



DECEMBER 2021 EDITION

# Newsletter

Welcome to ETNA's Bulletin!

Dear BETUL,

ETNA has been 'quiet' for the past two years. COVID19 pandemic influenced 2020 Conference and its activities. Executive Committee is eager to resume activities with your support.

## 1. TOKASA - Bilingual Nursing Education Aims at Immigrants

Due to global changes in demographics, the shortage of nurses is getting serious and Finland is no exception. By the year 2030, Finland needs approximately 200 000 new nurses. Finnish language is one of the most difficult languages in the world and to learn Finnish in a level of professional interaction as a nurse, it takes both time and effort. Metropolia University of Applied Sciences (Metropolia) and Tampere University of Applied Sciences (TAMK) have received a task to develop a model for a Degree Programme in Nursing (Tokasa), in which language teaching is integrated to the Nursing curriculum. The programme is aimed for immigrants and there is no requirement for Finnish language skills in the beginning of the studies. B2 level in English language will be required. The project is funded by the Finnish Ministry of Education and Culture and Ministry of Economic Affairs and Employment as a part of the Talent Boost programme.

Tokasa-programme begins in January 2022. Entrance exams were held in October 2021 in both Universities of Applied Sciences. Tokasa-programme had the most applicants in higher education in whole Finland! We were stunned! Altogether 28 students were chosen in Metropolia and 14 students in TAMK. The applicants were from all over the world.

Tokasa-programme starts with Finnish language testing. Once we identify everyone's individual level, we are able to customize studies for each student. The curriculum includes from 20 to 23 ECTS of Finnish language studies. This is, however, not enough and therefore the programme is planned in a way that Finnish language studies are integrated in all nursing courses. The programme will be executed as a close collaboration and team teaching with senior lecturers in nursing and senior lecturers in Finnish language. Furthermore, the project aims to develop a digital resource of teaching material during this project, which can be widely utilized in further degree programmes aimed for immigrants. Tokasa-programme also offers training and support to clinical practice supervisors.

We are applying a mixed methods approach to evaluate the Tokasa-programme. We are interested in hearing the experiences of the students and teachers as well as clinical practice supervisors. In addition, we want to measure the quality of student-patient relationship in clinical practice as well as to explore students' and their mentor's perceptions related to clinical practice learning environment and mentoring during the clinical practice. For further information: [www.tokasa.fi/en-english/](http://www.tokasa.fi/en-english/)

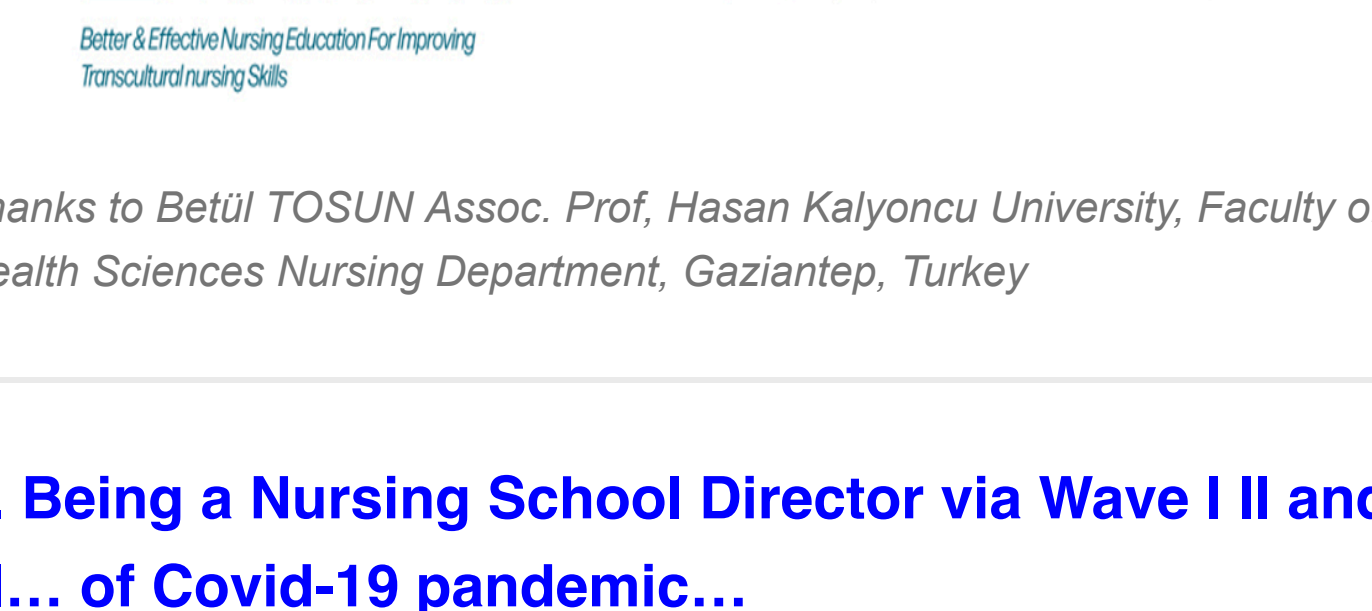
Thanks to Hanna Repo Jamal, RN MHS, PhD (c), Senior Lecturer, [hanna.repojamal@metropolia.fi](mailto:hanna.repojamal@metropolia.fi), Metropolia University of Applied Sciences, Helsinki, Finland

## 2. Better & Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS)

BENEFITS is led by Hasan Kalyoncu University, in collaboration with 8 partners from 6 countries (Hasan Kalyoncu University (Turkey), Giresun University (Turkey), Debrecen University (Hungary), Universitat Autònoma de Barcelona (Spain), Erasmus Hogeschool (Belgium), Primorska University (Slovenia) South Bohemia University (Czech Republic) and Gaziantep Provincial Health Directorate (Turkey). All the BENEFITS' partners are ETNA members and they are inspired by its principles and we found inspiration in shared values. The main aim of the BENEFITS collaboration is to contribute to nursing education, and particularly to Transcultural Nursing. To do so, a comprehensive curriculum on the topic has been developed for nursing students while promoting excellent nursing towards communities from different cultures and origins. In this context, the literature on transcultural nursing education was reviewed by our team as discussed in the article "Addressing the Effects of Transcultural Nursing Education on Nursing Students' Cultural Competence: A Systematic Review," recently published at the journal Nurse Education in Practice in September 2021. <https://doi.org/10.1016/j.nepr.2021.103171>.

Our project has developed a comprehensive transcultural nursing education curriculum for nursing students which is one of key outputs of this project. We launched a pilot training program of our curriculum, which took place as a one-week intensive training course in Giresun, Turkey last July. During the intensive training program, a total of 25 students and 16 faculty members participated from all the partner institutions. All participants experienced remarkable encounters on the topic of transcultural nursing, and we noticed that such a subject was both needed and particularly appreciated by all participants.

Within the scope of the project, an instrument measuring the transcultural nursing sensitivity and competence of nursing students has also been developed and will be published soon. And most importantly, our fruitful team has prepared an e-book titled "Transcultural Nursing: Better & Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS)", which we hope it will be useful for nurses and future nurses' with an interest on the topic of Transcultural Nursing. The e-book will be available to its readers free of charge at the beginning of 2022. We hope you can enjoy it.



Thanks to Betül TOSUN Assoc. Prof, Hasan Kalyoncu University, Faculty of Health Sciences Nursing Department, Gaziantep, Turkey

## 3. Being a Nursing School Director via Wave I II and III... of Covid-19 pandemic...

I would like to share with you, my experience of being responsible for about 1000 nursing students in various programs, different stages of studies, and about 25 faculty staff, all from diverse cultural backgrounds, ages, and family statuses; while the world was going crazy... The first wave of Covid 19, caught us unprepared. I think no one imagined, how a scenario about a dangerous outbreak of a contagious disease, derived from a science fiction movie, could come alive...

Like many other countries, Israel responded with all the appropriate measures to assure the safety of its citizens. The Nursing Administration in the Israeli Ministry of Health is responsible for accreditation for all nurses in Israel via governmental license examination, unrelated to the program they studied (in Israel or abroad). Therefore, almost at the beginning of the Covid-19 breakout, we started to receive instructions regarding continuing learning conditions, students' clinical placement rules, concerning the pandemic situation and lockdowns. First, since most nursing students in Israel are listed as volunteers in emergencies, we were instructed to prepare the students for being part of the national effort in (fighting) concurring the pandemic situation in various health care settings. The preparation included a short but intense course on whatever was known at that point about the Covid-19 pandemic. Additionally, it included a knowledge refresh on topics of particular clinical interventions in intensive care, mechanical ventilation, infection control, protection measurements to be taken (as masks and other equipment), and of course, all that was known about the vaccination.

Next, we were asked to prepare all the teachers and students to teach and learn from a distance (ERT - Emergency remote teaching). The situation forced us to purchase distance learning platforms and licenses and instruct the staff on using them. You have to use different teaching patterns while teaching on distance, and we had to gain this knowledge and tools in no time. (Nowadays, we regard this as common knowledge, but it was pretty new to most of us two years ago - to use a platform like ZOOM). Furthermore, we had to make all the needed adaptations in the clinical practice rounds to achieve all the goals and enable the students to be ready on time for the Governmental final examination and receive their Nursing License (during the first lockdown, clinical practice of nursing students was postponed in most hospitals).

Hence, we started the roller-coaster in one of the most uncertain situations of the 21st century... Students and staff had to cope with fear of the contagious disease, anxiety for their family and loved ones, isolation when tested positive, or contact others who tested positive. Additionally, they had to cope with invasive questions during investigations of the epidemiologic nurses. At the same time, we had to get used to changing habits like working from home, shopping online, stopping meeting our adult loved ones, and even our good friends or grandchildren. In addition to all the personal concerns and fears, all faculty staff, led by the nursing school director, needed to be accessible for the students, sometimes at the expense of their family life, and be ready to whatever new instructions the Nursing Administration would send.

I assume that it was probably the same, all over the world. It is not over yet. Nevertheless, I believe that the students who graduated these challenging times have acquired unique experiences in their professional future lives. They and the nursing faculty that escorted them and served as a solid wall to lean on, during these uncertain times will remember and appreciate the shared experience. Personally, after a very intense time, I have retired from my position as Nursing School Director. I still give lectures to nursing students and feel proud to see them more mature, more ready, much more appreciating science.

Thanks Dr Sara Nissim, Lecturer, Tel Aviv University, for sharing this.

## 4. Culturally Competent and Compassionate LGBT+ in Health and Social Care (IENE 9)

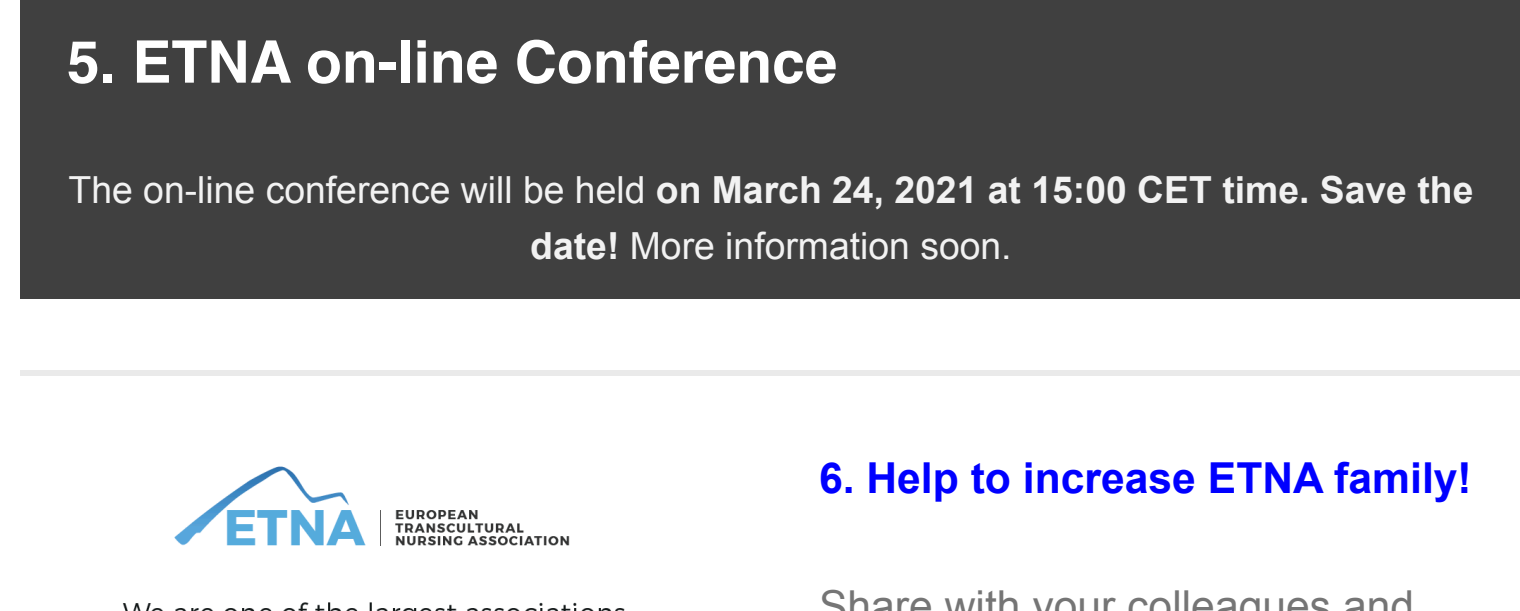
Evidence shows issues with professional conduct and discrimination against Lesbian, Gay, Bisexual, Transgender (LGBT+) people in health and social care, continue to exist around the world. There seems to be a lack of covering in LGBT+ health needs in the health and social care curriculum. The IENE 9 project is an Erasmus+ funded project and a collaboration between Middlesex University London, (UK - The Coordinator) EDUNET Organization, (Romania), Universidad de Almería (Spain), Sapienza University of Rome (Italy), University of Southern Denmark (Denmark), St. Augustinus Fachkliniken (Germany) and Cyprus University of Technology (Cyprus).

The IENE 9 project is addressing this gap in education which will improve the care provided for LGBT+ people. Currently running a Massive Open Online Course (MOOC) on specific LGBT+ issues which will help in better knowledge and skills of the health and social care workforce, which helps to reduce inequalities and communication between providers and LGBT+ people, as well as diminishing the feelings of stigma and discrimination experienced by LGBT+ people.

To find out more about the IENE 9 project, visit [www.iene-lgbt.com](http://www.iene-lgbt.com)

Thanks Alfonso Pezzella, IENE 9 Coordinator, Lecturer and Programme Leader in Mental Health, Middlesex University, UK, for sharing this.

## SAVE THE DATE!



**5. ETNA on-line Conference**  
The on-line conference will be held on **March 24, 2021 at 15:00 CET time. Save the date!** More information soon.

**ETNA** EUROPEAN TRANSCULTURAL NURSING ASSOCIATION

We are one of the largest associations dedicated to transcultural nursing. We are ETNA. Are you?

**Our aim:** ETNA aims to establish and manage, through co-operation among health and social care professionals, and projects, an exchange of ideas to improve transcultural nursing education. We aim to improve the quality of health care, human rights and culturally competent care within a health framework, although we are also committed to research and to train healthcare professionals.

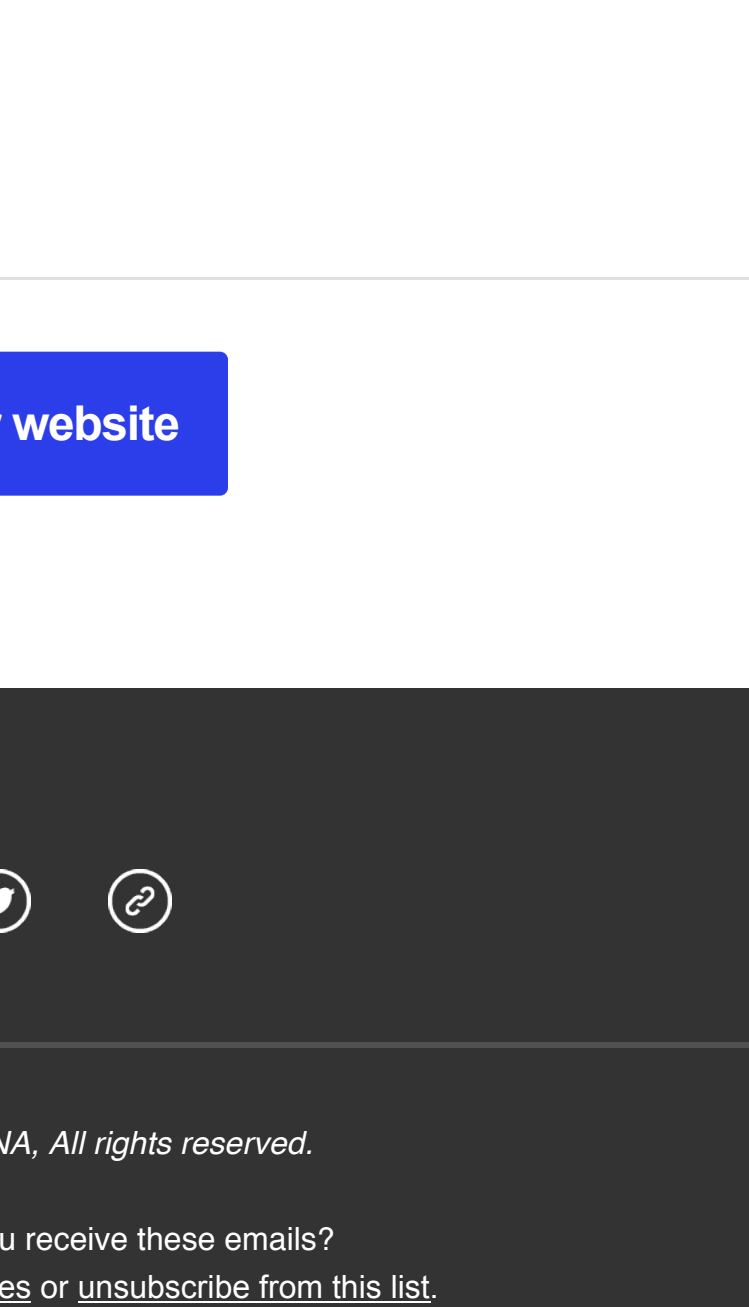
**Benefits of joining ETNA:**

- Member of a growing community of international professionals
- Presented in international forums
- Share experiences, knowledge and collaborate with peers from across the globe through our online community
- Join our annual International ETNA conference
- Research and knowledge in transcultural nursing
- Membership fee FREE

Scan the QR code or click on the link below to register and find out more about ETNA. It is free to join ETNA. Scan the QR code or click on the link below to register and find out more about ETNA. It is free to join ETNA. Scan the QR code or click on the link below to register and find out more about ETNA. It is free to join ETNA.

**6. Help to increase ETNA family!**  
Share with your colleagues and anyone that may be interested. Membership is free. **Join ETNA!** Scan the QR code or click on the link below [www.europeantransculturalnurses.eu/join-us](http://www.europeantransculturalnurses.eu/join-us)

**7. ETNA's homepage**  
Please visit our website and help us to improve and enrich it <http://europeantransculturalnurses.eu/>. Please send us news you wish to publish in the bulletins and we will endeavour to include them at <http://forms.gle/7dGDdcdUgWmkbckY8>  
The aim of the bulletins is to share information and raise awareness on matters related to Transcultural Health and Nursing. We welcome your feedback on our Bulletins!



Visit our website

