The European Network of Nursing in Higher Education

Founded more than 20 years ago - 13 Countries make up ENNE today

ENNE was established from a small group of countries in 1997. Today, its members include Austria, Belgium, Croatia, Czech Republic, England, Estonia, Finland, Germany, Hungary, Netherlands, Scotland, Sweden, Spain and Switzerland. In 2008 the Protestant University Berlin (EHB) joined the ranks of ENNE. ENNE is the European Network of Nursing Educations on a Bachelor level. The main goal of ENNE is to support quality improving innovations in nursing education and to broaden the horizons of both nursing students and teachers following the European work field according to the EU/2013/55 directive, regardless of regional differences. Sharing expertise, offering joint projects and developing intercultural competences in nursing are key strategies within ENNE. ENNE offers a number of benefits to its members (nursing students as well as teachers), both on an individual and an institutional level. On an institutional level, ENNE focuses on developing and implementing innovative learning strategies based on ”Problem Based Learning”-e-learning, blended learning and multi-professional projects. Additionally, it organises the yearly coordinators’ conference and a student intensive programme. On an individual level, ENNE promotes student and teacher exchanges between its members in order to improve the exchange of experiences in specialised topics. (cf. Grosemans, Menhant 2017).

Coordinators’ conferences (4 days), key aspects:
- situation of nursing education in our home countries,
- possibilities for home and international students,
- best practice: clinical topics or methods of pedagogy,
- ongoing improvements, pursuing cooperations with other ENNE members
- preparing the next intensive programme.

Intensive programme (6 days):
This ENNE Intensive Programme serves as a forum for European nursing students and educators to compare work experiences, skills, responsibilities and cultural attitudes of nursing staff on a common level of qualification and experience. To reach the EU objectives set for health care, nursing education has put great effort into providing students and nursing professionals with new skills enabling lifelong learning, critical thinking, evidence based practice and intercultural competences.

The Intensive programme is based on the following learning strategies:
- Problem Based Learning (PBL), as a pedagogic approach. This implies that students of various nationalities will work together in small tutorial groups during the week.
- Explore different ways of thinking about nursing and healthcare systems. The use of a case scenario will introduce students to a Virtual Patient, the aim being for students to share knowledge, practices and experiences in planning the care for the patient.
- Introduction to different themes and cultures. Students will present information about their own country and discuss topics such as the general characteristics of their own health care system and cultural characteristics.
- Health care related site visits and social activities. Intercultural competences have become key issues in health care due to various factors such as European Integration, globalisation processes with increased internationalisation, and an increase of multi-professional collaborations due to contemporary structural changes in the field of health care. (cf. Sinka, Heymen, Lundin et al. 2004-2018; Kubanski, Morris 2018).

Further partners from Hungary and Poland. The COST project by Julia Leinweber are first experiences in this field.

This edition of the ehb.spiegel shows the great variety of international approaches and the individual engagement of many people at this university. I hope the experience of EHB mobile will also open up chances from different fields to strengthen both their interests and their activities for more internationalisation.

Siegfried Preuß - Allesch M. A., International Office

Pursuing the roots of social work
Students are giving the opportunity to conduct research in the US

Numerous concepts of social work, including case management and social work practice, are strongly influenced by the roots of social work. In the US, the foundation of social work was laid by Jane Addams, who established Hull House in the early 20th century. Addams and her colleagues worked to improve the lives of the poor and marginalized, and her legacy continues to inspire social work professionals today.

In this edition of the ehb.spiegel, we feature the experiences of EHB students who participated in an exchange programme to the United States. These students had the opportunity to conduct research in social work, gaining valuable insights into the history and development of the field.

“The experience in the US was incredibly enriching, and I feel very fortunate to have had this opportunity,” said student Dr. Dagmar Kubanski. “There were so many different perspectives and approaches to social work, and it was great to see how these can be applied in different contexts.”

The programme was part of an international co-operation between EHB and the University of Long Island, Brooklyn. The exchange was funded by the Erasmus+ programme and aimed to strengthen the international network of EHB.

Professor Dr. Birgit Steffens, Head of the Department of Social Work at EHB, said: “These are the first steps in our co-operation with the University of Long Island, and we are already looking forward to future exchanges.”

With best regards.

Dr. Anushah Rafi
President of the Protestant University of Applied Sciences in Berlin (EHB)
Social Change in rural and (semi-) urban areas
A research project in Romania

Romania’s present society is characterised by a culture of diversity. In Transylvania, which is part of Romania, there is a tradition of co-existence of social identities. The revolution of 1989 and the accession of Romania to the European Union led to a redefinition of social arrangements. This goes along with a change in the social fabric and structural challenges. In the context of finishing a project, they did numerous field trips to collect data and generate initial insights. They worked out that the reality of life in Transylvania is heterogeneous. For instance, there is a strong embedding in social networks, milieus and communities of values that has a decisive effect on the development of the society. To further promote the development of the society, they turned to comparative research. Here, the comparative research and orientation patterns that refer to different regions and options act on the experience. Moreover, it became clear to what extent recent historical developments shaped the lived world.

From left to right: Simone Baur, Prof. Dr. Sebastian Schroeer, Miriam Voigt, and Maciej Urbanowicz

EU BIRTH research project
A platform for networking and exchange

In November 2016 I was invited to join the working group on neuro-psychoso- cial perspectives of pregnancy, birth and early childhood at COST Action 1405 to contribute my expertise on the topic of traumatic perinatal experiences.

BIRTH stands for Building Intarupture Re- Research Through Health – an interdisciplinary network addressing incisive conceptualisations and contextualising physiological labour and birth. COST is an EU-funded programme that enables researchers to set up their international research networks in Europe and beyond. COST actions are bottom-up science and technology networks, open to researchers and stakeholders with a duration of four years, aiming to create a platform for exchange and networking. COST actions are inter-professional and inclusive, as it is for the benefit of the generation of ideas and projects to have a variety of perspectives on a topic (http://www.cost.eu/COST_Actions).

The BIRTH COST Action 1405 has started in 2014 and is the only action addressing the topic of physiological childbirth. In March 2017 I attended my first COST Action meeting in Hertfordshire, Crete. On my arrival at the conference, I was overwhelmed by the excitement – even though it was late evening, people seemed very engaged in discussions on birth and health care systems. After breakfast the next morning I realised that in the last hour at the buffet I have met and exchanged ideas with midwifery researchers, sociologists and psychologists from Ireland, Poland, the Netherlands, the UK, Spain, Italy and Portugal. This happened so easily as we all had one thing in common: a passion for physiological labour and birth and the understanding that regarding skyrocketing caesarean section rates all over Europe, action is needed to support women in having the best possible birth outcome – physical and emotional.

I am now involved in working group 5 of the action and one target of the group is to investigate traumatic stress in midwives across the EU. The ongoing exchange within the COST network is inspiring future research projects and enriches my teaching. Our BSc midwifery students are very curious to learn about differences in maternity care and midwifery education across the EU. Being knowledgeable about these differences and the research that investigates them within the COST network promotes students’ understanding of what constitutes optimal maternity care in Germany and beyond. In addition the BIRTH COST Action is since September 2017 a partner in the Baby Buddy Forward Erasmus Plus project, aiming to promote health literacy in pregnant women in Cyprus. Next to Cyprus the Baby Buddy Forward ErasmusPlus involves partners from Greece and the UK and is thus a great example of the efficiency of COST to promote research collaboration in these areas.

Prof. Dr. Julia Leinweber, Professorship B. Sc. of Midwifery

Adopting good practices from their partners
Co-operation project „Philia“ enables students’ teamwork across 5 countries

The project was initiated by our partner university ERASMUS in Toulouse. Five universities from five European cities (Toulouse, Berlin, Lublin, Brussels and Bucharest) are part of the project. The project is financed by Eras- musPlus and will run for three years. The aim is to conduct studies into various areas of the youth field (such as school, work and leisure), and its participating countries. Results are then compared in order to attempt a re-contextualisation of practices. Ideally, good practices of one country are to be adopted by other partners. Potential problems that could come up when implementing a practice into different settings should be identified and reflected upon.

A commissioner for refugees of the protest- ant congregation in Tellow-Zehlendorf is available for both, advice and support, as well as members of the project’s directors. For interest, please contact ia-email: ehb-hilfe@eh-berlin.de.

Further information (German): https://www.wwethl/berlinerhochschulehilfe-bericht-und-initiativen/ehbhilfe.html

Part of the project: Students and Interns present their certificates

One objective is to co-ordinate a module in such a way, that student could participate in any of the five universities. In autumn 2018 a workshop / symposium is scheduled to take place at the EHB. All partnering uni- versities are set to attend.

Prof. Dr. Karsten Lautzen, Professorship in ethics

Internships in selected projects of development cooperation

For several years now, students of the EHB have the option of completing their internships abroad, as part of partner projects of the organisation Bread for the World in cooperation with AELG (Arbeitsstelle Globales Lernen an Evangelischen Hochschulen am Comenius-Institut). It began with students of Social Work and Religious Peda- gogy and in the coming year we want to include students of Early Childhood Studies. In over 90 countries across the globe, Bread for the World empowers poor and marginalised peo- ple in order to improve their living conditions. Projects that were realised through the commit- ment of people locally, particularly regarding the improvement of health and education, can seek financial support from Bread for the World for set- ting up projects. This also applies to both religious and non-religious organisations.

What is the advantage for our students to do their internships in this cooperation partnership of the EHB? They are aware of conditions on site, as regards matters of safety within the country, the organisation, the kind of work that is done as well as the social and religious context in which they accompa- nym the students. Mentors are paid to ensure the quality and professionalism of the internship. Additionally, Bread for the World offers financial support for internships to the World for set- ting up projects. This also applies to both religious and non-religious organisations.

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