

Conference Abstract 2011 -

Title: The experiences of Using Appreciative Inquiry to develop a skill framework to manage mobility for nursing

Training Requirements and Nursing Skills for Mobility in Health Care (TraNSforM)

Authors:

E. McSharry RGN, RNT, BNSc (Hons), MSc, Lecturer, Department of Nursing and Health Studies, St. Angela's College, Sligo, Ireland. emcsharry@stangelas.nuigalway.ie

E. McManus, RGN, RNT, BScN (Hons), PGDip Ed, MSc, Lecturer, Department of Nursing and Health Studies, St. Angela's College, Sligo, Ireland. emcmanus@stangelas.nuigalway.ie

Project Partners

C. Hall, BSc (Hons), PhD, Dip Nursing (Lond), DipAdEd, PGDip, RGN, RSCN. Associate Professor School of Nursing, Midwifery and Physiotherapy, Department of Medicine and Health, University of Nottingham, U.K. C.Hall@nottingham.ac.uk

Marc Dhaeze, RN, MSc, PG Cert Psych. B.A. Head of programme committee lifelong learning in nursing, Faculty of Health Care, University College Ghent, Belgium. marc.dhaeze@hogent.be

Inge Bergmann-Tyacke, MPhil, BSc(hons) RN, Nurse Teacher, lecturer and researcher, FH Bielefeld, University of Applied Sciences, Faculty of Economics and Health, Department of Nursing and Health, University of Applied Sciences in Bielefeld Bielefeld Germany, ibergmann-tyacke@fh-bielefeld.de

Annette Nauerth RN, M.D. .Lecturer, University of Applied Sciences in Bielefeld, Germany. annette.nauerth@fh-bielefeld.de

Maria Margarida da Silva Reis dos Santos Ferreira RN, (Specialization in Paediatric Nursing), MSc , PhD Professor (Coordinator Professor) Nursing College of Porto, Portugal. mrs@esenf.pt

Josefina Frade RN, (Specialization in Midwifery), MSc , Professor (Coordinator Professor) at Nursing College of Porto, Portugal. josefinafrade3@gmail.com

Ana Paula Prata Amaro de Sousa, RN ((Specialization in Midwifery) RM, MSc ,Associate Professor Escola Superior de Enfermagem do Porto, Portugal prata@esenf.pt

Sonia O. Labeau, RN, MA, MNSc Research assistant in Health Sciences, Faculty of Healthcare, University College Ghent, Ghent, Belgium. sonia.labeau@hogent.be

Maria Candida Morato Pires Koch , RN, Specialization in Midwifery, MSc Professor, Nursing College of Porto, Portugal. candida@esenf.pt

Samiye Mete, RN, PhD. Associate Professor, School of Nursing, Department of Obstetric and Gynecology Dokuz Eylul University, İzmir Turkey. samiye.mete@deu.edu.tr

Elina Jouppila-Kupiaianen, FM, THM, RN, MA, MNSc, Senior Lecturer, Mikkelin ammattikorkeakoulu, Mikkeli University of Applied Sciences, Finland. Elina.Jouppila-Kupiaianen@mamk.fi

Aim:

This paper will focus on the methodological considerations of using an AI approach in a project which explores the training requirements and nursing skills for mobility and sets out to develop a skills framework for working nurses. The 'TRaNSforM' collaboration serves to meet specific needs for its 7 partners (Turkey, Germany, Finland, Ireland, U.K. Portugal, Belgium).

Background

Clear concerns surrounding the need for nursing skills development relating to mobility of workforce and patients within the workplace have been identified (Avis et al 2008, Goodman 2008, Hancock 2008, O'Shea 2008).

In specific localities, the employment of cultural development officers and the development of practical resources to attempt to teach nurses about cultural awareness have met with variable success, due to poor uptakes and attendance (Ireland Report's Case Study on Hospitals (EIW, 2007). One answer proposed by the authors of the aforementioned case study is to integrate learning around a European dimension in health care and the opportunities available throughout all programmes, including initial vocational preparation, pre-registration education and throughout lifelong learning experiences (EIW, 2007). 'TraNSforM' thus builds upon the recommendations of the European Intercultural Workplace Health Care Services Report (2007) by developing a 'Skills Framework' based on identified best practice.

Methodology:

Appreciative Inquiry (AI) is the method used to enable participants to identify the training requirements, nursing skills for mobility and development of a framework for self assessment of cultural awareness and learning opportunities. The 'TRaNSforM' framework is being developed during the project which commenced in November 2010 will complete in July 2012.

Initial Findings and the Appreciative Inquiry

National working groups and International sharing events have enabled data collation realisation. In subsequent work packages the developing framework will be tested.

The AI approach explores best practice in regards to skill required for mobility as opposed to a deficit based approach (Whitney and Trosten-Bloom, 2010). It has encouraged a perceptual shift in thinking surrounding issues of mobility from both the partners and the participants (work based learners).

Conclusion

This transcultural project underpinned by an AI approach can contribute to transformational change in regards to the cultural mobility competence of the nursing profession.

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