



The TRaNSforM project Training Requirements and Nursing Skills for Mobility

The 'TRaNSforM' project aims to develop a set of key skills and competences for nurses to enable them to deal effectively with the social and cultural issues of an increasingly diverse workforce and client base. With partners in Belgium, Portugal, Finland, Turkey, Germany and Ireland, the University of Nottingham are looking at ways to incorporate intercultural learning into existing work-based learning programmes and to map training to the European Qualifications Framework. A project website will be developed where the partners will upload the final project results and outcomes.

The project commenced in September 2010 and has already included exploration of skills for nursing mobility by more than 400 hundred nurses and nurse educators in practice using a method known as appreciative inquiry. This method enables nurses and nurse educators across the countries to work together locally and international to identify and share key skills and competencies. Using this method, country teams are tasked with work which is completed nationally by registered nurses attending short courses in the universities (and their silent partners) then presented at international workgroups by national representatives. These representatives include nurses, educators and students from all countries as well as silent partners when appropriate.

The TRaNSforM work programme completes in July 2011 in Ghent, when it is intended to launch a website which includes the skills framework and some supportive learning resources. The RCN Education Forum is a silent partner in the UK with a remit for dissemination. The project is sponsored under mobility funding from the European Commission Lifelong learning programme (Leonardo).

United Kingdom, November 2010 - Portugal December 2010

These initial planning meetings identified the time scale and clarified proposal aims, evaluation and dissemination strategies. The concept of internationalisation was explored in relation to a globally aware nursing community that will be able to work sensitively with a diverse range of patients.

Methodology of collecting and processing data from each participating country was done through Appreciative Inquiry. Appreciative Inquiry was a logical choice as it had originated from authors who wished to look at service organisation and how it could be improved and had an open and inclusive philosophical stance. The sequence of work is based on the 4D model of Appreciative Inquiry developed by Cooperrider (2004). This begins with 'Discovery' learning about best practice in intercultural work; then moves on to the 'Dream' phase of picturing possible futures (imagining the ideal international nurse); then on to a 'Design' stage where the learning is consolidated into a tool or framework in this case. The last stage involves 'Delivery' or in this case dissemination of the new ideas created.

Meeting 2 - Izmir, Turkey March 2011

[Discovering and Dreaming the International Nurse](#)

The overall aim was agreed by all countries:

“To identify competences for nurses’ mobility and to propose a practical framework”

This meeting focused on the vision of the international nurse, each country presented their focus group reflections.

The findings from each country confirmed that mobility leads to enriching experiences, cultural exchanges have a positive impact on team spirit. Language and communication were also identified as important factors for enhancing quality nursing care. Prior knowledge of health care systems, society and culture are required, including an understanding of the customs of a country are important for successful mobility.

It was also recognised that support from the policy makers and the institutional boards are required in terms of internationally agreed standards for nursing, access to learning and support frameworks.

Meeting 3 – Sligo, Ireland June 2011

Dreaming and Designing Nursing Practice

The focus was on developing skills for intercultural nursing, identifying what nurses need to know, to be aware of and to learn to be more mobile. Participants verified the skills for nursing mobility using the work from meeting 1. New groups of students added their perceptions to the overall images gained during the first focus groups. A more detailed list of nursing skills was collated with a view to the end product of developing a framework to aid nursing mobility.

Meeting 4 – Mikkeli, Finland September 2011

Dreaming and Designing Nurse Education

This meeting focused on considering how nurse's as educators could support and encourage mobility and the development of skills for mobility. Findings included the need for;

- Nurse educators to have an international enthusiasm and a chance to travel themselves.
- Opportunities for sharing ideas and international dialogue
- Exchange Programmes for nurses
- Case Studies
- Teaching and learning resources

During this process, as nurse educators themselves, participants began to realise that there were differences emerging in interpretations of common terms and concepts being used within discussions. Therefore, it was agreed that it was important to clarify concepts and to create a list of working definitions to support the project work. Each participant country took responsibility for one concept and collated definitions from each country with a view to creating a mutual understanding. However, it was acknowledged that the dominance of English as a language might restrict or influence these terms.

Concept	Lead
Preceptorship/ Mentoring	Ireland
Clinical Supervision	Portugal
Self-Efficacy	Belgium
Readiness / Preparedness	Turkey
Competency	Germany
Language	Germany

Open mindedness/ adaptability / flexibility /creative thinking	England
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Meeting 5 – Bielefeld, Germany November 2011

[Dreaming and Designing Clinical Leadership](#)

The objective of this meeting was to discover how clinical leadership expresses itself in concrete situations of transcultural relevance and in that way identify skills and competences. Focus groups considered the nurse as a leader facilitating cross cultural awareness and leadership skills for mobility. The findings suggested that organisations can prepare individuals by providing information about their workplaces, arranging inductions and offering “buddying” or peer support networks to enable cultural understanding and awareness as part of the process of orientation to a new environment. In order to be an international nurse, individual nurses need to take a leading role by encouraging their teams to be aware of cultural differences, beliefs and values. They need to be sensitive to the challenges of international mobility for the professional nurse.

Meeting 6 – Nottingham, United Kingdom February 2012

[Dreaming, Designing and Consolidation](#)

The focus of this meeting was to consolidate work from previous meetings with a view to constructing provocative statements and skill outcomes for the final framework. The lead countries for each stage of the work brought together their analysis of the collated findings from each member country. The structure of the final framework was discussed and key themes of practice education and leadership reviewed.

Meeting 7 - Ghent, Belgium June 2012

[Consolidation of work packages in preparation for dissemination](#)

The Final stage of the project will focus on preparation for completion of the project and dissemination of a framework for training requirements and skills for mobilisation in health care. Dissemination of the framework for nursing mobility will be through the project website, conferences across the partner countries and publications from individual participants.