10th International Conference of Education, Research and Innovation

Conference Proceedings

Seville (Spain)
16-18 November 2017
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2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.

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1. Open the Search window, type the words you want to find, and then click Use Advanced Search Options (near the bottom of the window).
2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
5. Proceed with your search as usual, selecting other options you want to apply, and click Search.

For Acrobat 7 and earlier:
1. In the “Edit” menu, choose “Full Text Search”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
AN EXPLORATION OF PATIENT SAFETY TRAINING WITHIN PRE-REGISTRATION NURSE TRAINING PROGRAMME IN MEDICAL UNIVERSITY IN WARSAW IN POLAND

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² The Department of Clinical Nursing, Faculty of Health Sciences, Medical University in Wroclaw (POLAND)

Abstract

Introduction: The present analysis of patient safety training within pre-registration nurse training programme in Medical University in Warsaw (MUW), Poland was carried out within the Rancare Project: Rationing - Missed Nursing Care: an International and Multidimensional Problem (Cost Action CA 15208). It is widely recognised that patient safety is a priority for all healthcare workers, managers and planners, and that nurses play a central role in this process. The environment in which nurses work, how they carry out work, and the decisions they make in relation to care provision, are all contributing factors to maintaining patient safety. We tried to find out how undergraduate or pre-registration student nurses are prepared by examining explicit patient safety training included in nursing curricula, and other less explicit training where patient safety is not a stand-alone subject within the curriculum but rather is included across subject areas as part of a hidden curriculum.

Nursing programme at the Faculty of Health Sciences, MUW is organised in a two-cycle system: first-cycle degree programme (3 years, Bachelor's Degree) and second-cycle degree programme (2 years, Master's Degree). Graduation from the first-cycle degree programme give the right to exercise the profession in Poland and other European Union countries.

The aim of the study: A detailed analysis of the size and way of implementation of issues associated with a broadly defined patient safety in the curriculum for first-cycle degree students of Nursing at the Faculty of Health Sciences, MUW.

Material: Documentation of the course of the first-cycle degree programme in Nursing at the MUW: programme of study, syllabus of the courses, and specific educational content.

Methods: The documentation of the course of the first-cycle degree programme in Nursing at the Faculty of Health Sciences, MUW: programme of study, syllabus of the courses, and specific educational content was analysed with the use of a standardised questionnaire used for analyses of curricula carried out within the Rancare Project. Survey/questionnaire was made available in electronic version only.

The World Health Organisation provides guidance on the inclusion of patient safety training in the curriculum of students of healthcare. Provided within this curriculum guide are 11 patient safety topics which can be incorporated into any curriculum. We have listed these topics in the questionnaire and try to identify to what extent each topic is covered within the Nursing curriculum in MUW.

Results: The duration of the first-cycle degree programme in nursing at the muw is three years and the number of hours is not less than: 810 hours of basic content, 3795 hours of field-specific content, including: 1495 hours of theoretical classes, 1100 hours of practical classes, 1200 hours of practice. the issue of patient safety is discussed during all clinical courses at the first cycle programme and during the basics of nursing and rehabilitation courses. the issue of patient safety is also addressed during non-clinical courses, such as psychology, law, and public health. the issue of patient safety is primarily discussed in the context of the safety of healthcare/ nursing personnel and not that of patients themselves.

Conclusion: The curriculum for nursing education at the Faculty of Health Sciences, MUW, does not sufficiently address the issue of patient safety.

Keywords: curriculum, medical education, nursing education, vocational education.
1 INTRODUCTION

It is widely recognised that patient safety is a priority for all healthcare workers, managers and planners, and that nurses play a central role in this process [1-5]. The environment in which nurses work, how they carry out their work, and the decisions they make in relation to care provision, are all contributing factors to maintaining patient safety [6-8]. Therefore it is important that pre-registration undergraduate students in healthcare are prepared for this aspect of their professional role through the provision of patient safety training [9-15]. Here in this paper Authors seek to find out how undergraduate or pre-registration student nurses are prepared by examining explicit patient safety training included in nursing curricula, and other less explicit training where patient safety is not a stand-alone subject within the curriculum but rather is included across subject areas as part of a hidden curriculum.

The World Health Organisation provides guidance on the inclusion of patient safety training in the curriculum of students of healthcare. Provided within this curriculum guide are 11 patient safety topics which can be incorporated into any curriculum [16].

The study was carried out within the Project: "Missed nursing care: an international and multidimensional problem (Nursing Care Rationing): as a part of the European Co-operation Programme in the field of Scientific and Technical Research (COST Action CA15208). The research project entitled "RANCARE Rationing - Missed Nursing Care: an International and Multidimensional Problem" co-financed by the European Union and carried out under the European Co-operation Programme in the field of Scientific and Technical Research (COST Action CA15208 - Cooperation in Science and Technology) in the Horizon 2020 Framework Programme. The RANCARE Project involves a total of 84 participants (Management Committee Members) representing 27 countries, including: Belgium, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Greece, Spain, Holland, Iceland, Ireland, Israel, Lithuania, Latvia, Macedonia, Germany, Norway, Poland, Portugal, Romania, Slovak Republic, Switzerland, the United Kingdom, and Italy. The Project also involves observers (Management Committee Observer) from Australia, the USA, Canada and New Zealand as COST International Partner Countries. Professor Evridiki Papastavrou from the Department of Nursing, Cyprus University of Technology, is the Chief of the Project and Professor Panayiota Andreou (Department of Nursing, Cyprus University of Technology) is the Chief Coordinator. The Project RANCARE will last for three years ending in September 2019.

The main aim of the Project is to discuss the impact of insufficient number of nursing staff in most world countries on nursing practice: nursing care quality and patient safety as well as the implications of missed care for professional development of nurses. This will be achieved by improving collaboration between representatives of different countries representing various fields of knowledge: nurses, physicians, public health professionals, as well as ethicists and experts in research in health sciences. As many as eight areas (Research Coordination) for research and analysis were identified in the Project:

1. to reach a common definition of nursing care rationing
2. to identify the main factors linked to the system of nursing care rationing and to identify new research directions in this area
3. to identify areas for discussion on patient safety and its place in curricula for nursing education
4. to identify areas for discussion on an ethical dimension of rationing of nursing care
5. to analyse and identify key competences needed for training in decision making and priority setting in nursing care
6. to analyse and identify assessment methods and ways of testing of rationed nursing care
7. to identify evidence based nursing interventions
8. to disseminate study results to external stakeholders representing different countries: nursing professional and research organisations, patient associations, and associations of managers of hospitals and other healthcare facilities.

The Project also aims at Capacity Building in four areas:

1. network building and promoting the exchange of knowledge and dissemination of good practices at the European and international levels
The RANCARE Project aims to launch a platform for developing a common research agenda for young researchers (ESRs - Early Stage Researchers) and to improve scientific, educational, and clinical potential for developing innovative solutions in teaching students of nursing and nurses. The collaboration within the RANCARE Project will be carried out via four Working Groups: Group 1 "Conceptualisation of rationing and research methodology", headed by Professor Walter Sermeus of the Leuven Institute of Healthcare Management and Policy (Belgium), Group 2 "Evidence-based interventions and intervention design", chaired by Dr. Maria Schubert of the University of Basel (Switzerland), Group 3 “The ethical dimension of rationing of nursing care”, led by Professor Riitta Suhonen of the University of Turku (Finland), and Group 4 “Educational issues and Training”, headed by Professor Olga Riklikiene of the Lithuanian University of Health Sciences (Lithuania). In addition to Working Groups, the RANCARE Project involves also a Horizontal Committee: Training Schools Committee responsible for organising seminars, summer schools and study visits (Short Term Scientific Missions) in various countries participating in the Project, mainly for young researchers.

THE AIM OF THE STUDY

A detailed analysis of the size and way of implementation of issues associated with a broadly defined patient safety in the curriculum for first-cycle degree students of nursing at the Faculty of Health Sciences, MUW.

2 METHODOLOGY

The questionnaire was developed for the purpose of the study by the members of Working Group 4 “Educational issues and Training" led by Professor Olga Riklikiene of the Lithuanian University of Health Sciences (Lithuania).

The questionnaire consisted of two parts: Part A referred only to the training of nurses at the pre-registration level. This might be university education as well as training offered by other university-level schools for nurses granting the title of certified nurse. This does not concern post-graduate or specialist training. Part A comprised 12 questions of different types, including closed-ended, semi-open-ended, open-ended, single and multiple choice, and essay questions. Part B referred to postgraduate training for nurses and covered the issues of patient safety included in curricula at postgraduate level as well as continuing and postgraduate education levels.

Due to the nature of the study, the questionnaire was not anonymous and the approval of the Ethical Review Board was not necessary to conduct the survey.

Owing to the fact that the present study is a case report, it applied a qualitative analysis of the findings.

3 RESULTS

The duration of the first-cycle degree programme in nursing at the muw is three years and the number of hours is not less than: 810 hours of basic content, 3795 hours of field-specific content, including: 1495 hours of theoretical classes, 1100 hours of practical classes, 1200 hours of practice. The issue of patient safety is discussed during all clinical courses at the first cycle programme and during the basics of nursing and rehabilitation courses. The issue of patient safety is also addressed during non-clinical courses, such as psychology, law, and public health. The issue of patient safety is primarily discussed in the context of the safety of healthcare/nursing personnel and not that of patients themselves. (See Table 1 and Table 2).

4 CONCLUSIONS

The curriculum for nursing education at the faculty of health sciences, MUW, does not sufficiently address the issue of patient safety.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<td>Which body is responsible for the regulation of nursing and midwifery</td>
<td>National Ministry of Health</td>
</tr>
<tr>
<td>in your country?</td>
<td></td>
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<tr>
<td>Is there a national nursing syllabus? (pre-registration)</td>
<td>No</td>
</tr>
<tr>
<td>Is there a national nursing curriculum? (pre-registration)</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, please outline the recommendations on patient safety education</td>
<td>Patient safety is a part of the subjects being thought, eg. Basics of nursing, internal nursing, ergonomy etc.</td>
</tr>
<tr>
<td>Name of Higher Education Institution (HEI)</td>
<td>Wroclaw Medical University in Warsaw, Poland</td>
</tr>
<tr>
<td>What is the level of qualification after pre-registration nurse training in your HEI? (e.g. Bachelor’s degree, Diploma, Certificate in Nursing)</td>
<td>Bachelor, Master degree and a PhD</td>
</tr>
<tr>
<td>What is the duration of pre-registration nurse training in your organisation?</td>
<td>3 years for the bachelor degree (4600 hours within 2300 theoretical training and 2300 practical training) Additional 2 years for the master degree (1780 hours, and a half for the practical training) Additional 4 years for a PhD</td>
</tr>
<tr>
<td>How patient safety education is included in the undergraduate pre-registration nursing curriculum of your HEI institution:</td>
<td>The patient safety is included in most of the content that we teach (Patient’s environment (room, walls and floors, lifting, humidity, furnishing, personal care utensils, controlling noise, providing privacy, signalling for assistance, using restraints safely, preventing falls, preventing electrical injuries, preventing fires, preventing the spread of infection etc.)</td>
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| Identify the learning outcomes for patient safety, if any, that exist in your pre-registration nurse training curriculum?: | a. provide safety environment  
b. prevent falls in the elderly  
c. prevent infections |
| Describe the extent to which patient safety training is integrated into the skills training of student nurses. | All the aspects of patient safety are included into a program: Patient’s environment (room, walls and floors, lifting, humidity, furnishing, personal care utensils, controlling noise, providing privacy, signalling for assistance, using restraints safely, preventing falls, preventing electrical injuries, preventing fires, preventing the spread of infection etc.) |
| When (semester/year) do students start to perform procedures on real patients? | In the end of the first year of the bachelor training |
| Which aspects of patient safety they are instructed on before this first episode of clinical practice? | Especially patient’s safety environment, using restraints safely (when and how), safe transfers, preventing infections (washing hands, use of antiseptic agents etc) |
| In your patient safety pre-registration teaching do you address the concept of rationing of nursing care (or care left undone, missed care etc) and the impact on patient safety. | We do not use the rationing of nursing care. |
| How patient safety is included in any post-registration, continuing education, or post graduate programmes within your institution | The patient safety is usually used as the continuing nursing education, mostly performed by the hospitals or other managing bodies. |
**Table 2.** Specific curriculum details – patient safety in nursing curriculum in Medical University in Warsaw, Poland.

<table>
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<th>The WHO Curriculum Guide topics</th>
<th>Included in the nursing curriculum of your HEI</th>
<th>Hours</th>
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<tr>
<td>In a Patient Safety standalone subject or module</td>
<td>As an integrated topic in other subjects</td>
<td>Study year</td>
</tr>
<tr>
<td>Identify the title and ECTS of that course/subject</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>In a Patient Safety standalone subject or module</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Study year</strong></td>
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<tr>
<td><strong>Hours</strong></td>
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<td>1. What is patient safety?</td>
<td>3 ECTS Basic of Nursing</td>
<td>X</td>
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<tr>
<td>2. Why applying human factors is important for patient safety?</td>
<td>2 ECTS Management and organisations strategies</td>
<td>X</td>
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<tr>
<td>3. Understanding systems and the effect of complexity on patient care</td>
<td>2 ECTS Management and organisations strategies</td>
<td>X</td>
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<tr>
<td>4. Being an effective team player</td>
<td>NO</td>
<td>-</td>
</tr>
<tr>
<td>5. Learning from errors to prevent harm</td>
<td>NO</td>
<td>-</td>
</tr>
<tr>
<td>6. Understanding and managing clinical risk</td>
<td>NO</td>
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<tr>
<td>7. Using quality-improvement methods to improve care</td>
<td>2,5 ECTS Management strategies</td>
<td>X</td>
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<tr>
<td>8. Engaging with patients and carers</td>
<td>2 ECTS Psychology, Communication skills</td>
<td>X</td>
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<tr>
<td>9. Infection prevention and control</td>
<td>6 ECTS Within Internal nursing, surgical nursing basic nursing</td>
<td>X</td>
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<tr>
<td>10. Patient safety and invasive procedures</td>
<td>0,5 ECTS Surgical nursing</td>
<td>X</td>
</tr>
<tr>
<td>11. Improving medication safety</td>
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**ACKNOWLEDGEMENTS**

Thank you very much to Marcia Kirwan of the School of Nursing and Human Sciences (Dublin, Ireland) and Olga Riklikiene of the Lithuanian University of Health Sciences (Lithuania) for contributing to the work of Working Group 4 “Educational issues and Training” and possibility of conducting research discussed in the present paper.

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