evaluation of studies should be the main target for further capacity building.

CONCLUSIONS

For developing a future JC the following important aspects should be taken into consideration: collecting clinical questions, creating a participator-tailored framework, use of a critical appraisal checklist and an appropriate evaluation. It is planned to reopen the JC as an example for an interdisciplinary network of developing professional competences with the knowledge gained.

KEYWORDS

Journal Club, Evidence-Based practice, Continuing Professional Development

AF_Livro-Conferencia-Cohehre2017.indd 86 22/03/17 00:01

2. AN EMPOWERING GROUP SUPERVISION MODEL FOR THESIS PHASE STUDENTS

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IRENE LATVA-KORPELA
MSc, Finland

BACKGROUND

Taking the individual support needs and initial situations of university of applied sciences students into consideration in different phases of the thesis process is vital. Empowering group supervision can be used to promote the progress of this process. A special group titled the Catch up group for thesis phase students was launched in the health services field on the Tikkurila campus of Laurea University of Applied Sciences in 2014.

RELEVANCE

The development project is related to competences like critical thinking, communication and collaboration.

AIM

The purpose of this pedagogical practice development is to support students whose thesis process and thus graduation have been delayed by means of more intensive supervision and guidance. The objective of the development activity was to empower the students and build up their self-confidence, thus promoting their ability to bring the thesis process and their studies to conclusion. The purpose of poster is to describe this empowering group supervision guidance model and assess it from the pedagogical perspective.

PARTICIPANTS

Nursing students in Finland (N=26).

METHODS

The theoretical frame of reference for the group supervision model was the Learning by Developing model (LbD) and the principles of empowering guidance.

EVALUATION

Evaluation is based on experiential knowledge collected from the operation. By spring semester 2016, 26 students had participated in the group, 23 of whom have graduated and three have yet to finish their theses.

RESULTS

In group supervision, peer support was seen as a significant factor that promotes the thesis process. The Catch up group indicates that more intensive supervision and guidance appears to have positive impacts on the completion of the thesis and the student's graduation.

CONCLUSIONS

In the future, it would be useful to study methods that can promote the thesis process and prevent it from stalling. This knowledge may be used for developing the thesis guidance process and pedagogical solutions. The group supervision model and the empowering supervision method may also be used in the case of students who have no need for special support in their thesis processes.

KEYWORDS

Thesis, Group supervision, Empowerment

AF_Livro-Conferencia-Cohehre2017.indd 87 22/03/17 00:01

3. LEARNING TO WORK TOGETHER IN AN INTERPROFESSIONAL TEAM MEETING

An evaluation of a collaboration project for interprofessional education between one University of Science and one University of Applied Sciences in the Netherlands.

HESTER SMEETS,
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BACKGROUND

One of the Interprofessional (IP) educational activities within our University is the IP team meeting. This activity is organized in collaboration between the educational program Medicine, and the educational programs of physiotherapy, occupational therapy, nursing and speech therapy. Students monthly simulate an authentic interprofessional team meeting in which the goals of the vulnerable elderly patient are the starting point. The IP team meeting has been organized every month for the last two years.

RELEVANCE

Collaboration between medics, paramedics and nurses in health care is important due to developments such as an increase in multimorbidity and chronic conditions. Collaboration will only become more important in our future health care system. However, how can we work together, if we don't learn together?

AIM

The aim is to evaluate the IP team meeting in order to improve it.

PARTICIPANTS

We asked students and supervisors beforehand to join the evaluation after the IP team meeting. We evaluated the IP team meeting with students from Zuyd University of Applied sciences (N= 12) and Maastricht University (N= 5). We also evaluated the project with the supervisors from Zuyd (N= 8) and from Maastricht University (N= 6).

METHODS

We organized six focus group interviews with users of this project. To find out what students learn from this IP team meeting for their interprofessional collaboration and to find out what points for improvement are, we did a process evaluation.

ANALYSIS

We analysed the interviews using a thematic analysis.

RESULTS

Students find the team meeting a valuable project to get to know each other's disciplines and to learn to collaborate. They would like to see more of these projects during their curriculum. Students and lecturers offered useful tips for improvement, which we would like to share with the rest of the interprofessional world.

CONCLUSIONS

We should continue and perhaps expand the IP team meeting, making several adjustments to the project in order to improve.

KEYWORDS

Interprofessional, team meetings, education

AF_Livro-Conferencia-Cohehre2017.indd 88 22/03/17 00:01

4. INCREASING CULTURAL AWARENESS IN FUTURE CARE PROFESSIONALS WORKING WITH OLDER PEOPLE

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BACKGROUND

Turks and Moroccans immigrated to the Netherlands in the 1960s and early 1970s in pursuit of work and, later on, for family reunification or family formation. Nowadays they experience a poorer health, living conditions, lifestyle and mental health compared to natives.

RELEVANCE

With an increasing number of older migrants, this group becomes an even more important group of older people with a demand for healthcare of welfare. Health care professionals need to be competent in giving cultural sensitive care. Which is also stated in the CANMEDS profile (communicator-role).

AIM

The purpose of this project is to develop a curriculum to promote intercultural competence and awareness in health care and welfare students for the needs and wishes of the older migrants living in the Netherlands (Europe). Aim is to give them a basic qualification.

PARTICIPANTS

The University of Applied Sciences Utrecht (HU-UAS) was project leader and partners from health care and welfare organizations, educational training, older migrant self-organizations participated in the project group.

METHODS

Within this project we developed in cooperation with professionals, older adults and students a curriculum of lectures and workshops on the broad topic of cultural skills, needs and creating awareness.

EVALUATION

In the 2015-16 the curriculum was developed and piloted within first and second year students of nursing, welfare and management in health care. In this poster presentation we will present the outlay of the curriculum, the intercultural competences and some examples of lessons and exercises.

RESULTS

The education program consist of lessons and workshops in which themes such as dementia, palliative care, loneliness, intercultural communication and needs and whishes in personal care, lifestyle issues are addressed. Excursions to for example culturally sensitive nursing homes were organized. We developed integrated appointments for every workshop.

CONCLUSIONS

The need for this curriculum was experienced by all parties involved. The main conclusion is that students must learn to have an "open vision" to every new patient they encounter. They should ask for personal preferences and cultural aspects. Points of attention are the continuity of this subject in the curriculum and the involvement of the older adults themselves.

KEY WORDS

Cultural sensitive competences

AF_Livro-Conferencia-Cohehre2017.indd 89 22/03/17 00:01

5. ALLIED HEALTH PROFESSIONS NETWORK FOR DEVELOPING PROFESSIONAL COMPETENCE

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BACKGROUND

Allied Health Professions (AHP) in particular Biomedical Sciences, Dietetics, Occupational Therapy, Orthoptics, Physiotherapy, Radiological Technology, and Speech and Language Therapy are legally regulated in Austria. This implies the obligation for Continual Professional Development (CPD). The working group "education and research" of the umbrella-organization MTD-Austria focuses on high-quality health care.

RELEVANCE

The developed concept for CPD contributes to the development of the AHP competencies of the 21st century.

AIM

Safety for the patients, maintenance and continuing support for best quality of diagnostic and care are central reference points for the professional associations of AHP in Austria. These provided the basis for the project „Developing a Concept for CPD for AHP". The aim was to develop common guidelines on further training for the aforementioned professions within a working group consisting of representatives of the defined professional groups of AHP.

METHODS

Targets for continuing education in Europe and international best practice examples at international level were researched and analyzed. Legal specifications and specific models of professions or professional associations were compared and critically reflected. Therefore terms of education theory form the basis for the development of the CPD-Concept. Based on pilot studies further adaptations of the concept were carried out in 2011 – 2013.

EVALUATION

Based on the feedback received of the professional associations and the number of CPD Diplomas issued an evaluation was carried out in 2014 – 2015 and completed in 2016.

RESULTS

A concept and guidelines for CPD were developed and have been in use in seven professional associations in Austria since 2012. The CPD-Concept contains a setting of standards for the extent and quality of continuing education and training of all AHP.

AF_Livro-Conferencia-Cohehre2017.indd 90 22/03/17 00:01

CONCLUSIONS

The guidelines for CPD have been adopted by all seven professional associations of AHP in Austria. Submission for a CPD Diploma takes place continuously. Due to a change in the law an adaptation of the compulsory registration of AHP and associated requirements for CPD is required from 2018 onwards. The implementation of an advisory board with representatives of the AHP will be part of this.

KEYWORDS

Continuing Professional Development, Allied Health Professions, Patient Safety and Risk Management

AF_Livro-Conferencia-Cohehre2017.indd 91 22/03/17 00:01

6. RESULTS OF THE UHCE PROJECT

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BACKGROUND

By 2050 the number of Europeans over 65 of age will double, and over 75 of age will triple. There will be a steep increase in the demand of care.

RELEVANCE

This project aims at patient safety and risk management.

AIM

The UHCE project develops and evaluates (a template for) pathways in primary health care, on polypharmacy, risks of falling and loneliness. They have been implemented in five different European cities: Valencia, Rijeka, Pallini, Manchester and Rotterdam.

PARTICIPANTS

More than 400 persons over 75 in each city (the frail older people), their caretakers, the involved care professionals and some policy makers.

METHODS

A toolbox for the implementation and for the evaluation of the interventions was developed, based on the project design and the template of the interventions.

EVALUATION

There is an outcome and process evaluation, with quantitative (questionnaires) as well as with qualitative methods (focus group interviews).

RESULTS

First results of the questionnaires shall be presented (Did we reach the target group of frail older persons in all cities?). In every city the realization of the interventions has been different because of the different health and social systems. We will present process indicators of the interventions, and we will discuss the differences. What were the effective elements? Can you call them the 'same' intervention despite the obvious differences?

CONCLUSIONS

It is possible to develop templates for interventions on an European level when you take into account the different primary health systems, leaving enough room to fill in local experiences and possibilities. Emphasize the effective elements of the intervention.

KEYWORDS

Frail older people; Intervention, European level

AF_Livro-Conferencia-Cohehre2017.indd 92 22/03/17 00:01

7. TEACHING-LEARNING PROCESS IN THE CONTEXT OF CLINICAL PRACTICE FOR THE NURSING STUDENTS. AN INTEGRATIVE RESEARCH REVIEW

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BACKGROUND
Graduation on Nursing has a theoretical and practical part called clinical teaching. The context of clinical teaching, which stems from the experiential learning is not impartial. The quality of clinical supervision performed by the nursing practice advisor and the teacher, the motivation they can boost in the process of reflection on clinical situations, the development of decision-making capacity for autonomy are crucial in the process of student's learning.

RELEVANCE
Decision-making and autonomy are fundamental for developing professional competencies of the nursing students.

AIM
To identify the factors that influences the learning of nursing students in the context of clinical education.

PARTICIPANTS
Not applicable because it is an Integrative Research Review of the literature - Nursing Students, Nurses, Nursing Teachers are participants on the different studies included.

METHODS
Integrative Research Review of the literature, performed on EBSCO (CINAHL, MEDLINE, Cochrane Database of Systematic Reviews, Cochrane Central Register of Controlled Trials, Database of abstracts of reviews of effects, Medlatina), LILACS, SCIELO (Portugal) and RCAAP using the keywords: learning; clinical teaching; nursing; internship; clinical education. We found a total of 301 items. Article abstracts were read and applied the inclusion and exclusion criteria, having only been selected 53 articles. After reading these, we found that only 11 responded clearly to our research question.

ANALYSIS
Qualitative approach in the analysis of the 11 articles selected, according to levels of evidence of Oxford.

RESULTS
We identified six categories of factors that influence nursing students learning: Reception; Organization of clinical teaching; Context of clinical practice; Teaching-learning process; and Nurse supervisor and Student.

CONCLUSIONS
Teachers and Nurses who supervise nursing students may have a facilitating role in the teaching-learning process in the context of clinical practice for the nursing student, by their intervention with the nursing teams, including the scope of: Preparation and organization of the clinical teaching; Reception and integration of student and Tracking and monitoring the clinical teaching.

KEYWORDS
Nursing Students; Teaching and learning process; Clinical teaching

AF_Livro-Conferencia-Cohehre2017.indd 93 22/03/17 00:01

8. INTERPROFESSIONAL COMPETENCES DRIVEN BY PATIENT PERSPECTIVE: A COMPARISON BASED ON ICF CORE SET FOR STROKE

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BACKGROUND
The context of a person may differ depending on person's private and societal background. This implies that biological, psychological, social and environmental aspects of everyday life must be taken into account in order to achieve a comprehensive perspective of health-related problems in persons suffering a stroke.

RELEVANCE
The "ICF Core Set for Stroke" is an application of the International Classification of Functioning, Disability and Health (ICF), represents the prototypical spectrum of functioning and environmental factors in patients after stroke by a selection of 166 ICF categories, which can be used as a reference framework in clinical settings beside others. Physio- and occupational therapists (PT/OT) are decisively involved into patients' treatment after stroke and important users of this ICF Core Set in clinical practice, in which patients and therapists can have different views on functioning.

AIM
Aim of the study was to determine convergences and divergences from two perspectives of experts: the therapist's and patient's perspective represented on the "ICF Core Set for Stroke".

PARTICIPANTS
An international sample of 125 PTs form 24 countries and 69 OTs from 22 countries and 60 patients after stroke from in- and outpatient settings in Germany.

METHODS
PT and OT experts were separately asked in a worldwide Delphi survey about problems, resources and environmental aspects they treat in patients after stroke. In a qualitative multicenter study, patients after stroke were asked about their main problems e.g. in walking, dressing, family life, and working.

ANALYSIS
Answers were translated into ICF categories based on established linking rules and compared to the ICF Core Set for Stroke.

RESULTS
Patients in 15 focus groups named 131 categories which coincided with 166 ICF categories from the ICF Core Set for Stroke. PTs named 376 different ICF categories and OTs named 370 ICF categories. Patients and therapists named also data, which are still not mentioned in the ICF as risk of fall, autonomy and coping.

CONCLUSIONS
There are some patients' needs indicated by Core Set categories, which are neither addressed from PTs nor from OTs. An interprofessional team is needed for comprehensive stroke rehabilitation.

KEYWORDS
ICF, Stroke, Interprofessionality

AF_Livro-Conferencia-Cohehre2017.indd 94 22/03/17 00:01

9. LANGUAGE SAMPLES ANALYSIS IN LANGUAGE IMPAIRMENT: BRIDGING 20TH AND 21ST CENTURY COMPETENCES

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BACKGROUND

Language impairment can affect different modules of language to a different extent and only an accurate linguistic profile of the patient, based on daily life linguistic performance, allows a full understanding of its (in)competences. Ideally, speech and language therapists (SLT) should combine language samples analysis with data collected from standardized tests. However, since spontaneous language analysis takes longer and there are not precisely guided procedures for doing it, language assessment lacks this dimension in most cases.

RELEVANCE

An adapted version of LARSP, a linguistic procedure for assessing morpho-syntactic competences developed for English, has been used by SLT in Portugal for many years. Nevertheless, since this version lacked important features, such as a morpho-syntactic developmental scale validated for Portuguese children, and with the publication of more standardized tests, SLT dropped the analysis of spontaneous speech samples.

AIM

In this research we aim at showing that a characterization of the morpho-syntactic competences of children with Language Impairment, using a fully adapted and validated version of LARSP - Language Assessment, Remediation and Screening Procedure for EP (LARSP-PT), allows a clearer insight into their (dis)abilities in terms of language development.

PARTICIPANTS

Four EP speaking children diagnosed with Specific Language Impairment (SLI), aged 4;11 to 7;11, two of subtype Phonological (PhoSLI) and two of subtype Syntactic (SySLI) participated in the study.

METHODS

Language samples, comprising narratives and dialogues, were collected, transcribed and analysed using CHILDES - Child Language Data Exchange System.

ANALYSI

The analysis followed the categories proposed in LARSP-PT. All the utterances of language samples were analysed into (un)grammatical, (un)intelligible or (in) complete, followed by a morpho-syntactic analysis at sentence, phrase and word-levels.

AF_Livro-Conferencia-Cohehre2017.indd 95 22/03/17 00:01

RESULTS

SySLI children behaved differently from PhoSLI showing more ungrammatical and incomplete sentences and less unintelligible sentences, as well as more difficulties with complex structures, functional categories and morphological inflections, which is predictable by their different language modular deficits.

CONCLUSIONS

Language samples analysis is an important tool for the assessment of Language Impairment and can provide a more precise and accurate diagnosis and guidance to intervention.

KEYWORDS

Language Impairment; Language Sample Analysis; LARSP

AF_Livro-Conferencia-Cohehre2017.indd 96 22/03/17 00:01

10. INTERDISCIPLINARY PROGRAMME ON PALLIATIVE AND END-OF-LIFE CARE. 10 YEARS OF WORKING AND LEARNING TOGETHER

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BACKGROUND

The aging of the population, due to the increase in life expectancy and chronic diseases, make palliative care a necessity that is transversal to any society and culture, requiring competent professionals prepared for the challenges in this area. "Interdisciplinary Programme on Palliative and End-of-Life care" had its first edition in 2008, was approved and funded by the European Agency till the year 2014. From 2015 till now it became self-financing.

RELEVANCE

The programme has been organized in partnership with different higher education institutions offering health degrees and in connection to COHEHRE Academy. The aim of the program is to offer trainning on end-of-life care from an international, intercultural and interdisciplinary perspective.

AIM

To share a successful educative experience with 10 years on the area of palliative care.

PARTICIPANTS

Partners involved from Belgium (coordinator), Czech Republic, Estonia, Greece, Lithuania, Netherlands, Portugal and United Sates of America. Teachers and Professionals from care institutions share their expertise on the area of End-of-life care with students.

METHODS

This course includes theoretical lectures, workshops, study visits, debates, and a final group presentation. Also, after the course, students write an individual report about their experiences and learning outcomes.

EVALUATION

Presentation of an overview of 10 years of programme, based on the analysis of the feedback of students, through the evaluation questionnaire and the final report.

RESULTS

The students consider that the programme provided significant learning in the field of Palliative Care.

CONCLUSIONS:

The programme allows students and teachers to develop cultural competencies. There is the recognition of the importance of knowing different perspectives and different approaches to the care of the person at the end of life.

KEYWORDS

Competencies;
Interdisciplinary; Intercultural

AF_Livro-Conferencia-Cohehre2017.indd 97 22/03/17 00:01

11. DEVELOPING INNOVATIVE ENTREPRENEURSHIP AMONGST STUDENTS: INSIGHTS FOR CREATIVE THINKING AND PERSUASIVE PRESENTATION EDUCATION AND TRAINING IN THE NETHERLANDS

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BACKGROUND

Improvement and innovation in the Dutch healthcare system is needed. Innovative entrepreneurship is an essential competence in achieving this. We present how we educate and train students, future health professionals, in developing this competence in the course 'Innovative Entrepreneurship' within the higher-education 'Management in Health Care' in Amersfoort, the Netherlands.

RELEVANCE

By developing innovative entrepreneurship, students will be better able to innovate healthcare both nationally and internationally.

AIM

The aim of the course is to develop a plan for an innovation for the Dutch healthcare. Sub-aims are (1) to master a broad range of creative techniques in order to generate ideas and select the best idea for their innovation and (2) to be able to pitch the innovative idea, both individually and as project team, persuasively.

PARTICIPANTS

The participants are about 40 second-year students of the higher education 'Management in Health Care' in Amersfoort, the Netherlands.

METHODS

The course takes in total 10 weeks. Two essential themes are (1) creative and innovative thinking and (2) persuasive presenting. Four workshops are offered on these two themes; two on theme 1 and two on theme 2. Each workshop takes 120-180 minutes. Main topics are: creativity and innovation techniques and tools and the fundamentals of pitching. Students use the results of the workshops for their exam at the end of this course.

EVALUATION

The course is generally evaluated in two ways: (1) a questionnaire and evaluation meeting for students and (2) an evaluation meeting for the teachers. The evaluation of the sub-aims is linked to the final examination.

RESULTS

In total there are four results: an innovation plan, a process report on the creative process within the project team, an individual pitch and a project team pitch.

CONCLUSIONS

(Future) health professionals have the chance to improve the Dutch healthcare system, but only if they are able to act as an 'innovative entrepreneur'. Through educational efforts in the competence 'innovative entrepreneurship', we aim to equip the students better to deal with innovation in the (inter)national healthcare systems.

KEYWORDS

Innovative entrepreneurship;
Creative and innovative thinking;
Persuasive presentation

AF_Livro-Conferencia-Cohehre2017.indd 98 22/03/17 00:01

12. IDEUS_EU - IMPLEMENTATION AND EVALUATION OF DEDICATED EDUCATION UNITS IN EUROPE

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BACKGROUND

The philosophy of the DEU was one of respect and trust between nurses from HEI's and nurses from clinical places to establish an environment that benefits students learning. These professionals cooperate to promote an optimal clinical learning environment for nursing students.

RELEVANCE

This project, funded by the European Commission, reveals the importance of clinical practice and the clinical educational model for nursing students in order to prepare them adequately to assume their role in real practice. To create a powerful learning environment at the clinical practice placements new education models are needed.

AIM

To implement and evaluate clinical placement with powerful learning environment in 5 European countries (Belgium, Poland, Portugal, Spain and Turkey). To develop a DEU-Smart Mentorship train-the-trainer for nurses and teachers and to implement and evaluate the DEU model in those five European countries.

PARTICIPANTS

Five HEI's and partners from a clinical institution, one from each country. Each one has participants with specific and different roles: Head nurse, clinical mentor, link teacher and the nursing student.

METHODS

The project is designed in three phases between September 2015 and August 2018. In the first phase, the European DEU model and corresponding implementation guidelines, and the Smart mentorship train-the-trainer program were developed. A European expert panel performed a literature study to develop the guide and the train-the-trainer program. Next, the train-the-trainer program was replicated in the

AF_Livro-Conferencia-Cohehre2017.indd 99 22/03/17 00:01

different countries. We are starting the implementation phase with the students at clinical places.

ANALYSIS

A qualitative approach; a description of the process leading to the development of the implementation guide and the train-the-trainer course.

RESULTS

Train-the-trainer course – all partners replicated this course in their own countries; IDEUs_EU_Implementation Guide is the support for all researchers.

CONCLUSIONS

The close cooperation between HEI's and Clinical Institutions connecting to the DEU model is a reality, all participants concluded the train-the-trainer course; 5 countries have a commitment with the philosophy of this model and are working in realistic and powerful learning environment.

KEYWORDS

Education; Nursing; DEU

AF_Livro-Conferencia-Cohehre2017.indd 100 22/03/17 00:01

13. YOUNG AND OLD TOGETHER GOLD

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BACKGROUND

Loneliness is widely prevalent throughout society among people and a growing international problem for society as well as professionals. Loneliness is a complex problem due to the heterogeneity. Various programs are being developed by municipalities to prevent loneliness. Moreover, students need to develop 21st century competency to develop strategies for the care and welfare of older people in relation to loneliness.

RELEVANCE

This project focuses on fighting loneliness among older people and the therefore necessary 21st competences of students.

AIM

To create a meaningful reciprocally connection between students and older people in order to reduce and/or prevent loneliness among older people.

PARTICIPANTS

140 students and older people in Rotterdam.

METHODS

A company with an infrastructure and guidelines, that facilitates a sustainable reciprocally connection between different generations, is being developed. Knowledge and potency of older people and students are committed to each other. Older people and students are performing activities together they both benefit from. A match of the needs of older people and students will be found.

EVALUATION

Experiences of older people and students will be assessed by interviews in the summer of 2017.

RESULTS

Targeted results are that older people and students benefit from the connection as well as a stable infrastructure (digital and physical) that facilitates the continuation of the meaningful connection between older people and students.

Different projects have been realized. First, care and welfare have been joined together. Older people perform weekly activities with both a student of social work as well nursing. Second, time for a granny. Students from social work are buddies of older people. Third, older people and students from different educations perform weekly activities together within six themes; photographing the neighborhood; talking about subject in common; watching movies; writ-

AF_Livro-Conferencia-Cohehre2017.indd 101 22/03/17 00:01

ing a poem; making art; making life stories. Fourth, older people and students organize a yearly symposium together, with topics relevant for both generations.

CONCLUSIONS

Loneliness will be prevented or reduced by committing knowledge and potency to each other and creating meaningful connections between older people and students.

KEYWORDS

21st competences; Reciprocity; Meaningful connection

AF_Livro-Conferencia-Cohehre2017.indd 102 22/03/17 00:01

14. PHONOLOGICAL AWARENESS ASSESSMENT INSTRUMENT: A MULTIDISCIPLINARY PROJECT

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BACKGROUND

The phonological awareness is an explicit linguistic competence that assumes a crucial role in language development and in the reading/spelling learning process. The project 'Phonological Awareness – instruments for clinical and educational intervention' had as a main goal to turn available a phonological awareness assessment tool, in digital format, validated and standardized to Portuguese children between 3 and 9 years old. Many studies were conducted to explore and identify the main features to be included in ConF.IRA (Phonological Awareness – Screening and Assessment Instrument).

RELEVANCE

The stimulation of phonological awareness is crucial to prevent learning problems and rehabilitate language disorders, being these competences addressed by many professionals, such as educators, teachers, speech and language therapists/pathologists, logopedicians and psychologists. Considering this multi and interprofessional approach, the researchers' team developed an assessment tool adapted to the different professional contexts, and worked on an online version to make it more accessible.

AIM

To get the current version, numerous exploratory studies were carried out, namely on the effect of (psycho)linguistics features as well as validity and reliability. The goal of this presentation is to describe the main steps of the development of ConF.IRA towards its current version.

PARTICIPANTS

195 children between 3 and 8 years old, with typical language development, participated in the different studies conducted under the project.

METHODS

Different versions of ConF.IRA were tested and psychometrics results data were treated following the appropriate statistical analyses.

EVALUATION

The strategies used to evaluate the tool are related with the project step in course, namely with the goals defined for the different stages of the tool development (description, correlation or psychometry).

RESULTS

The first version of ConF.IRA was revised to match the cognitive, educational and psychosocial goals defined. Now, the current version presents data of almost two hundred subject, contributing to the stand-

AF_Livro-Conferencia-Cohehre2017.indd 103 22/03/17 00:01

ardization and to the dissemination of the tool.

CONCLUSIONS

ConFIRA has benefited from the multidisciplinary knowledge (the cognitive/linguistic, educational, psychosocial and statistical ones).

KEYWORDS

Phonological awareness; Online assessment tool; Language disorders

AF_Livro-Conferencia-Cohehre2017.indd 104 22/03/17 00:01

15. SIMHE-METROPOLIA SUPPORTING IMMIGRANTS IN HIGHER EDUCATION IN FINLAND

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BACKGROUND

Metropolia University of Applied Sciences launched the SIMHE-Metropolia project in April 2016. 32 476 asylum seekers arrived in Finland in 2015 and the number of the immigrant population has risen from 1 per cent to almost 6 per cent from 1990 to 2014. Therefore, the educational services need to be renewed.

RELEVANCE

The need of educational development for globalization is a topic also in the SIMHE-project. The need for recognizing immigrant's prior learning is acute particularly in the Helsinki metropolitan area, where there are large numbers of immigrants and asylum seekers and the best employment opportunities.

AIM

The project is funded by the Ministry of Education and Culture. The objectives are to streamline the recognition of prior learning (RPL), to guide and counsel immigrants to the most suitable educational and career paths, and to establish a model to support other HEIs in launching similar services. The services are available for highly educated immigrants, and immigrants with eligibility for higher education, and were modelled by SIMHE-Metropolia and SIMHE-Jyväskylä in 2016.

PARTICIPANTS

250 highly educated immigrants participated in the project in 2016.

METHODS

Recognition of prior learning and competences is offered for those who already have a residence permit in Finland and have completed a Bachelor's or Master's degree. Guidance services include personal guidance and counselling by appointment and public guidance for groups through "Guidance Generalia" afternoons. Recognition of Competence Services aim at making immigrants' skills and competences visible for the employers and survey needs for supplementary education.

EVALUATION

The project was evaluated by collecting feedback from the participants, and by reflection from the experts involved.

RESULTS

The results from 2016 convey that customers get useful information through guidance and counselling and it helps them to plan their future paths.

CONCLUSIONS

Recognition of competences through SIMHE gives international talents local references, which hopefully supports employment. It is too early to say how effective the SIMHE-services are in that perspective. The SIMHE-concept continues and will be developed further during 2017-2020.

KEYWORDS

Guidance, integration, recognition of competences

AF_Livro-Conferencia-Cohehre2017.indd 105 22/03/17 00:01

16. SITUATION, DIFFICULTIES, HEALTH PROBLEMS AND PROFESSIONAL SUPPORT OF DIVORCED FATHERS LIVING SEPARATELY FROM THEIR CHILDREN – EXPERIENCES IN HUNGARY

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BACKGROUND

The growing number of divorces and fathers separated from their children after divorce poses new challenges to the experts of the 21 st century.

RELEVANCE

The research on the difficulties of these fathers, their competencies needed for their new lives, the assistance provided to them is a high priority for us.

AIM

The aim of our study was to examine the situation, difficulties and problems of divorced Hungarian fathers who live separately from their children, and their need for professional help.

PARTICIPANTS

The research was conducted among men who had undergone divorce for the first time, had at least one child together with their ex-wife, and the divorce had taken place in the last 1 to 5 years. 100 fathers who filled in the questionnaire correctly were included in the study.

METHODS

A self-made questionnaire composed of four parts (6 open and 60 closed questions) was presented to the participants. The questionnaire was available online between 21/11/2015 and 20/01/2016.

ANALYSIS

The authors analysed the gathered data with Microsoft Excel 2003 software, using a descriptive statistical method.

RESULTS

Only 18.0% of the fathers had not noticed any physical, mental or behavioural symptoms after divorce. 49.0% of them noticed all three types of symptoms. The symptoms and illnesses have unanimously contributed to the divorce by the fathers. Several fathers' work performance declined. One third (32.0%) of the fathers had such serious symptoms that they decided to consult a medical specialist. 80.0% of the fathers were not satisfied with financial support offered to them, 76.0% of them were not satisfied with the social allowances available to them, and 74.0% were not satisfied with the psychological and psychiatric support they are offered.

CONCLUSIONS

Fathers are not prepared to face the divorce, they can not cope with their new tasks, most of them get ill. Fathers feel lack

AF_Livro-Conferencia-Cohehre2017.indd 106 22/03/17 00:01

of financial, social and psychological support, as well as legal support. The challenge of the 21st century for health care and social worker professionals is to assist these fathers in gaining new competencies needed for their new life. We recommend courses and consultation with divorced fathers.

KEYWORDS

Divorced fathers; Health problems
Health care professionals;

AF_Livro-Conferencia-Cohehre2017.indd 107 22/03/17 00:01

17. SUBCUTANEOUS ROUTE IN PALLIATIVE CARE: DRUG ADMINISTRATION AND HYDRATION. A SYSTEMATIC RESEARCH REVIEW

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MARIANA PEREIRA
Polytechnic Institute of Setubal, School of Health, Portugal

BACKGROUND

The increase of average life expectancy and consequent increase of chronic and/or palliative diseases, condition the crescent hospitalization of people with oral route compromised. These people frequently show swallowing alterations, decreased consciousness, nausea or vomits, besides scarce peripheral venous accesses, often secondary to treatments. Improving the care quality of the hospitalized person is supported by Katharine Kolcaba´s Comfort Theory and is an aim of all health professionals, especially nurses.

RELEVANCE

Improving the practice by providing the best possible comfort to the person and promoting the patient safety once the subcutaneous route is less painful, easier to maintain and less likely to complications than venous route.

AIM

Identify the indications, contraindications, insertion sites, technique´s description and the drugs and solutions that can be administered by the subcutaneous route in palliative care.

PARTICIPANTS

Not applicable. It´s a systematic research review of the literature – Nurses and patients participate on the different included studies.

METHODS

Systematic Research Review of the literature, performed on B-On, Scielo, RCAAP, EBSCOhost web (Academic Search Complete, CINAHL Plus with full text, Medline with full text, MedicLatina, Cochrane Database of Systematic Reviews e Health Technology Assessment) using the keywords: injections subcutaneous, hypodermoclysis and palliative care tested and normalized by DeCS. A total of 26 items were found and applying the inclusion and exclusion criteria, were selected 15 articles.

ANALYSIS

The relevant information from each article was inserted in tables, based on Cochrane Database of Systematic Reviews, facilitating the analysis, consultation and summary.

RESULTS

We identified several indications and few contraindications, the appropriate insertion sites; authors are unanimous in describing the subcutaneous technique and solutions and drugs administration, including compatibilities.

CONCLUSIONS

The subcutaneous route should be used more often not only in palliative care but to improve the comfort and safety of all patients that can benefit from this technique. Easy to use, with few complications and contraindications, insertion devices already available and safety, the subcutaneous route is an important way to promote the care quality in hospitals.

KEYWORDS

Injections subcutaneous;
hypodermoclisis; palliative care

AF_Livro-Conferencia-Cohehre2017.indd 108 22/03/17 00:01

18. CHOICE OR CHANCE? NUTRITION KNOWLEDGE AND ATTITUDES OF FINNISH AND INDIAN PRESCHOOL CHILDREN

AMANDA TALMADGE
Master's Student in Global Development and Health Management,
Laurea University of Applied Sciences, Finland

BACKGROUND

The FINDIgATE project is a pilot between higher education institutes in India and Finland. Within FINDIgATE, this study explores the nutritional aspect of well-being.

RELEVANCE

A child's nutritional status is instrumental in their overall well-being. Health and nutrition literacy in children could have a positive impact on overall, lifelong, health, as has been demonstrated in adults. Nutritional education focused early in life could be an important health promotion and prevention strategy and is important in patient safety and management of potential health risks.

AIM

The purpose of this research is to identify the level of nutrition knowledge and attitudes in 4 to 6-year-old preschool children. The results will guide the implementation of early nutrition education as a source of health promotion.

PARTICIPANTS

Pre-operational children pose special challenges as they are verbally unsophisticated, lack perceptual skills and reading skills. The study was conducted on 40 voluntary participants of public and private pre-schools in Helsinki, and Chennai, India. This population is gaining autonomy and nutrition is a daily choice where knowledge could impact decisions. The education received at this point could have lifelong consequences and contribute to an increase in overall well-being.

METHODS

This quantitative, casual comparative study employs a survey for data collection. A pictorial questionnaire was designed to accommodate the specific needs of pre-operational children. Pictures of food are presented to the participants. The participants are then asked to use a visual analog face scale to rate the healthfulness of each food. The results will be compared to the correct answer to determine nutrition knowledge. The same pictures are used to rate their desire to eat the foods. The results will produce a baseline level of nutrition knowledge and attitudes.

ANALYSIS

A comparison will determine if nutrition knowledge correlates to a positive attitude toward healthy options.

RESULTS

A positive correlation is anticipated and will support early nutrition. If a positive relationship is not found, health choices may not be influenced by knowledge.

CONCLUSIONS

As a health promotion and prevention strategy, the results will be used to support evidence-based interventions to overcome nutrition literacy barriers in pre-operational children which can contribute to lifelong healthy behaviors.

KEYWORDS

Nutrition knowledge,
Pictorial Questionnaire, Children

AF_Livro-Conferencia-Cohehre2017.indd 109 22/03/17 00:01

19. CHILD FRIENDLY SCHOOL EXPERIENCES BY THE ELEMENTARY SCHOOL STUDENTS AGED 11-13 YEARS, WITHIN AN INSTITUTION IN BHUBANESWAR – INDIA AND AN INSTITUTION IN HELSINKI - FINLAND. 2017

WILLIAM RIVERA
Laurea University of Finland, Finland

BACKGROUND

A Child Friendly School (CFS) ensures that every child and environment is physically safe, emotionally secure and psychologically enabling. A CFS assures children safe, protective, and gender-sensitive spaces, free them from violence and abuse, and secures their health and well-being.

RELEVANCE

This study assessed the children's friendly school experiences of 11-13-year-old students, according to the standards of CFS model, which implementation can help schools and teachers to develop skills and competences for working in poorly resourced countries such as remote areas in India.

AIM

To assess the Child Friendly School experiences of 11-13-year-old students, according to the standards of CFS model.

PARTICIPANTS

As subject for this study, 20 children aged between 11-13 were selected in both countries. The participants were involved as active partners in this study in order to facilitate enable the voice of the children. Children were requested to participate voluntarily, once the parents have signed the consent form.

METHODS

This assessment adopted a tool in which children's participation in mapping safe spaces helped to recognize the school's protective environments from the students' angle. Likewise, through a Lego game methodology, children were interviewed about their wellbeing at school.

EVALUATION

This assessment adopted the relevant indicators from the CFS standards and evaluated the collected data through the Analytical Matrix for CFS.

RESULTS

The preliminary results of the study show that when children's voices are heard, they are more receptive to peer cooperation and communication, more engage into active learning and expressed more trust towards care givers.

CONCLUSIONS

The conclusion can also be drawn that students' level of motivation for participating inside an academic environment correlates with their freedom of speech and feelings of safety at school. This is a preliminary step to move forward for schools and teachers to auto-evaluate the level of CFS experiences by the students, in order to adopt measurements to counteract the critical areas that require some interventions.

KEYWORDS

Child Friendly School; Children's participatory methods; Child protection

AF_Livro-Conferencia-Cohehre2017.indd 110 22/03/17 00:01

20. 'SNAP SKILLS': DEVELOPING THE MENTAL HEALTH SKILLS OF ADULT FIELD NURSES AS PART OF A PRE-REGISTRATION NURSING PROGRAMME.

GUY COLLINS
University of Derby, UK

HEATHER BRUNDRETT
University of Derby, UK

BACKGROUND

Nurse education within the United Kingdom (UK) is regulated by the Nursing and Midwifery Council (NMC). Within the UK nursing education has four distinct fields rather than leading to a generic nursing registration. Despite aspects of mental health being within the existing standards for pre-registration nurse education of Adult nurses, and the drive for improved mental and wellbeing and improved services. There are paradoxical evidences that Adult field nurses don't feel prepared or equipped to care for people with mental health needs. In order to address this issue lecturers at the University of Derby are developing a series of videos, created to enhance fundamental mental health skills. Constructed as 'bite-sized' clips lasting less than 2 minutes, the format enables adaptation to 'modern day learners', access to the resource across platforms, and are easy to consume, relevant and applicable to development.

RELEVANCE

The focus of the project and presented paper directly links to the conference sub-theme of 'Developing 21st century competences'. Toward the transformation of workforces to be appropriately equipped to meet the needs of diverse patients.

AIM

To reflect upon the development of innovative teaching and learning resources; and to examine student utilisation and impact upon confidence and competence in responding to and meeting the needs of patients with mental health needs.

PARTICIPANTS

The participants utilising this resource were undergraduate nursing students at a UK University.

METHODS

The 'snap-skills' © resource will be collaboratively developed with providers and users. The format selected was short video, edited and uploaded to YouTube, and embedded within an online learning environment.

EVALUATION

Conducted in the form of user student focus groups to inform development and evaluation.

RESULTS

Results will detail the current stage of development of the project and the ongoing developmental timeline.

CONCLUSIONS

The use and evaluation of 'snap skills' © as a teaching and learning resource will provide evidence around the utility of this approach to facilitate mental health skills development for none specialist nurses.

KEYWORDS

Mental Health; Nursing; Bite sized.

AF_Livro-Conferencia-Cohehre2017.indd 111 22/03/17 00:01

21. PAEDIATRIC INTENSIVE CARE NURSES' INTERCULTURAL COMMUNICATION COMPETENCES

ELSI HAVERINEN
Laurea University of Applied Sciences, Finland

BACKGROUND

Cultural diversity challenges communication in high-acute environments such as paediatric intensive care units. To improve health care services for intercultural families, nurses' intercultural communication competences were investigated.

RELEVANCE

Cultural diversity has increased rapidly around Europe in the past few decades and the number of immigrants in Finland has doubled in the 21st century. Effective health care in today's intercultural environment demands understanding on how cultural differences affect communication and consequently influence health care.

AIM

The purpose of this study was to investigate nurses' experiences and competences on intercultural communication in a paediatric intensive care unit. The research was done in cooperation with Helsinki University Hospital's Paediatric Intensive Care unit. The research describes intercultural communication from nurses' perspective and indicates their ability to provide culturally competent care.

PARTICIPANTS

Five experienced paediatric intensive care nurses with differing backgrounds participated in the focus group interview.

METHODS

The research was a qualitative study and the research method used was focus group interview. A theme interview was conducted to gain in-depth experiences from the participants. Data was analysed by using content analysis and inductive approach.

ANALYSIS

According to the analysis, four themes rose from the focus group interview; the character of paediatric intensive care, linguistic challenges, cultural differences between health care staff and families as well as the effects of nurses' personal abilities' and capabilities'.

RESULTS

The results indicate that one-sided communication and nurses' personal abilities and capabilities had a significant effect on intercultural interactions. Nurses had a desire to work in a culturally sensitive manner to decrease marginalization and to improve the feeling of equal and quality care. Non-verbal communication, eye contact and presence were also seen as important part of communication.

CONCLUSIONS

The results indicate that even though intercultural communication was on occasion found challenging, nurses had a positive outlook towards encountering intercultural families. Recommendations to improve outcomes of intercultural communication include improving education and awareness towards intercultural communication among the nurses.

KEYWORDS

intercultural communication, culturally competent care, 21th century competences

AF_Livro-Conferencia-Cohehre2017.indd 112 22/03/17 00:01

STUDENT KEYNOTES & WORKSHOPS



AF_Livro-Conferencia-Cohehre2017.indd 113 22/03/17 00:01

KEYNOTES

KEYNOTE 1
"RESPONSIBILITY AND CITIZENSHIP"

LUCÍLIA NUNES
Setúbal Polytechnic Institute, School of Health Care
Nursing Department

Active Citizenship is one of the basic skills for this century. A global citizen, living in an emerging world community, has moral, ethical, political, and economic responsibilities. These responsibilities include to understand one's own perspective and the perspectives of others on global issues, respect the principle of cultural diversity, responsibility to make connections and build relationships with people from other countries and cultures. Global citizens have the responsibility to understand the major global issues that affect their lives and need to play activist roles in urging greater international cooperation between their nation and others. Every individual can work actively towards advancing the public good, improving the welfare of all in society, and should see it as integral to her way of living.

KEYNOTE 2
"DIVERSITY & EQUALITY"

ATTILA DOBOS
Semmelweis University, Budapest
Department of Social Sciences

The keynote is going to give a general framework for thinking about sociocultural diversity and its relation to the problems of equity, equality and just distribution (justice) as it is seen through the lenses of cultural anthropology and social policy. Particular emphasis will be put on the field of health and social care, where discrepancies are well known issues for access to health / services and eligibility.

KEYNOTE 2
"A KIND OF BERMUDA DEVIL'S TRIANGLE:
INTELLIGENT- TALENT – CREATIVITY"

BURAK KARABEY
Dokuz Eylul University, Buca Faculty of Education
Gifted Education Department

This keynote based on globalisation of education and their systems about main concepts. We will discuss intelligent-talent and creativity by means of different areas and cultures by the way meaning of cultural differences and awareness on education areas.

AF_Livro-Conferencia-Cohehre2017.indd 114 22/03/17 00:01

WORKSHOPS

THEME 1
"EMPOWERMENT - A KEY TO INCLUSION"

ANA LÚCIA RAMOS
Setúbal Polytechnic Institute - School of Health Care
Nursing Department

What that means? Why it is important? How can I do? Currently, the concept of empowerment has been used in several reference documents, at the political, health or social level. The (over) use of this concept makes one often miss the notion of its real concept. This workshop intends to clarify the concept, to work on the power of each participant, as a citizen and as a future professional.

THEME 2
"COMMUNICATION WITHOUT SPEECH"

VÂNIA RIBEIRO
Setúbal Polytechnic Institute, School of Health Care
Department of Communication and Language Sciences

Communication is much more than speech and all people communicate. This workshop aims to raise awareness of the importance of communication in our daily life and to explore different strategies to communicate with different people through the experiences of daily situations in a visual and hearing impairment condition.

THEME 3
"ON JUST DISTRIBUTION OF SCARCE RESOURCES"

ATTILA DOBOS
Semmelweis University, Budapest
Department of Social Sciences

This workshop facilitates students to think and elaborate deeper understanding of the difficulties of fair distribution of goods, services, chances if the resources are quite limited – just as in most cases in the field of health. We are going to examine the ruling principles shedding lights on their strengths and weakness, not to mention the surrounding bioethical considerations.

AF_Livro-Conferencia-Cohehre2017.indd 115 22/03/17 00:01

WORKSHOPS

THEME 4
"COMPLEXITIES OF REFUGEE CRISIS: SOCIAL INTEGRATION"

EMI VAN NIEUWENHUYSE
Arteveldehogeschool Ghent
Department of Podiatry

The recent refugee crisis divides Europe, European countries and society. Let's focus on some figures and facts, opinions and viewpoints. Let's break down certain preconceptions and start an informed debate about social integration. Are we willing to search and able to find alternatives to increase the quality of our changing society for all stakeholders?

THEME 5
"ART THERAPY - INCLUSION THROUGH ART"

LINO RAMOS
Setúbal Polytechnic Institute, School of Health Care
Nursing Department

Art therapy is the use of art as therapy. Freud laid the foundations of art therapy in the past century, seeing art as an expression of the unconscious. Jung started the application of art as therapy. Often, people do not have words to express their emotional problems and conflicts and make a design, able to communicate a state of the soul (Ciornai, 2003). The process of knowledge experienced by means of artistic experiences enables the individual to symbolize their perceptions of the world, especially when you cannot express themselves verbally, by oral or written language (ALLESSANDRINI, 2012). The creative processes enable to rediscover meaning in life and enable the expansion of consciousness. It is a phenomenon that breaks down barriers and open the gates of the mind.

THEME 6
"IDENTIFYING AND TACKING GLOBAL PUBLIC HEALTH CHALLENGES"

GUY COLLINS
University of Derby
Department of Health Care Practice

This workshop will be an interactive experience that raises awareness of contemporary global public health issues, international policy frameworks, together with the opportunity for participants to propose interventions and solutions via an innovative small group pitch approach.

AF_Livro-Conferencia-Cohehre2017.indd 116 22/03/17 00:01

WORKSHOPS

THEME 7
"AGING: THINKING AND ACTING REGARDING INCLUSION"

ANDREIA CERQUEIRA
Setúbal Polytechnic Institute, School of Health Care
Nursing Department

Ageing populations determine profound changes in society, which has sought to find different resources and answers to achieve individual and collective well-being. The aging process is complex and multidimensional, being characterized by different transitions, which can make the person more vulnerable. In this stage of life, it is crucial that person dignity be preserved. New ways of thinking and acting regarding ageing person inclusion means the conjunction of different dimensions: 1) The configuration of the ageing person; 2) The professional care which is aimed; and 3) The contexts of learning and care.

THEME 8
"CHANGING MINDS: DISABILITY TO ABILITY"

BURAK KARABEY
Dokuz Eylul University, Buca Faculty of Education
Gifted Education Department

We will trying to find some answers about "What is disability?", "What is ability?", "Can we change perspective of disability perception?", "Is it possible to find a project for more social inclusion?"

THEME 9
"TOWARDS OPEN DIALOGUE: NETWORK-MAP"

ULLA-MAIJA SEPPÄNEN
Oulu University of Applied Sciences

Mental health problems are not problems of an individual, but they have effect to the larger network of so-called client / patient. How we as health care professionals could enable dialogue and find with our clients the most important network to support our clients? This workshop aims to teach basic principles of open dialogical work as well as one methods that can be used with clients in order to find out the most important people for the client. With these methods client's social network as well as relationships to important persons will become more clear both to client her- /himself and to therapist.

Literature

www.youtube.com/watch?v=ywtPedxhC3U (short movie about open dialogue)

AF_Livro-Conferencia-Cohehre2017.indd 117 22/03/17 00:01



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MY NOTES FROM THIS CONFERENCE



AF_Livro-Conferencia-Cohelre2017.indd 110 22/03/17 00:02

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AF_Livro-Conferencia-Cohehre2017.indd 126 22/03/17 00:02

THE PEOPLE I MET



AF_Livro-Conferencia-Cohehre2017.indd 127 22/03/17 00:02

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AF_Livro-Conferencia-Cohehre2017.indd 130 22/03/17 00:02

ACKNOWLEDGEMENTS



AF_Livro-Conferencia-Cohehre2017.indd 131 22/03/17 00:02

Special thanks,

We would like to thank the Setubal City Council for all the collaboration and support in this event, especially for facilitating the events of the social programme - the guided visit to the Convent of Jesus and the Moinho da Mourisca.

Also we are grateful to the different organizations, namely APPACDM, Caritas and Centro Jovem Tabor, that collaborated with us in the students' programme, opening their doors to be visited by this international group. Their collaboration with the School of Health has been long and we would like to publicly express our gratitude for always welcoming us.

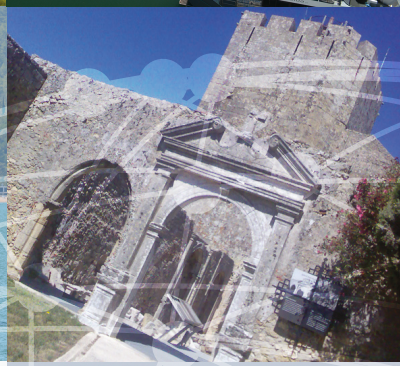
Last but not least, we would also like to thank the artists who have kindly allowed us to use their photographs, both in the book and website. These are: Fernanda Pereira, Bernardo Corrêa Figueira, Tiago Corrêa Figueira, Eduardo Quinhones Hall, António Freitas e Patricia Argüello.

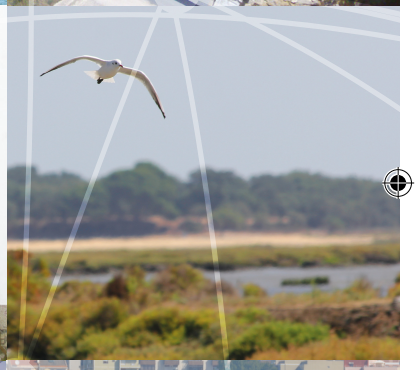
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AF_Livro-Conferencia-Cohehre2017.indd 132 22/03/17 00:02

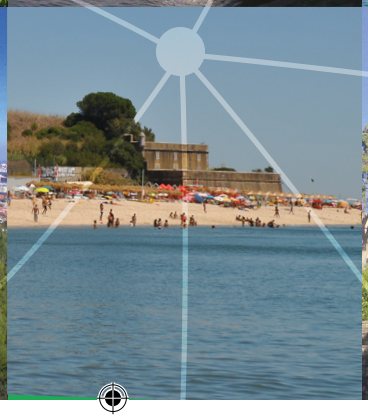







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AF_Livro-Conferencia-Cohehre2017.indd 4 22/03/17 00:02