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BENEFITS

*Better & Effective Nursing Education For Improving
Transcultural nursing Skills*

The Project Book

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2

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TABLE OF CONTENTS

List of Abbreviation	7
PARTNERS	8
Hasan Kalyoncu University-Turkey.....	8
Erasmus Hogeschool Brussel – Belgium.....	10
Universitat Autònoma De Barcelona – Spain.....	11
University of Debrecen– Hungary.....	11
University of Primorska – Slovenia.....	12
University of South Bohemia - Czech Republic.....	12
Gaziantep Provincial Directorate of Health – Turkey.....	13
Giresun University – Turkey.....	14
SUMMARY	15
THE PROJECT	17
Introduction.....	17
Background.....	18
Aims.....	19
Project Methods.....	19
Transnational project meetings.....	20
Kick Off Meeting- HKU, Istanbul, Turkey.....	21
1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing-USB, Czech Republic.....	22
2nd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing-UAB, Spain (Online Meeting).....	23
3rd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing-HKU, Turkey (Hybrid meeting).....	24
Transcultural Nursing Intensive Training Program Review and Preparatory Meeting, Giresun Turkey.....	26
Closing Meeting-UAB, Barcelona, Spain.....	27
Learning Teaching Training Activity.....	28
Project Outputs.....	30

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5

IO5 Developing the Curriculum on Transcultural Nursing.....	30
IO6 Effectiveness of Intensive Training Program and Transcultural Nursing Course	34
IO7 The preparation of the publication. "Better & Effective Nursing Education For Improving Transcultural nursing Skills"	35
Dissemination of the Project.....	36
Multiplier Event	37
Project Quality Management.....	41
SWOT analysis of the project.....	74
ACHIEVEMENT INDICATORS OF BENEFITS PROJECT.....	75
SUSTAINABILITY	76
CONCLUSIONS AND SUGGESTIONS FOR THE FUTURE.....	77
REFERENCES	79
ANNEXES	82
Annex A Timeline_Benefits Project	
Annex B Methodological Approach to Quality Management & project quality indicators	
Annex 1 Project General Evaluation Form (Per six months)	
Annex 2 Transnational project meetings Evaluation (Pre-mobility assessment Form)	
Annex 3 Transnational project meetings Evaluation (Post-mobility Assessment Form)	
Annex 4 Learning Training Teaching Activity Assessment Form	
Annex 5 Multiplier Event Assessment Form	

List of Abbreviation

Ax	Activity X(number)
BENEFITS	Better & Effective Nursing Education For Improving Transcultural nursing Skills
BENEFITS- CCCSAT	BENEFITS Cultural Competence and Cultural Sensitivity Assessment Tool
Cx	Learning Teaching Training Activities X(number)
Ex	Multiplier Event X(number)
DU	Debrecen University
EHS	Erasmus Hoge School
EU	European Union
GPHD	Gaziantep Provincial Health Director
GU	Giresun University
HKU	Hasan Kalyoncu University
IOx	Intellectual Outputs X(number)
KA	Key Action
Mx	Transnational Project Meeting X(Number)
UAB	Universitat Autònoma de Barcelona
UP	University of Primorska
USB	University of South Bohemia

PARTNERS

Our partners were chosen among the academics actively working on transcultural nursing education, mainly across Europe. A thorough literature review and field scanning was conducted by our faculty members. During the selection process, telephone and e-mail facilities were used. The reason for selecting our current partners is based on their areas of expertise. We focused on working with an international and experienced panel that has long standing expertise on the matter. All our partners recognized the need and challenge to take new steps in the area of transcultural nursing education. Most of our partners were members of the European Transcultural Nursing Association (ETNA), which aims to establish and manage, through co-operation among all members and experts, an exchange of ideas to promote research and knowledge development. This was established by sharing information and experiences on principles of equitable quality care, human rights and culturally competent care within a holistic framework. In addition, our partners from Spain, Slovenia, Belgium and the Czech Republic were already developing and running nursing education about transcultural nursing. Furthermore, in reviewing the nursing education curriculum of all our partners, it was seen that an updated and well-structured transcultural nursing approach was valid in within their nursing education programs. Our domestic partner in Giresun University had ongoing researches on transcultural nursing and effort in updating their nursing education program with transcultural nursing vision. Gaziantep Provincial Directorate of Health (GPDH), which was the local governmental authority on health, is another local partner.

Hasan Kalyoncu University-Turkey

As Coordinator University, Hasan Kalyoncu University (HKU), which was established in Gaziantep in 2008, is one of the significant foundation universities of Turkey with its 8 faculties, 1 vocational school and 31 departments.

One of the most remarkable missions of HKU is to give an opportunity to its students to be successful in both academic and business life and support different kinds of educational research and project initiatives at all educational levels which will enable individuals to get

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8

prepared for life in better conditions. Therefore HKU is in close cooperation with business sectors and prepares its students in practical and theoretical terms. The scope of academic studies in HKU is far-reaching such as education, health sciences, fine arts, architecture, law, economics, administrative and social sciences, engineering and foreign languages. Through the EU Erasmus+ exchange programs, students have an opportunity to observe the education systems of the other universities abroad and share the best practices as well as academic and administrative staff.

Our mission is to make our university a model and leader in research, learning, health and education without compromising ethical and scientific values. We also produce informed people who can

contribute to the culture, arts, health and economy of our country. Our university strives to take its

place among the universities of the world in the fields of art, science, leadership, education without compromising fundamental values.

In Gaziantep, where HKU is located, Syrian refugees, nearly equal to 20% of the local population, are living in the city. This fact allocates an important responsibility to our University to raise professional nurses ready and equipped to solve problems which they will face when they graduate and become a member of healthcare teams dealing with medical problems of patients from a population coming from a tangled culture.

In order to raise the public awareness of the importance of health care, seminars, symposiums, trainings and national projects has been organized and conducted since its foundation. HKU started using the quality management system ISO 9001 after signing the agreement with Turkish Standards Institution Southeast Region Coordinatorship in 2015. HKU is a quality-oriented higher education institution which adopts competitive quality and accreditation processes and intends to raise awareness through disseminating the quality standards across the university. HKU, which focuses on education, research and innovation, recognizes differences as wealth, investigates, questions, adheres to the law and democratic values, provides education based on freedom, justice and morality, and aims to provide graduates with the knowledge and skills to take place in the competitive markets of the world.

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Hasan Kalyoncu University has a large and spacious campus. In our campus, besides modern classrooms; there are student dormitories, student centers, sports facilities and a health center. In our campus, which is equipped with the latest technology, our students have the opportunity to connect to the internet from any point with their laptop computers, mobile phones and tablets. At our university, the roofs of the buildings are equipped with domestic solar panels, the installed power of the green campus is increased to 2.3 Mega Watts, and thus, it is a university that can meet a large part of its energy needs by itself.

Our university is in the UI Green Metric 2021 Most Environmental Universities Ranking, which evaluates world universities in the fields of environmental awareness, energy, waste, transportation management and sustainability; it achieved great success by ranking 3rd among Foundation Universities in Turkey and 375th in the World General Ranking.

HKU, which mobilizes all its opportunities to share the scientific knowledge produced with the society, to discuss and to bring a solution-oriented approach to the problems, raises innovative and entrepreneurial generations to education and training with the slogan “Education is With You for Life”.

Erasmus Hogeschool Brussel – Belgium

Erasmus University College Brussels (EhB) higher education institution in Brussels, specializing in health, teaching, applied and artistic research and the arts. The institution’s core values are genuine openness of mind, tolerance and an international perspective. It’s is no surprise that the university college named itself, just like the European Erasmus program, after the humanistic philosopher Desiderius Erasmus. Erasmus University College Brussels is a multidisciplinary university college with a student body of over 5000 students in 6 main areas of study. The language of instruction is Dutch and English courses programs are offered for exchange students. Erasmus University College Brussels uses the European Credit Transfer System (ECTS), which facilitates both curriculum comparison and student mobility. Erasmus University College is affiliated to the Vrije Universiteit Brussels (VUB), and also to the Brussels University Association. The aim of this association is to

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10

promote collaboration and exchange in the expertise areas, facilitate international research and enhance students' programs with an innovative perspective.

Universitat Autònoma De Barcelona – Spain

The Universitat Autònoma de Barcelona (UAB) is a generalist campus-based University, hosting an overall amount of 36.000 students (2017-18) among graduate, master and doctorate students. The UAB plays a worldwide leading role in scientific research and its wide range of disciplines, in both education and research, indicates its multidisciplinary approach. The UAB holds a leading position in the most prestigious and influential international university rankings due to the growing impact of its research, the constant improvement of the quality of teaching and the ability to attract international talent: UAB is the second-ranked university in Spain in according to the Times of Higher Education World University Ranking (THE WUR) 2019 and occupying position 145 in the world ranking. The UAB's commitment to internationalization is reflected in its agreements with universities of all over the world, that potentiates exchanges and joint projects for students, researchers and staff, and with the creation of an International Projects Office (OPI), that brings specialized support to researchers and staff in the preparation of projects and, once granted, in its management and implementation within the institution.

University of Debrecen– Hungary

The University of Debrecen, the oldest institution of higher education in Hungary operated continuously in the same city, is one of the research universities of national excellence in Hungary offering the widest spectrum of educational programs in 14 faculties and 24 doctoral schools. The roots of higher education in the city reach all the way back to the 16th century and the foundation of the Reformed College of Debrecen in 1538. The College played a central role in Hungarian education and culture for centuries. This is the date featured on the symbol of the university as well, the gerundium, a tool originally used by the students of the Reformed College to put out fires, showing respect for ancestors and

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11

traditions. Till that time the university structure was restructured many times. Nowadays the University of Debrecen has three centers, the Center for Agricultural and Applied Economic Sciences, the Medical and Health Science Center, and the Center of Arts and Sciences. Faculty of Health belongs to the Medical and Health Science Center.

University of Primorska – Slovenia

University of Primorska (UP) was established in 2003 and is the third national university in Slovenia. UP is a mid-sized university. The mission of UP is to generate and transmit new knowledge, technological innovation in a wider Central European and Mediterranean area, and to lead to the formation of a creative expert and thinker as a result of educational processes based on research, innovations and practical training. At UP, studies are organized at faculties that offer high-quality, diverse and content attractive studies. Research activities are conducted by the research institute and within faculties. The quality system implemented in the UP follows the National system of quality in higher education. UP has extensive experience in project management, financial, legal and administrative management of projects and coordination of the international programs. In the last years, the UP as a leading partner coordinated 26 projects. As a project partner the UP participated in 54 projects. Until today, UP has signed more than 70 bilateral agreements with universities from all over the world and around 300 agreements in the frame of the Erasmus+ program. By consolidating current and creating new partnerships the University strives to develop international mobility of students, researchers, higher education teachers and staff members.

University of South Bohemia - Czech Republic

The University of Southern Bohemia in České Budějovice (USB) has been the center of education, research and science in the southern part of the Czech Republic for more than twenty five years. Offered is a wide range of study fields including natural science, economy, health and social work, education, and humanities. Students have different

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12

opportunities to study in double and joint degree programs in cooperation with Universities such as Johannes Kepler University in Austria. Profound scientific research and art projects prepare students for specialization in the demanding 21st century. At present, the university has eight faculties and as a research institution is focused on the natural, human, and social sciences. A key element is close cooperation with both the natural and social institutes of the Academy of Sciences of the Czech Republic. With approaching two thousand employees, we are among the most significant employers in the South-Bohemian region and cooperate with important strategic partners in the region. USB puts emphasis on academic international exchange and cooperation among its partners in 50 countries around the world. USB is highly active in the European exchange program called ERASMUS, sending and hosting hundreds of students and academic staff each year. An information point for international researchers in the EURAXESS network has been set up at the University.

Gaziantep Provincial Directorate of Health – Turkey

The mission of the Gaziantep Provincial Directorate of Health (GPDH) is; acting with aim of promoting the quality of life of the community. In this context, our prioritized target is providing qualified medical care to preserve and promote the public health. Continuously improving the productivity and the quality of service and disseminating the best practice examples are pillars of our mission with the responsibility of providing health services and the professional management approach based on patient-oriented and patient-employee satisfaction. With the vision of being a reliable, respected and pioneer institution, which provides effective and efficient medical care and is referred in the national and international arena, in the provincial directorate of health 532 personnel serves in Department of Public Health Services, Department of Public Hospitals, Department of Emergency Medical Services, Department of Medicine, Medical Device and Health Services, Department of Personnel and Support Services and Department of Syria Task Force Services. In Gaziantep, 2520 physicians, 4088 nurses and 2132 other healthcare professionals, totally 9172 healthcare professionals provide health services to a population of 2.028.563 citizens and more than 424.000 refugees in 9 hospitals subordinated to GPDH.

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13

Giresun University – Turkey

Giresun University (GU), with its campus located along to this beautiful city's seaside, prepares its student to future in accordance with international norms under the departments compassed of 12 Faculties, 3 Institutes, 5 Graduate schools, 11 Vocational schools. Once student finish, students' studies at our university, students will be individuals whose self-esteem level is high; who is self-confident, regardful, rogatory and querent; who can find scientific solutions to the problems that can be met in real life; who has high skills of communication, human relations and team work. Therefore, all kinds of opportunities will be provided to students. As much as we care about student's activities such as research, learning, trying, testing, debate, evaluation...that student's sustain in scientific areas with the strong support our academic staff, we care about student's entity to develop in social, cultural and supportive areas, as well. A large number of student clubs in which various scientific, artistic and social activities are experienced and integration with life from different perspectives are provided will be much stronger and more prosperous with student's participation.

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14

SUMMARY

The BENEFITS project was conducted transnationally to fill an existing gap. This project focuses on nursing academic professionals and students pursuing a bachelor's degree in nursing who are actively engaged in transcultural nursing care.

All project partners benefited from this project, but our main goal was to share this knowledge on a global basis by adding it to existing knowledge by showing a concrete example of how the transcultural care approach can be embedded in the nursing curriculum. A core curriculum and supporting publications on this innovative approach have been created to raise awareness, support learning and ultimately have a positive impact on evolving healthcare practice in each country. BENEFITS Project's ultimate goal was to provide high quality healthcare and to improve the healthcare experience of different cultures in healthcare.

The BENEFITS Project; It created a cultural harmony between students and teachers from different cultures, and increased interaction and sharing. BENEFITS project partners explained the international importance of this transcultural nursing care education in an article titled "Addressing the effects of transcultural nursing education on nursing students' cultural competence: A systematic review" they published (<https://doi.org/10.1016/j.nepr.2021.103171>).

This project developed the transcultural nursing knowledge, skills and awareness of nursing students. It provided an opportunity to review, develop and apply knowledge and skills in transcultural nursing. Interacting with individuals from different cultures helped them recognize the strengths and barriers of transcultural nursing. It created an environment to develop a common transcultural knowledge and skills assessment scale for use in different cultures and to create and evaluate an transcultural nursing curriculum. It also provided students with an invaluable opportunity to apply both the newly developed scale and the transcultural nursing curriculum and get their input.

An international textbook was written to support the curriculum developed by the academics of The BENEFITS project partners. This book, titled "Transcultural Nursing: Better & Effective Nursing Education For Improving Transcultural Nursing Skills (BENEFITS)" at the international level, is open to the access of nursing students, academicians and even

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15

nurses free of charge with its rich content (<https://kurumsal.ankaranobel.com/wp-content/uploads/2022/02/TRANSCULTURAL-NURSING-book.pdf>).

The developed curricula were first evaluated with a pilot education program. During the one-week blended mobility, intensive training program, students became more sensitive to cultural care and health diversity. A learning model combining both formal and non-formal methodologies was used during this intensive training program. In addition, teachers chose blended learning to represent a model that integrates technology (social media platforms, video conferencing and audio-visual technical infrastructure, etc.) to increase learning and provide business impact.

After the pilot intensive training program, the transcultural nursing course, this was implemented in a one-semester elective course, in two nursing departments in HKU and GU Turkey. The course has 3 ETCS (75 h workload for the students). This elective, "Transcultural Nursing Course" for nursing, had chosen by 5th semester BSc nursing students.

This new curriculum with these topics will improve / develop the nurse students' skills and attitude and knowledge in this field. Nursing students developed a respect for cultural diversity, cultural competence, and culturally sensitive communication after a semester of continuing education program. Also, nursing students expressed transcultural nursing as an opportunity, a didactic process, a professional field, a safe environment, and an obligation with metaphors. In future, it is recommended to add clinical practice to the curriculum and make it suitable for other health professional students in a multidisciplinary approach.

All BENEFITS project partners shared and disseminated the project results both at national and international level at the symposium organized by the project coordinator university HKU on many scientific platforms. In the next step, higher education institutions, stakeholders, non-governmental organizations, nursing associations should share this responsibility and act together on the steps to be taken on transcultural nursing. BENEFITS project curriculum can be used, developed and a database for future projects on post-graduate education.

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16

THE PROJECT

Introduction

Today, transcultural nursing, an important aspect of healthcare, has become an essential component in healthcare and a necessity for today's nurses, due to the multicultural phenomenon on occurring in the world population (Leininger, 2002). The ever-increasing multicultural population in the Europe and Turkey poses a significant challenge to nurses providing individualized and holistic care to their patients (Yava & Tosun, 2021). This requires nurses to recognize and appreciate cultural differences in healthcare values, beliefs, and customs. Transcultural nursing education is closely linked to the belief that nursing should provide individualized, high-quality, appropriate care to all individuals (Danaci & Koç, 2020; McFarland & Wehbe-Alamah, 2019).

Nurses should have sufficient knowledge about different cultural backgrounds and traditions to be competent to for holistic patient assessments (Prosen, 2015; Tosun & Sinan, 2020). Therefore, nursing students should develop cultural awareness, knowledge, and skills through a transcultural nursing curriculum before graduation. The holistic approach in nursing addresses the physical, psychological, social, emotional, and spiritual needs of patients. It is important to emphasize that nurses must identify and meet these needs in order to provide individualized care, which has been stipulated as a patient's right and a hallmark of professional nursing practice (Yava & Tosun 2021).

Nurse educators are tasked to provide innovative and evidence-based educational experiences that will help nursing students develop the necessary knowledge, skills, and attitudes to provide culturally competent and holistic nursing care to patients (Özkara-San, 2019). For this reason, cultural nursing care issues are trying to be integrated into modern nursing education (Özkara-San, 2019; Kaçan & Örsal, 2020). To develop cultural competence in nurses, cultural awareness, knowledge, sensitivity, and skills should be developed, and encounters should be increased (Sharifi et al., 2019). If nurse educators can transfer culturally competent care to their students in the nursing curriculum, nursing students would be able to identify and learn some of the beliefs and practices used to provide care to individuals from different cultures (Chen et al., 2018; Halabi and de Beer, 2018).

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17

Background

In recent years, the development of nursing students in cultural awareness, knowledge, sensitivity, skills, communication, and competence using different models, methods, and curricula has been evaluated with limited studies (Tosun & BENEFITS Group, 2021). Kohlbry (2016) focused on the impact of an international immersion service-learning project on nursing students' cultural competence. In the evaluation process, students had higher levels of cultural competence and self-efficacy in the post-test. Özkara-San (2019) showed that students' transcultural self-efficacy increased significantly due to the training program, which is prepared using standard patient simulation. Kaçan and Orsal (2020) showed that the transcultural nursing course they created had been an effective teaching method in cultural sensitivity, empathy, cultural intelligence, and professional value. Ozaydin, Tanyer & Akin (2021) indicated that twelve week theoretical training and practice program can reduce xenophobia and improve intercultural sensitivity among nursing students. Only two studies have been found in the literature using mixed method design as a combination of assessment tools and focus groups to assess nursing students' progress in transcultural nursing. (Muir-Cochrane et al., 2018; Liang et al., 2019). Munir Cochrane et al., 2018 used storytelling, case study-based learning, and interpretive pedagogy technic and found significant changes empathy and cultural competence of nursing students. (Liang et al. 2019). As a result of the training program prepared by Sunrise Model and Campinha-Bacote's process of cultural competence, it was found that students have more positive perceptions of Clinical Care Competence. In addition, students valued the chance to obtain this education and were satisfied with using different teaching methods (Campinha-Bacote, 2002; Yava & Tosun 2021).

Although it is reported as a crucial necessity for undergraduate nursing students to develop culturally competent knowledge, awareness, and skills through the undergraduate nursing curriculum (Byrne, 2020; Liang et al., 2019; Prosen, 2015; Purnell 2005), cultural knowledge, cultural competence, cultural nursing skills are not seen as a necessary, essential attitude due to different priorities in the nursing education system (Raigal-Aran et al., 2017; Tosun & BENEFITS Group, 2021). All nursing students should be allowed to

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18

learn how to care for individuals/families/societies with different cultural characteristics and should be further developed in the nursing curriculum.

This transnational partnership has worked on the development of the most up-to-date and evidence-based curriculum on intercultural nursing skills as a result of this global collaboration. The students were able to observe, compare and apply the methods preferred by the partner countries. They were then able to gain cultural knowledge and skills and develop their own abilities in the context of Transcultural Nursing.

Aims

The BENEFITS project was conducted transnationally to fill an existing gap. This project focuses on nursing academic professionals and students pursuing a bachelor's degree in nursing who are actively engaged in transcultural nursing care.

All project partners benefited from this project, but our main goal was to share this knowledge on a global basis by adding it to existing knowledge by showing a concrete example of how the transcultural care approach can be embedded in the nursing curriculum. A core curriculum and supporting publications on this innovative approach have been created to raise awareness, support learning and ultimately have a positive impact on evolving healthcare practice in each country.

BENEFITS project ultimate goal was to provide high quality healthcare and to improve the healthcare experience of different cultures in healthcare.

Project Methods

BENEFITS project was a strategic partnership activity. Participants from five EU countries and Turkey came together to form a new curriculum about transcultural nursing. Our main activity was to transfer the innovation for Transcultural Nursing Education and develop a new curriculum. Our main activity was to transfer the innovational results to Transcultural Nursing Education and develop a new curriculum. Our main activity and other sub-activities are given below.

The “The Project Timeline” was also generated and presented (Annexes A).

1. Preparation of the project and assignment of the project team, project presentation, organizing evaluation, control and monitoring teams,

2. Planning of preparatory work, assignment of trainers, sharing responsibility,

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3. Preparation and sharing experiences meetings for developing the curriculum, training materials.
4. Developing the BENEFITS Transcultural Nursing Course
5. Training of the nursing students (pilot international group and one semester course group) about transcultural nursing.
6. Evaluation of the intensive training program and one semester course groups of the BENEFITS curriculum separately
7. Meetings with partners for the publication of BENEFITS intellectual outputs, preparation of publication drafts, sharing of published articles with stakeholders
8. Dissemination events
9. Closing meeting and final evaluations of the BENEFITS Project.

Within the scope of the BENEFITS project, 6 transnational project meetings, an intensive training program (Learning Teaching Training Activity), a multiplier event were held and many dissemination activities were participated. All processes were evaluated within the framework of quality management.

Although the BENEFITS project has only three project outputs approved by the Turkish National Agency, much more successful project outputs were achieved with the sub-outputs created.

Transnational project meetings

- Kick Off Meeting- HKU, Istanbul, Turkey
- 1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing-USB, Czech Republic
- 2nd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing-UAB, Spain
- 3rd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing-HKU, Turkey
- Transcultural Nursing Intensive Training Program Review and Preparatory Meeting, Giresun Turkey
- Closing Meeting-UAB, Barcelona, Spain

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20

Kick Off Meeting- HKU, Istanbul, Turkey

The first meeting (Kick-off Meeting) in the scope of the BENEFITS project was held in Istanbul by Hassan Kalyoncu University on **7th December 2019**. The meeting was held according to the first meeting agenda and aimed to provide comprehensive project documentation about the work carried on during the first year of the project and to plan regarding the next work packages.

The kick-off meeting started with the introduction of faculty members from Hasan Kalyoncu University as the representatives of the coordinator institution. All participants introduced themselves, the institutions that they are representing and briefed the audience on their experience on transcultural nursing education and their contribution to BENEFITS project. It is decided to;

- Assign the individuals who will be employed in the project and report them to the coordinator institution within two weeks after the meeting,
- Assign one individual from each project partner to work on the quality management and report them to the coordinator institution within two weeks after the meeting,
- Prepare the Quality Management Plan by the coordinator institution.

The project logo and visual materials were presented and agreed on by the representatives of the partner institutions. The coordinator briefed the partners on development process of the project website and social media accounts. The aim, targets and outputs of the project Better and Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS) were reviewed. Intellectual outputs (O1, O2, O3, O4) which were stated in the project proposal but not accepted and not granted by the national agency are decided to be held under other intellectual outputs. Even with no budget to achieve Output 5, all partners agreed to work on the systematic review and develop an assessment tool. Time table of the project was reviewed. With the consensus of the partners, it was decided to make some changes on the timetable that are not going to affect the process management and report them to the Turkish National Agency for approval. The dates of the transnational meetings and their contribution to the outputs are reviewed. Suggestions of the partners on dates of the meetings are discussed, agreed on and the time table is rearranged for approval of the

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21

Turkish National Agency. Original signed budget agreements are delivered to the coordinator. Budget items are reviewed. The rearrangement of the budget of kick-off meeting and the changes in the budget plan are reviewed. At the end of the day the partnership carried on discussions about the next meeting and determination of details. It was decided that the next meeting will be held in USB, Cheske Budejovice 27-28 February 2020.

1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing-USB, Czech Republic

1st Meeting on Drafting the BENEFITS Training Curriculum and Experience Sharing was held in České Budějovice, Czech Republic by University of South Bohemia on **27-28th February 2020**. Tasks to be done after the kick-off meeting and before the first international project meeting were checked. Website and social media accounts for dissemination were shared and evaluated with partners. Quality plan and quality assessment forms were discussed and reviewed. Timeline was reviewed. Researchers who will work on the project outputs were decided. Our partners from USB-Czech Republic and UP-Slovenia and shared their experience on transcultural nursing education. Questions were raised especially on implementation methodology and evaluation criteria of the transcultural nursing education system. It was conducted a workshop to develop first draft of the new curriculum about transcultural nursing. Curriculum objectives, learning outcomes and some details were discussed, decided results were recorded. All partners were asked to share syllabuses of the transcultural nursing education classes in their institution to develop a training program. It was decided to inspect the current nursing education programs in Turkey online. Also, it was decided to evaluate the current status of students in coordinator institution HKU on transcultural nursing with using already existing evaluation tools which were tested for validity and reliability in Turkish. In developing the transcultural nursing education program, one of the preplanned intellectual outputs was preparing a systematic review on the recent scientific work on worldwide transcultural nursing education and the impact of education. However, the budget of this intellectual output was not approved during assessment and decision process at the National Agency. During the meeting, this

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22

preplanned but not funded systematic review was decided to be useful and to be done as minor goal under Output 5. Responsibilities for the review were shared among the partners and participants were assigned to complete the work in the decided timeline. In order to assess the impact of the transcultural nursing education program on the students, it was preplanned to develop a new assessment tool. However, the budget for this new tool was approved by the National Agency. During the meeting, this assessment tool was decided to be necessary. In developing the assessment tool, in the first phase it was decided to develop the general content of the transcultural nursing education via online discussions till the next meeting and then to collect a pool of questions on the impact of transcultural nursing education on the student in coherence with the new developed content. For the second phase, the questions were decided to be inspected and selected to form an assessment tool and the new tool was decided to be used in the project and whole process was decided to be shared with the nursing community by publishing an original article.

2nd Meeting on Drafting The BENEFITS Training Curriculum and Experience Sharing- UAB, Spain (Online Meeting)

The meeting was held according to project timeline agenda and aimed to provide comprehensive project documentation about the work carried on during the first year of the project and to plan regarding the next work package on **05-06 October 2020**. Because of the pandemic this meeting was held online. Task assignments done from the beginning of the project was reviewed. Systematic review which had contributions of all partners was evaluated and decided to be ready for publication. Current status of the content of the education program that has been developed was evaluated once again. BENEFITS tool which was to be developed to assess the students within the project was discussed and the current progress was evaluated. Our partners were from UAB-Spain, EHS-Belgium and DU-Hungary.

A question pool was developed for BENEFITS tool and all partners reviewed it online. At the meeting, it was once again reviewed by the participants and decided to be structured as likert type (likert with 7 options). Also, our studies linked with the project were reviewed once again by the participants with the leadership of our partners from USB. The result of

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23

the survey done for quality management was presented to the quality management committee. Weak and strong aspects were discussed. Ongoing process of the quality management plan reviewed. There were concerns on our next transnational project meeting and intensive training program to have them face to face due to the COVID-19 Pandemic. Next transnational project meeting that was held in March 2021 at HKU in Turkey was decided to be postponed and executed in May 2021 at HKU in Turkey. Also, it was decided to have the intensive training program in July or August 2021 instead of May 2021. It was decided to inform the National Agency and had their approval to make changes in the project execution program. All question of the coordinator and the partners were answered mutually to make everything crystal clear. The decisions taken during the meeting were inspected once again before the conclusion.

3rd Meeting on Drafting the BENEFITS Training Curriculum and Experience Sharing- HKU, Turkey (Hybrid meeting)

The meeting was held according to project timeline agenda and aimed to provide comprehensive project documentation about the work carried on during the project and to plan regarding the next work package on 25-26 May 2021. Our partner from GPDH-Gaziantep presented overview of institutional health practices of Gaziantep and its districts. He gave information about the health institutions and their capacity in Gaziantep. He presented detailed statistical information on the situation of immigrants living in Gaziantep and their use of health services. He answered the questions and exchanged detailed information about the work of the Gaziantep Provincial Health Directorate in terms of nursing services

Hatay province is very important in terms of receiving a large number of immigrants on the Syrian border. Our colleague whom we invited from Hatay; he evaluated the nursing services in Hatay in terms of transcultural nursing and drew a profile for our partners from a city on the Syrian border in Turkey. In the presentation, which was watched with interest by all partners at the meeting, the difficulties of immigrants in accessing health services and the difficulties experienced by nurses while giving care were discussed. Our other colleague from our Malatya made a detailed presentation about the services provided in migrant

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24

health centers in Malatya, the services supported by the European Union, the most common health problems experienced by migrants and the work of nurses in this region. In addition, the education needs of not only nurses but also other health personnel were evaluated. The questions of the partners were answered and it was discussed on which subjects the nurses needed training. The difficulties experienced by nurses were discussed. Our partner from GU-Giresun presented about their university, education and student profile. Also they presented transcultural nursing education and gaps in the curriculum. Questions from other partners were answered and various new ideas were developed on the newly developed curriculum on transcultural nursing skills. It was discussed on how to realize student mobility due to the pandemic. In addition, a draft program on intensive training program was created considering the experiences of all partners and the educational needs of the students. Task distribution was made to the team that will work on it.

On the second day of this meeting, Gaziantep Cengiz Gökçek Obstetrics and Child Hospital (Emergency, Outpatient Clinic, suitable clinics to see) where immigrants receive intensive service in the health organizations affiliated to Gaziantep provincial health directorate. Interviews were held with nurses. Interviews were held about the difficulties they experienced and the needs of migrant patients. The hospital management gave a briefing on the treatment and care services provided to the patients. The partners who participated as in-person had the opportunity to make this visit face-to-face. Partners participating online made this visit virtually with the session opened via the Zoom application and were able to ask their questions.

After the hospital visit, one of the migrant health centers supported by the European Union was visited and a briefing on the health services there was presented. Our partners, who can attend face to face, made the visit in person. In addition, with the Zoom application, our partners were able to visit the immigrant health center virtually. At the migrant health center, both Turkish and Syrian nurses were working as a multicultural team. In addition, Syrian and Turkish doctors, psychologists and midwives were other members of the health workers. Transcultural nursing care and skills, which is the subject of the BENEFITS project, clearly revealed the need and gaps in the immigrant health center. This visit

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25

contributed a lot to the curriculum created by the project partners. The importance of cultural safety and multicultural working environment in health institutions was also understood.

The topics planned for the curriculum developed for nursing students at the end of the meeting were reviewed. Evaluation of the meeting was made and the distribution of tasks on the next business plan was made.

Transcultural Nursing Intensive Training Program Review and Preparatory Meeting, Giresun Turkey

This meeting was held as an unscheduled additional meeting of the project with the permission of the national agency on 24 July 2021. Meetings that could not be held face-to-face due to the pandemic, works that could not be understood and completed in online meetings were concluded at this meeting. Collaboration of partners has been increased and missions have been completed.

Evaluation of the intensive training program prepared for 4 students from each university was very important in terms of evaluating the effectiveness of the prepared curriculum, as it was one of the outputs of the project. It was planned to use the BENEFITS Cultural Competence and Cultural Sensitivity Assessment Tool prepared by the project partners for the evaluation of students. In addition, 2 multiple-choice questions on each subject were prepared and reviewed by all researchers and expert opinion was obtained. The final form of the evaluation criteria before and after the training was given.

Regarding the Intensive training program, the training topics and plan to be given to the students were reviewed. Detailed evaluations were made about the simulation of the developed new curriculum. It was also discussed that the course topics should overlap with the textbook prepared by the partners. Topics were reviewed again.

During the intensive training program, the materials and technical support needed by students and tutors were reviewed. Necessary precautions were discussed in order to avoid any disruptions in the curriculum. The risks have been reviewed. The teaching methods to be used were discussed. Instead of traditional methods, it was aimed to ensure the active participation of students in education at the maximum level.

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26

The research article prepared by the BENEFITS Cultural Competence and Cultural Sensitivity Assessment Tool was reviewed by the researchers and efforts were made to publish it as soon as possible and deliver it to all our colleagues.

All partners in the textbook prepared in parallel with the new BENEFITS curriculum 10 min. He gave information about the chapters to other authors and editors by making a presentation. The meeting was concluded after the evaluation of the meeting.

Closing Meeting-UAB, Barcelona, Spain

BENEFITS Project Closing Meeting was held in Barcelona Autonomous University, Faculty of Medicine, Department of Nursing, Barcelona, Spain (Campus). Gaziantep Provincial Health Directorate partners join via online (Zoom Platform) on 19-20 May 2022.

Coordinators from HKU presented *General overview about project success and timeline*. She gave detailed about project timeline and where the project team was on the project. She answered the questions and exchanged detailed information about the project success and what was the responsibility soon.

Then Coordinators from HKU presented Overview about project transnational project meetings and their achievement of project goals and remembered all the project survey.

Partners from EHS-Belgium collected the data For SWOT Analysis of the project.

All partners discussed Output 5 moderated by HKU, and the partners talked about how they disseminated and published the results. They talked about how to disseminate the results in the future. All partners discussed Output 6 and the partners talked about how they disseminated and published the results. They talked about how to disseminate the results in the future. They decided to publish curriculum evaluations of intensive training program and one semester course program. Then partners evaluated of proposal of Output 7 and create a new form for disseminate this publication as short form and long form. Coordinators from HKU presented Transcultural Nursing: BENEFITS Symposium results and all the partners discussed whether the goals had been achieved.

On the second day of the meeting, all the partners presented 10 minutes presentations. They mentioned some ideas about final report and how the project results disseminate.

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27

Project quality management committee presented the results of quality reports. They discussed about risks and pandemic process. They discussed how the pandemic process affected project management and its consequences. The SWOT analysis results were presented. Partners decided to add the SWOT analysis results in the quality report of the project. All the partners reviewed the titles of the final report and agreed to renew the results of this project in the future and to be a database for new projects.

Learning Teaching Training Activity

BENEFITS Blended Mobility Intensive Training Program, Giresun, Turkey was held in Giresun University, Giresun, **on 25-31 July 2021**.

The purpose of the intensive training program in this project was to evaluate the existing evidence based on educational interventions to improve the cultural competence of nursing students from different countries and the effectiveness of the pilot training intervention given. With the intensive training program was decided to be “To develop/promote awareness of culture-based care; It is aimed that at the end of this course students will be capable of evaluating individual, family and community in a proper and evidence-based manner, and they will be competent to plan, implement and evaluate a culture-based nursing care.”

Participants were conducted with 26 students and 16 tutors from 2 continents, 6 countries, 7 institutes as project partners. During the one-week intensive training program the students were sensibilized better for the cultural care and health diversity. The partners developed a new curriculum in transcultural nursing for BSc nurse students and created an intensive training program to evaluate the effectiveness of this new curriculum. The new curriculum developed with many meetings and studies aimed to close a large education gap in transcultural nursing care education in Turkey. A learning model was used during this intensive training program that combined both formal and non-formal methodologies. In addition, teachers preferred that blended learning represents a model that integrates technology (social media platforms, video conferencing, and audiovisual technical infrastructure etc.) to increase learning and deliver business impact.

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28

The content of the Intensive Training program was created as a pilot application of the new and effective BENEFITS curriculum that they obtained as a result of two years of experience in the project team and intense scientific studies.

The course content was prepared in accordance with the learning outcomes. Introduction of the program was;

1. Migration, Globalization and Nursing,
2. Basic Concepts of transcultural nursing,
3. Transcultural Nursing Theoretical Background,
4. Transcultural Nursing Models,
5. Cultural Diversity,
6. Ethics and Cultural Care,
7. Culture, Health And Illness,
8. Culturally based healing and care modalities,
9. Culturally Sensitive Communication In Healthcare, Culturally Sensitive Communication with Patients, Caregivers and Family Members Via Interpreter
10. Cultural Sensitive Health Assessment,
11. Creating Culturally Component Health Care Organizations

Cultural trips and a visit to a hospital were also held during the intensive training program. For the evaluation of the students; before and after the training, students evaluated with the Developing the Better and Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS) Cultural Competence and Cultural Sensitivity Assessment Tool. In addition, a questionnaire prepared from knowledge questions applied before and after the training in order to evaluate the improvement in knowledge levels. Each tutors added two multiple-choice information questions about the subject they presented to the students, and the knowledge level of the students was evaluated with a total of 24 questions before and after the Intensive training program.

It was determined that the education program was very effective in increasing the students' intercultural awareness and knowledge. At the end of the training, the students were given an Erasmus+ Youth Pass certificate and a certificate of participation approved by the representative of the Coordinator institution HKU. After the evaluation of intensive training

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29

program, results had been presented as oral presentation at "XIII. International symposium More than 200 years of Florence Nightingale's legacy, 16th-17th September 2021, České Budějovice, CZ"

(https://foh.unideb.hu/sites/default/files/upload_documents/b._sbornik_symposium_final_0.pdf).

This new curriculum with these topics will improve / develop the nurse students' skills and attitude and knowledge in this field.

It is important to educate nurses working in multicultural societies in a culturally competence manner and to increase the awareness, respect and knowledge of nursing students about different cultures.

Project Outputs

Our project outputs were unique and independent of previous existing projects. There were no continuity with the projects already implemented. Since the transfer of new knowledge, skills and application skills for our field of work is also a matter of concern, the project is particularly important for the region. The project theme was unique because there were no project has not been made before in the same content. With the knowledge and skills to be gained in the curriculum that was developed in the light of this project, nursing students, nursing educators, health-care providers and individuals benefited from the implementation of a transcultural nursing approach when caring for patients providing the best healthcare services. The results benefited the target groups equally, economically and immediately.

IO5 Developing the Curriculum on Transcultural Nursing

- Forming the Scientific Background "Addressing the effects of transcultural nursing education on nursing students' cultural competence: A systematic review" (<https://doi.org/10.1016/j.nepr.2021.103171>), (Tosun & BENEFITS Group, 2021).

Although this output is not considered as a separate output, transcultural nursing curriculum has worked to establish a scientific background, although there is an extra workload as project partners. In this context, an article was published by making a division of labor among all researchers of BENEFITS project. This study aimed to synthesize the findings of

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30

studies evaluating educational programs providing curricular transcultural nursing education.

- BENEFITS Cultural Competence and Cultural Sensitivity Assessment Tool (BENEFITS-CCCSAT)

While studying about the scientific background for a new curriculum, the BENEFITS project partners discovered the need for a new and comprehensive measurement tool. It was then decided to develop a measurement tool that measures how their curriculum affects the development of nursing students.

This methodological, scale development study was conducted on a sample of undergraduate third-year and fourth-year nursing students at GU and HKU located in north Turkey and south Turkey, respectively. Before starting the study, ethical approval was received from the research ethics board of a university, and all permissions were received from the universities where the study was conducted. Data collection was performed after ethical approval, and legal permission was received after participants provided informed consent. BENEFITS project researchers reported the results of this scientific study. The developed scale was used to evaluate the impact of the developed curriculum. Study report was presented as oral presentation at "XIII. International symposium More than 200 years of Florence Nightingale's legacy, 16th – 17th September 2021, České Budějovice, CZ" (https://foh.unideb.hu/sites/default/files/upload_documents/b._sbornik_symposium_final_0.pdf). Finally the research report was submitted to a Scientific Journal (Journal of Transcultural Nursing) to publish. It is under review process as of August 31st 2022. BENEFITS-CCCS Assessment Tool is available on BENEFITS Project website (<https://www.benefits.hku.edu.tr>).

- BENEFITS Curriculum on Transcultural Nursing

BENEFITS curriculum was developed as a globally content to use in Europe and Turkey. Several interactive teaching methods merged in this new curriculum.

The transcultural nursing education which has been planned to be implemented especially in Turkey was decided to be as follows:

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31

- 25 hours in one semester 8 hours theoretical and 17 hours practical,
- 3 ETCS (75 h workload for the students),
- Mandatory/elective course but the BENEFITS Group strongly advice that this course should be mandatory for nursing students,
- 3rd to 5th semester can be chosen for the students level (It will be optional).

The aim of the course was decided to be “To develop/promote awareness of culture based care; It is aimed that at the end of this course students will be capable of evaluating individual, family and community in a proper and evidence-based manner, and they will be competent to plan, implement and evaluate a culture based nursing care.”

Learning Outputs were as follows:

1. The student has acquired the scientific underpinnings and theoretical bases of transcultural nursing
2. The students apply transcultural nursing theory to practice and basic research
3. The student demonstrates awareness of her/himself as a cultural being and of the beliefs and values of others
4. The student shows an understanding of differences in cultural groups
5. The student demonstrates culturally sensitive knowledge and ethical decision making
6. The student shows an understanding of how beliefs may impact health
7. The student is able to communicate according to culturally specific needs
8. The students perform culturally sensitive assessment of health

All content is available on BENEFITS Project website (<https://www.benefits.hku.edu.tr>).

- Textbook, titled “Transcultural Nursing: Better & Effective Nursing Education For Improving Transcultural Nursing Skills (BENEFITS)”

The BENEFITS project partners considered preparing a textbook for the content of the curriculum and course topics. For this reason, a textbook was prepared and published that all nursing students, nurses and nurse academicians can access free of charge. This textbook, consisting of a total of 10 chapters, was prepared for publication by a total of 17 authors and two editors from Europe and Turkey.

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32

Chapter I Introduction to Transcultural Nursing

- A) Migration, Globalization and Nursing
- B) Basic Concepts of Transcultural Nursing

Chapter II The Theoretical Background And History of Transcultural Nursing

Chapter III Cultural Diversity

Chapter IV Ethics and Cultural Care

Chapter V Culture, Health and Illness

- A) Culturally Based Health and Illness Beliefs and Practices across the Lifespan
- B) Culturally Based Healing and Care Modalities

Chapter VI Culturally Sensitive Communication in Healthcare

- A) One-To-One Culturally Sensitive Communication with Patients, Family Members, and Caregivers
- B) Culturally Sensitive Communication with Patients, Caregivers, and Family Members via An Interpreter

Chapter VII Culturally Sensitive Health Assessment and Culturally Congruent Nursing Care

- A) Culturally Sensitive Health Assessment
- B) Culturally Sensitive Nursing Care

Chapter VIII Cultural Safety In Health Care Organizations

Chapter IX

Culturally Sensitive Environment and Multicultural Team

Chapter X Narrative Photography

Three nursing academicians, who are experts in transcultural nursing, evaluated the book as reviewers. Their reviews can be seen at the end of the book. Textbook, titled “Transcultural Nursing: Better & Effective Nursing Education For Improving Transcultural Nursing Skills (BENEFITS)” was published Nobel Publishing in 2021 and available at publisher website and BENEFITS website (<https://kurumsal.ankaranobel.com/wp-content/uploads/2022/02/TRANSCULTURAL-NURSING-book.pdf>; <https://www.benefits.hku.edu.tr>).

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33

IO6 Effectiveness of Intensive Training Program and Transcultural Nursing Course

At the beginning of the project, IO6 was planned only as an evaluation of the intensive training program. However, the developed curriculum was applied to nursing students in HKU and GU nursing departments, and the evaluation of the effectiveness of the education was important in terms of understanding the effectiveness of the program. Therefore, the evaluation of the results of the curriculum applied to the nursing students who attended the BENEFITS Transcultural Nursing Course in the 5th semester was added to IO6 and the scope of IO6 was expanded.

- Effectiveness of Intensive Training Program on Transcultural Nursing (PRE-POST-TEST)

The content of the Intensive Training program was created as a pilot application of the new and effective BENEFITS curriculum that they obtained as a result of two years of experience in the project team and intense scientific studies. For the evaluation of the students; before and after the education program, students evaluated with the Developing the Better and Effective Nursing Education for Improving Transcultural Nursing Skills (BENEFITS). Cultural Competence and Cultural Sensitivity Assessment Tool. In addition, a questionnaire prepared from knowledge questions applied before and after the training in order to evaluate the improvement in knowledge levels. Each tutors added two multiple-choice information questions about the subject they presented to the students, and the knowledge level of the students was evaluated with a total of 24 questions before and after the Intensive training program.

This new curriculum with these topics will improve / develop the nursing students' skills and attitude and knowledge in this field.

It is important to educate nurses working in multicultural societies in a culturally competence manner and to increase the awareness, respect and knowledge of nursing students about different cultures.

The pilot implementation of the curriculum results are now preparing for publishing in a scientific journal.

- Effectiveness of BENEFITS Course in Turkey (PRE-POST-TEST)

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34

Five lecturers conducted this course in two universities' HKU and GU Nursing Departments in Turkey. In order to ensure standardization in the education program, the educational materials were prepared jointly, and the teachers held short meetings each week to communicate about the subject to be covered. The results of the application of the curriculum were planned as a scientific research to be shared and disseminated with the entire nursing community. Data were collected after obtaining the approval of the ethics committee and the consent of the participants. This study aimed to evaluate the effectiveness of a new internationally developed curriculum for transcultural nursing education.

In this study, nursing students developed a respect for cultural diversity, cultural competence, and culturally sensitive communication after one semester of continuing education program.

After the evaluation process study report was submitted a scientific journal and It is under review process as of August 31st 2022.

IO7 The preparation of the publication. "Better & Effective Nursing Education For Improving Transcultural nursing Skills"

At the final meeting held at UAB in Spain, all experiences and opinions on all project steps and the effectiveness of the curriculum were shared. The content of the publication, which will be shared with the Republic of Turkey Higher Education Institution, the Turkish National Agency, nursing education associations and other stakeholders, has been determined. It was decided to prepare a short flyer brochure and a long version report. It is planned that the short version will cover the report of the long version and contain the necessary contact information for requesting the long version of the BENEFITS Project final report. Short version of the report (short flyer brochure) titles determined as follows;

- Aims,
- General framework,
- Participants,
- The importance of teaching transcultural nursing across Europe and Turkey

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35

- Teaching transcultural nursing improves cultural competence: results of the BENEFITS project
- Can we improve transcultural nursing competences in Europe and Turkey? Yes, we can! Results of the BENEFITS project
- Lessons learnt
- Results and intellectual outputs of the BENEFITS project:
- Barriers & facilitators:
- Full report available contact information

Dissemination of the Project

The BENEFITS project has been promoted by the Coordinator University HKU and partners at the national and international level for three years from the moment it started, and its results have been disseminated. Dissemination activities are available at BENEFITS project website (<https://www.benefits.hku.edu.tr>).

- Following the approval of the BENEFITS project, the website was created and well managed. Within the scope of dissemination activities, BENEFITS project accounts were created and actively used on all social media platforms (Instagram, Facebook and Twitter).
- A wide audience was reached with the posts made before, during and after all activities.
- National and international nursing associations (for example Turkish Nursing Education Association and European Transcultural Nursing Association) supported the dissemination of the results of the BENEFITS project with their announcements and newsletters.
- GPDH, one of the project partners, planned promotional activities for the BENEFITS project to nurses in all hospitals affiliated to GPDH with the promotional materials they prepared by using all dissemination visibility rules correctly and their activities

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36

were covered in the printed media. The project management budget was used for the dissemination activities and project promotion products.

- All partners presented the results obtained from the project results in scientific conferences and the project results were prepared for publication in scientific nursing journals as open access.
- In addition, IO7 was prepared project results to share with the Republic of Turkey Higher Education Institution, the Turkish National Agency, nursing education associations and other institutions.

Multiplier Event

Transcultural Nursing: Benefits International Symposium, Hasan Kalyoncu University, Gaziantep, Turkey was held hybrid (*online and face to face*) using Zoom Program on March 31st, 2022.

Zoom link was: <http://oys.hku.edu.tr/JoinMeeting?organizationid=fa473839-6e41-40cb-a98c-f43429aa6145&meetingid=a50536ed-cd9d-4ab3-9322-a0153ae232ab>

YouTube link is: <https://youtu.be/szyrP3E8bQ8>

Totally 122 participants were attended the symposium (96 participants were attended in person and 26 participants were attended online). In addition from the YouTube Channel of our institution all our colleagues and esteemed nursing students continue to follow the intellectual outputs of our project and the presentations of our important speakers (477 views on 30 September 2022). One invited speaker from Leeds Beckett University, England, one invited speaker as a pioneer members of European Transcultural Nurses Association from the Near East University, Northern Cyprus Turkish Republic, two invited speakers from the Turkish Nursing Education Association (HEMED) contributed to the symposium. In addition, academicians nurses from higher education institutions in many different provinces and nurses from many health institutions participated in the program. Of the face-to-face participants, 68 were from non-project partners or executive institution.

In Erasmus+ BENEFITS (Better & Effect Nursing Education for Improving Transcultural Nursing Skills) Symposium, which was organized with the aim of sharing and disseminating the results of the ERASMUS+ BENEFITS project 15 researchers from Belgium, Czech

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37

Republic, Hungary, Spain, Slovenia and Turkey made face-to-face and online presentations. The opening speeches of the symposium held in the last phase of the BENEFITS project, which was carried out in cooperation with Giresun University and Gaziantep Provincial Health Directorate; HKU Vice-Rector Prof. Mehmet Lütfi Yola, Dean of the Faculty of Health Sciences Prof. Dr. Kezban Bayramlar, Prof. Dr. Ayla Yava, Assoc.Prof. Betül Tosun and Gaziantep Provincial Health Director Dr. Ümit Mutlu Tiryaki made it.

HKU Vice Dean Prof. Mehmet Lütfi Yola, in his opening speech; “Faculty of Health Sciences of our university; It consists of three departments: Nursing, 'Nutrition and Dietetics' and Physiotherapy and Rehabilitation. All departments of the Faculty of Health Sciences achieve significant success with their studies and collaborations at both national and international levels. One of them is the 'Better and Effective Nursing Education to Develop Intercultural Nursing Skills' project, which has been carried out under the leadership of the Nursing Department and has been ongoing for three years. With this project, an up-to-date curriculum for undergraduate education has been developed, and results have been achieved that will accelerate the field of health and the nursing profession in terms of project outputs.”

Faculty Members of the Nursing Department Prof. Dr. Ayla Yava and Assoc. Prof. Betül Tosun, Stating that a very good project was carried out under the direction of Dean of the Faculty of Health Sciences of HKU Prof. Dr. Kezban Bayramlar mentioned, “It is admirable that such a project has been successfully carried out, especially during the pandemic period. I would like to thank everyone who contributed to the project.”

Nursing Department lecturer and one of the project coordinator Prof. Dr. Ayla Yava also said in her speech; “Today, individuals from different cultures are living together more and more. Due to wars, education, working and living conditions, people now immigrate to different countries and receive health care from these new countries. This situation brings along the cultural interactions of health, illness and care perceptions. For this reason, increasing the cultural sensitivity of health care personnel, especially nurses, is considered one of the keys to quality care”.

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38

Nursing Department lecturer and the other project coordinator Assoc. Prof. Betül Tosun, told “This project is very important in terms of our region having a multicultural structure and bringing nearly 100 qualified nurses to the health system and nursing profession of our university every year. Raising professional nurses who are sensitive to all humanity, culture, awareness of the needs of their patients, regardless of religion, language, race or ethnicity, is a very important step for us, who train qualified manpower for the health system.”

Underlining that intercultural interaction is also very important in health care, Gaziantep Provincial Health Director Dr. İn Ümit Mutlu Tiryaki; “I believe it is really valuable for institutions to share experience with each other. Many countries, universities and we are involved in this project. There were very good results. There is something that I have always experienced. It's not what you do, but how you do it that matters. I wish the symposium to be more productive with better experiences and mutual exchanges.” He told.

In the continuation of the program, the project results and the experiences of the project partners were shared. Invited speakers made very informative presentations on the importance of the subject and related topics. In addition, a group of students who took the intensive training program and the BENEFITS Intercultural Nursing course from Hasan Kalyoncu University nursing department students during the implementation phase of the new curriculum developed in the BENEFITS project presented their experiences about the course.

Finally, HKU International Relation Office made a presentation introducing the university to international students and faculty members, and the meeting was concluded. Online evaluation forms were sent to the guests to evaluate the program and the results were evaluated.

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39

Program was as below;

Hasan Kalyoncu University, Law Faculty Lecture Hall (Hukuk Amfi Salonu), Gaziantep,
Turkey March 31ST 2022

09.30-10.15	Welcome and Opening Speeches	
10.15-11.00	BENEFITS Project & Project Outputs	Prof. Ayla YAVA Assoc. Prof. Betül TOSUN
11.00-11.40	Partners' Opinions and experiences on the BENEFITS Project (5-mins. Video presentations) University of South Bohemia (Czech Republic) University of Debrecen (Hungary) University of Primorska (Slovenia) Universitat Autònoma de Barcelona (Spain) Erasmus Hogeschool (Belgium) Giresun University Gaziantep Provincial Health Directorate	Assoc. Prof. Katalin PAPP Debrecen University, Hungary
11.40-12.00	Coffee Break	
12.00-12.30	Nursing education today, and future vision in nursing education in Turkey	Prof. Hülya OKUMUŞ Assist. Prof. Deniz ŞANLI Turkish Nursing Education Association
12.30-13.00	The place and importance of transcultural nursing courses in the nursing curriculum: Turkey perspective	Prof. Candan ÖZTÜRK ETNA Turkey Representative
13.00-14.00	Lunch	

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40

14.00-14.30	Pain Research in limited resources settings: Our multicultural team experiences	Dr. Osama TASHANI Senior Research Fellow Leeds Beckett University, England
14.30-14.45	Students experiences about BENEFITS Intensive Training program (Blended Mobility)	Nursing Students who attended the Intensive Training Program
14.45 - 15.00	Coffee Break	
15.00-15.15	Students experiences about BENEFITS Transcultural Nursing one-Semester Course	HKU 3rd Year Nursing Students
15.15-15.30	Hasan Kalyoncu University waiting for international students and staffs	Simge GÖKBEK HKU IRO Coordinator
15.30-16.00	Closing Ceremony	Prof. Ayla YAVA Assoc. Prof. Betül TOSUN

Project Quality Management

The quality report, which aims to evaluate the quality of the project, was created in accordance with the project quality plan. It implied to deploy a wide range of actions that helped to guarantee that the project had impact on target groups, demonstrating the quality of the project outcomes, management efficiency and that the project had been developed according to the guidelines established in the drawing documents. Also Methodological Approach to Quality Management was created to risk management (Annexes B).

The Quality Report was based on an evaluation process of four aspects of the project:

1. Evaluation of the general project management
2. Evaluation of the transnational project meetings
3. Evaluation of the project IOs
4. Evaluation of the Learning Training Teaching Activities

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5. The impact in the target groups, the public in general and the main stakeholders in the field.

Quality assurance of the project was led by HKU with contribution of all partners. Observations was made with foreign partners during mobility and by sharing data on the internet.

The main resource for project monitoring and quality control was the Quality Management Plan. This plan was agreed upon by the “Monitoring Committee” at the start of the project and is reviewed periodically throughout the project. This Quality Management Plan includes all the tasks that will take place during the project, their responsibilities, deadlines, completion indicators and minimum quality requirements.

Transnational Project Meetings

- **M1** Kick Off Meeting- HKU, Istanbul, Turkey
- **M2** 1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing-USB, Czech Republic
- **M3** 2nd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing-UAB, Spain
- **M4** 3rd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing-HKU, Turkey
- **M6** Transcultural Nursing Intensive Training Program Review And Preparatory Meeting, Giresun Turkey
- **M5** Closing Meeting-UAB, Barcelona, Spain

Multiplier Event

- **E1** BENEFITS Dissemination Meeting- Gaziantep, Turkey

Learning Teaching Training Activity

- **C1** Blended mobility of higher education students 5 days Intensive program for students – Giresun Turkey.

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42

Intellectual Outputs

IO5 Developing the Third Draft Nursing Curriculum on Transcultural Nursing

- IO5/A1 Forming the Scientific Background
- IO5/A2 Developing the BENEFITS Questionnaire
- IO5/A3 "Developing the First Draft Nursing Curriculum on Transcultural Nursing (After Meeting in Czech Republic)"
- IO5/A4 "Developing the Second Draft Nursing Curriculum on Transcultural Nursing (After Meeting In Spain)"
- IO5/A5 "Developing the Third Draft Nursing Curriculum on Transcultural Nursing (After Meeting in Turkey)"

IO6 Effectiveness of Effectiveness of Intensive Training Program and Transcultural Nursing Course

- IO6/A1 Effectiveness of Intensive Training Program on Transcultural Nursing (PRE-TEST)
- IO6/A2 Effectiveness of Intensive Training Program on Transcultural Nursing (POST-TEST)
- IO6/A3 Effectiveness of Transcultural Nursing Course in HKU, Turkey
- IO6/A4 Effectiveness of Intensive Training Program and Transcultural Nursing Course (FINAL REPORT)

IO7 The preparation of the publication. "Better & Effective Nursing Education For Improving Transcultural nursing Skills"

- O7/A1 Decision the Chapters of the Publication
- O7/A2 Sharing the Chapters of the Publication
- O7/A3 Creation of the Final Version

1. Evaluation of the General Project Management

For this evaluation a questionnaire, comprising of general evaluation of the project was developed. Once in every six months representatives from each partner was asked to fill the questionnaire. First six months evaluation made in February 2020. In **M2** 1st Meeting on

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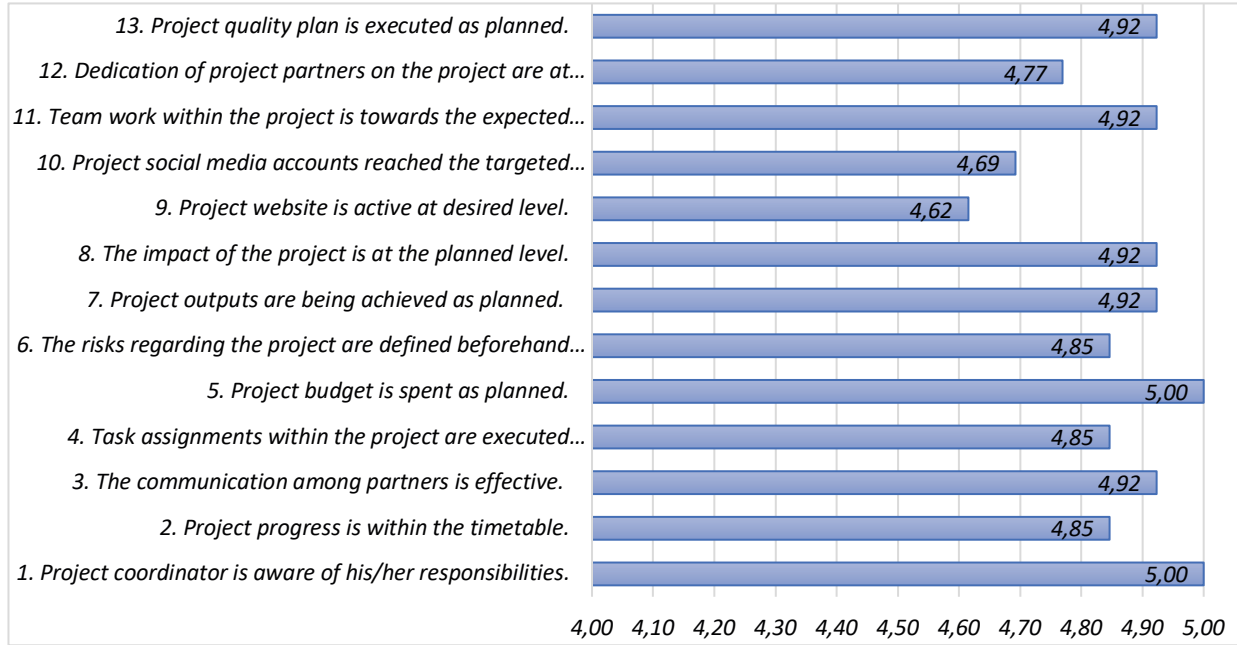
43

Drafting The BENEFITS Training Curriculum And Experience Sharing-USB, Czech Republic which is the first transnational project meeting of the project, the first general evaluation was made with the participation of all partners. (Annex 1. Project General Evaluation Form). Annex 1. Project General Evaluation Form, which has thirteen items, was filled by 13 partners participating in the project. Coordinators did not fill the form. Mean item score was 4.86 (min:4.62, max:5) In this evaluation, mean higher than 3 was considered as successfully fulfillment of quality criteria. The mean score was higher than 3 (three) which was aimed in the project management plan. The lowest score was for the item “project web site is active at desired level”, because the website was active however it needed content development and publicity campaign which could be done by time as the project evolves (Figure 1.1). Also, open ended responses to the items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 are given in Table 1.1 Open ended inputs were valuable for the project.

Table 1.1 Responses to items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 Project General Evaluation Form for the first six months.

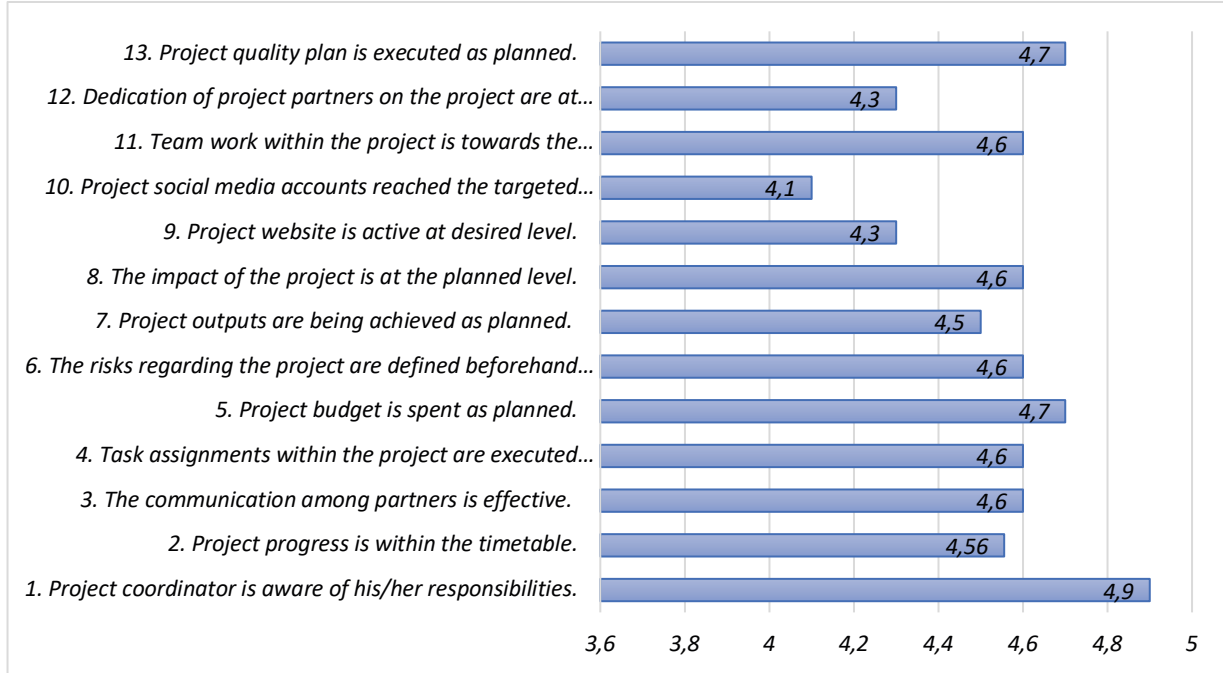
Strengths of The BENEFITS Project	Suggestions For Improvement
<ul style="list-style-type: none">• Productive and very good• It’s a current issue and its results can be very beneficial for integrating the perspective of cultural competence in nursing education in a changing multicultural world.• The project has a great potential to achieve a long-term effect and develop further collaboration and establish an international course• Good management, strong team, easy communication	<ul style="list-style-type: none">• Project partners willingness to take a little more active role.

Figure 1.1 Evaluation of the general project management (first 6 months evaluation)



At the end of the first year of the project, general evaluations continued in the third and fourth six months. At the end of the first year, (Annex 1) Project General Evaluation Form, was filled by 11 partners participating in the project. Coordinators did not fill the form. Mean item score was 4.54 (min:4.10, max:4.9) In this evaluation, mean higher than 3 was considered as successfully fulfillment of quality criteria. The mean score was higher than 3 (three) which was aimed in the project management plan. The lowest score was for the item “Project social media accounts reached the targeted impact population.” (Figure 1.2), Necessary initiatives were planned for more active use of social media accounts. Also, open ended responses to the items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 are given in Table 1.2 Open ended inputs were valuable for the project.

Figure 1.2 Evaluation of the general project management (one year evaluation)



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Table 1.2 Responses to items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 Project General Evaluation Form for the second six months.

Strengths of The BENEFITS Project	Suggestions For Improvement
<ul style="list-style-type: none"> • Good cooperation between partners • Mutual collaboration and enthusiasm; clear aim; the project has a global perspective on transcultural education • Our project will provide great benefits especially in terms of the implementation of health tourism. Intercultural nursing education is directly related to health tourism. • The interest of the theme • Representation in the project of several countries • Commitment to the work of all participants • Good leadership of the coordinating country • We work in harmony as the project coordinator is professional. Project partners work in harmony and fulfill their tasks on time. • Properly planned and organized. • Team leader commitment and partners collaboration • Good leadership of team work 	<ul style="list-style-type: none"> • When the Covid-19 pandemic loses its effect, we want the bond between partners to be strengthened. • Maybe we could focus on the use of technologies to enhance Benefit's visibility (i.e. website, twitter, news...interviews...?)

At the end of the 3rd six monts, (Annex 1) Project General Evaluation Form, was filled by 12 partners participating in the project. Coordinators did not fill the form. Mean item score was 4.83 (min:4.33, max:5) In this evaluation, mean higher than 3 was considered as successfully fulfillment of quality criteria. The mean score was higher than 3 (three) which

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was aimed in the project management plan. The lowest score was for the item “project web site is active at desired level.” (Figure 1.3), Necessary initiatives were planned for more active use of website account. Also, open ended responses to the items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 are given in Table 1.3 Open ended inputs were valuable for the project.

Figure 1.3 Evaluation of the general project management (3rd six months evaluation)

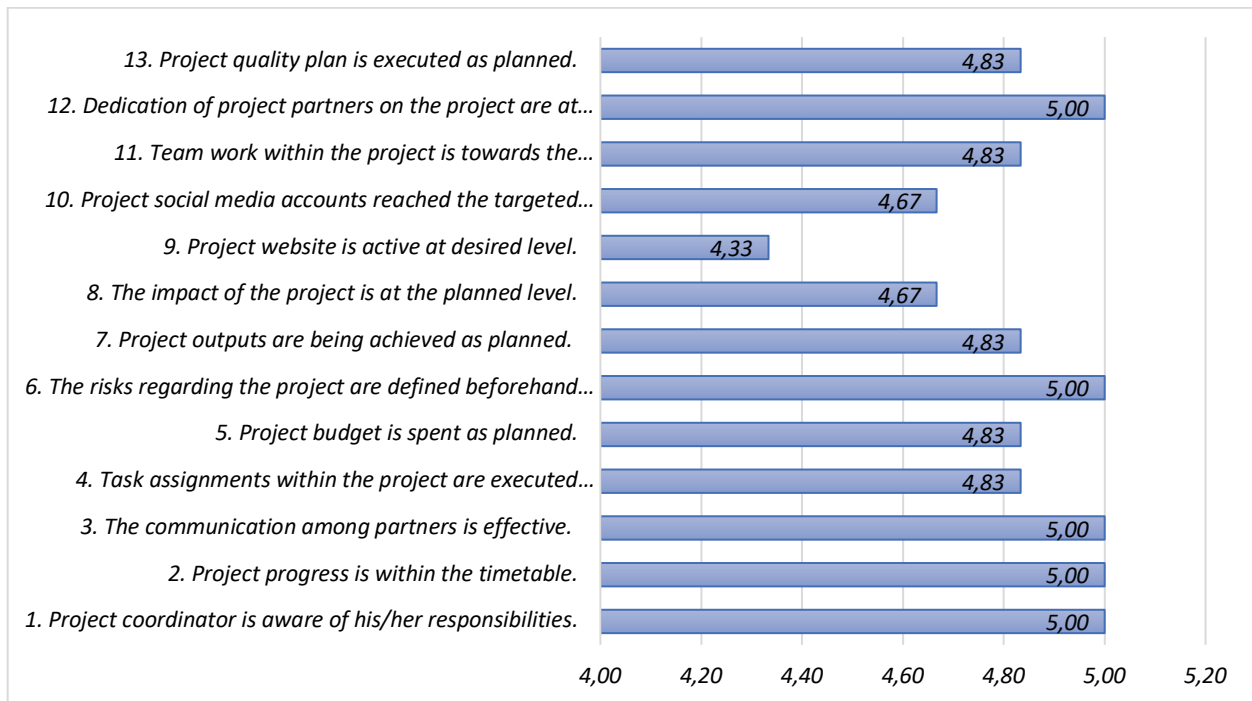


Table 1.3 Responses to items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 Project General Evaluation Form for the third six months.

Strengths of The BENEFITS Project	Suggestions For Improvement
<ul style="list-style-type: none"> Strong and united team, diversity of background, commitment with transculturality To go further with more cooperation Cohesion between Project Partners is the strongest aspect of the project. 	<ul style="list-style-type: none"> I think our project would have been much more effective if there had been no pandemic.

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At the end of the 4th six months, (Annex 1) Project General Evaluation Form, was filled by 15 partners participating in the project. Coordinators did not fill the form. Mean item score was 4.74 (min:4.50, max:4.88) In this evaluation, mean higher than 3 was considered as successfully fulfillment of quality criteria. The mean score was higher than 3 (three) which was aimed in the project management plan. The lowest score was for the item “Project progress is within the timetable.” (Figure 1.4), Because of the pandemic project partners changed the time table and there were some postponing delays within the project period related to the tasks. Also, open ended responses to the items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 are given in Table 1.4 Open ended inputs were valuable for the project.

Figure 1.4 Evaluation of the general project management (4th six months evaluation)

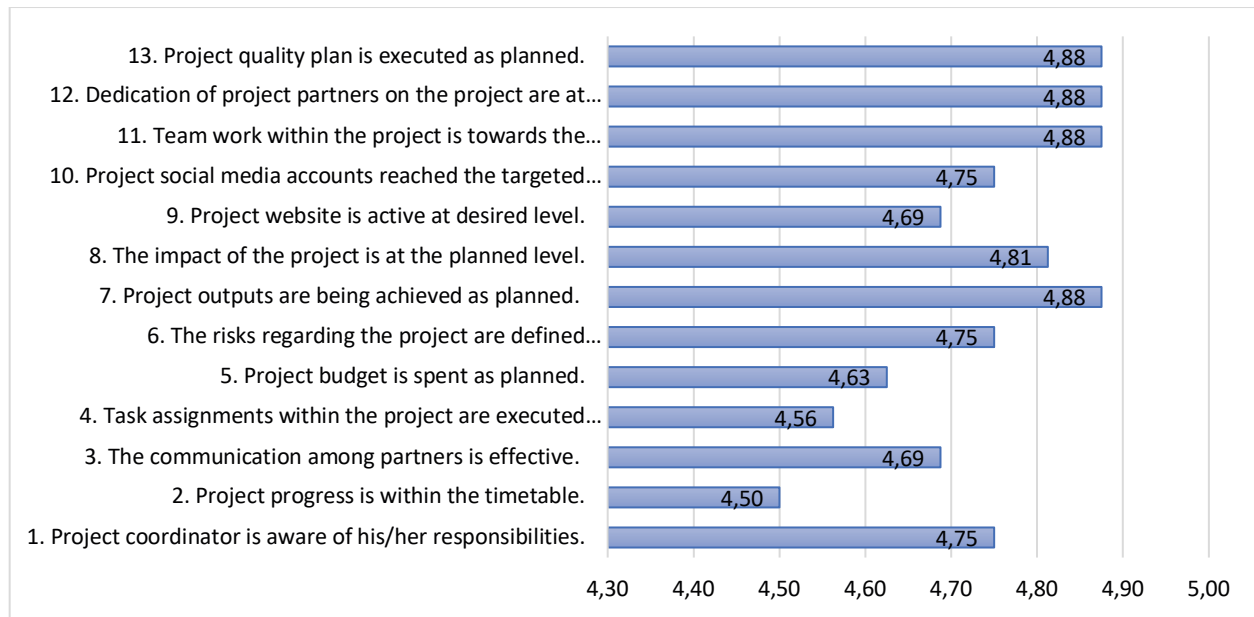


Table 1.4 Responses to items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 Project General Evaluation Form for the fourth six months.

Strengths of The BENEFITS Project

- Good collaboration and scientific experiences

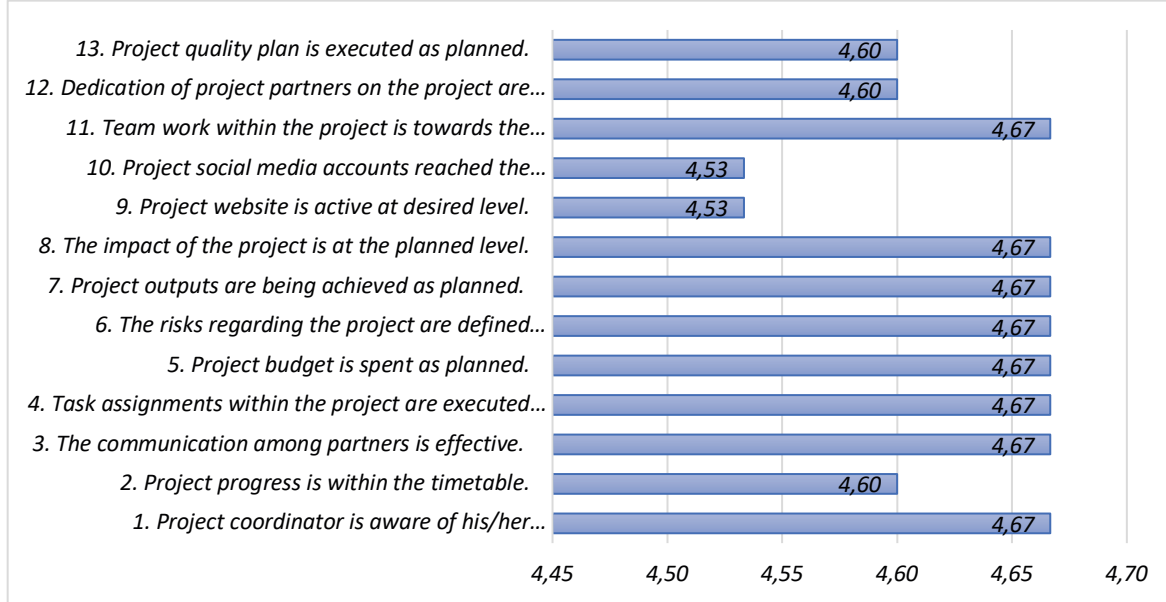
Suggestions For Improvement

- A separate budget was not allocated for the BENEFITS book.

- Risks were managed very well. Scientifically very strong team.
- The IP program was amazing. We have had very good experiences
- The IP program has been a pretty good experience for students.
- Excellent scientific work
- More than expected output was produced
- IP program could be supported with more online courses or social media platforms
- Executives can be more determined about the distribution of tasks

At the end of the 5th six months, (Annex 1) Project General Evaluation Form, was filled by 15 partners participating in the project. Coordinators did not fill the form. Mean item score was 4.63 (min:4.50, max:4.66) In this evaluation, mean higher than 3 was considered as successful fulfillment of quality criteria. The mean score was higher than 3 (three) which was aimed in the project management plan. The lowest scores were for the item “project web site and social media accounts are active at desired level.” (Figure 1.5). Also, open ended responses to the items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 are given in Table 1.5 Open ended inputs were valuable for the project.

Figure 1.5 Evaluation of the general project management (5th six months evaluation)



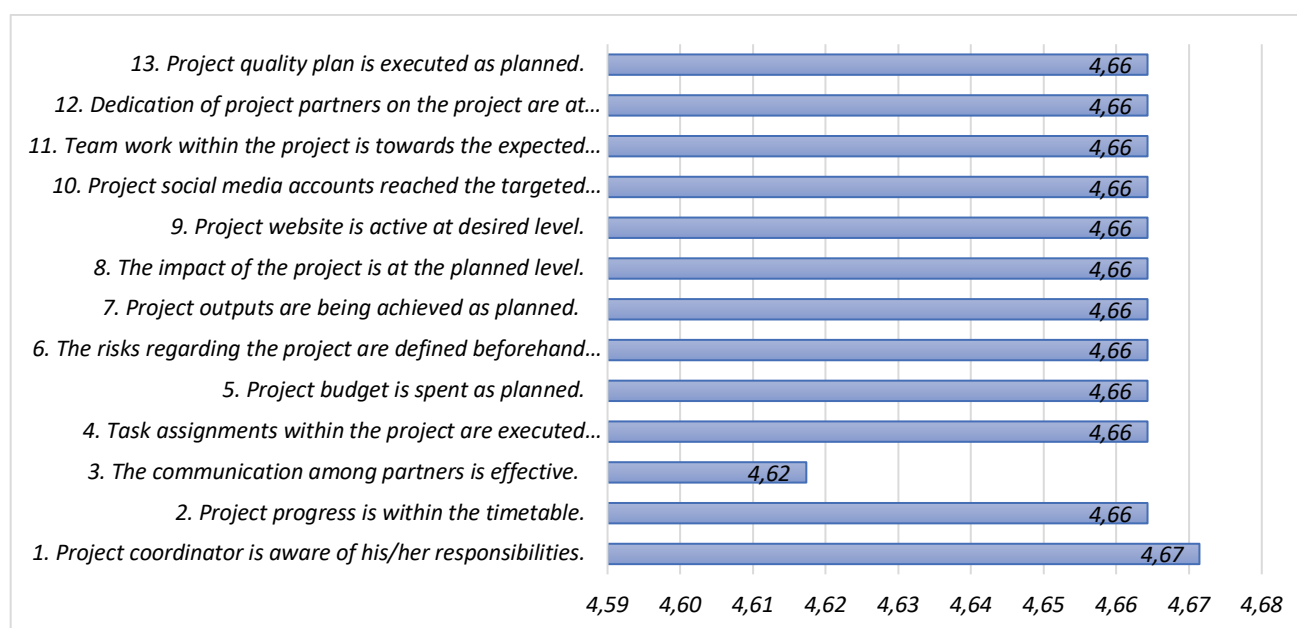
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Table 1.5 Responses to items “strengths of the BENEFITS project” and “suggestions for improvement” in Annex 1 Project General Evaluation Form for the 5th six months.

Strengths of The BENEFITS Project	Suggestions For Improvement
Team Work	
Very Good	
Perfect Management Team	I don't have
Collaboration, Team-Work, Common Developed Outputs, Time Schedule, Results, Great Experiences From Each Other	To stay together, to work together
Very Useful	
Team And Enthousiasm! Leadership!!!	

At the end of the 6th six monts, (Annex 1) Project General Evaluation Form, was filled by 14 partners participating in the project. Coordinators did not fill the form. Mean item score was 4.65 (min:4.62, max:4.67) In this evaluation, mean higher than 3 was considered as successfully fulfillment of quality criteria. The mean score was higher than 3 (three) which was aimed in the project management plan. The lowest scores were for the item “project web site and social media accounts are active at desired level.” (Figure 1.6).

Figure 1.6 Evaluation of the general project management (6th six months evaluation)



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2. Evaluation of the Transnational Project Meetings

Before each transnational project meeting, the draft plan of the meeting shared with hosting partner and attending partners for assessment.

These surveys will consist of the following names under the supervision of the assessment specialist:

1. Pre-mobility assessment survey: It applied to all participants; questions were about the demographic characteristics of participants, their experience on nursing education, EU projects, Erasmus+ activities and their expectations from this project meeting. It applied to foreign partners from the internet. If the attendants of meetings will be the same individuals, demographic information was not repeated, and the monitoring committee member of the partner informed the coordinator (Annex 2, Pre-mobility assessment Form).

2. Post-mobility assessment survey: In this evaluation, project partners, excluding the hosting partner, assessed whether the aim if of the meeting was met, commitment of the partners was at desired level, and contribution to the project IOs. After the meeting, assessment questionnaire was delivered to partners along with the meeting report and the monitoring committee was collecting the responses. In this evaluation, means higher than 3 will be considered as successfully fulfillment of quality criteria (Annex 3. Post-mobility Assessment Form).

M2 1st Meeting on Drafting the BENEFITS Training Curriculum and Experience Sharing- USB, Czech Republic

The first transnational project meeting was conducted on 27-28.02.2020 and pre-post mobility assessments were also completed. Hosting University USB was responsible for the assessments. Eighteen participants of the meeting completed the pre and post mobility assessment forms. Seventeen of the participants had postgraduate degree. Mean duration of professional experience as academician or healthcare worker was 16,25 years (min: 1 year, max: 37 years). Mean number of participations in Erasmus+ projects in last 2 years was 1,27 times (min:1, max:6). In last 2 years, 16 of the participants had scientific research or training on transcultural nursing. Pre and post mobility evaluation scores were quite high for the 1st Transnational Meeting. Feedbacks on planning the meeting and the outputs of

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53

the meeting had high scores. Mean pre-mobility assessment score was 4,92 and the mean post-mobility assessment score was 4,95. Annex 2. Pre-mobility Assessment Form and Annex 3. Post-mobility Assessment Form evaluations are given below (Figure 2 & Figure 3).

Figure 2.1 Evaluation of the Pre-mobility of 1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing

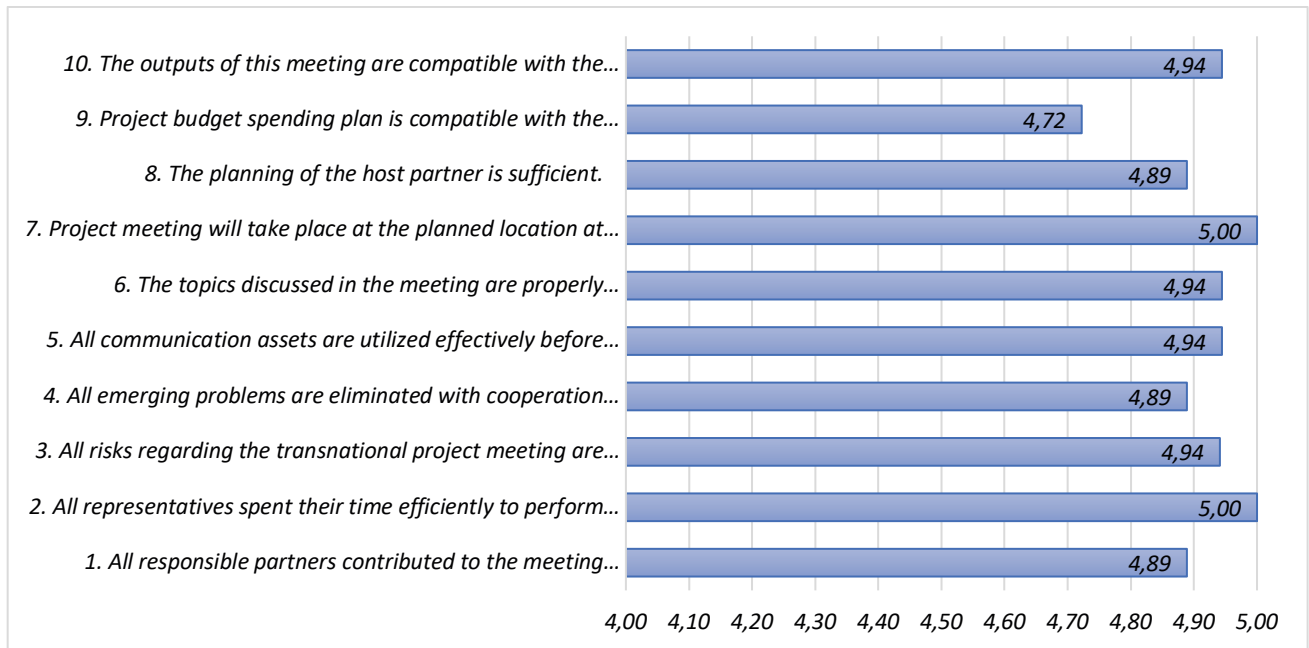
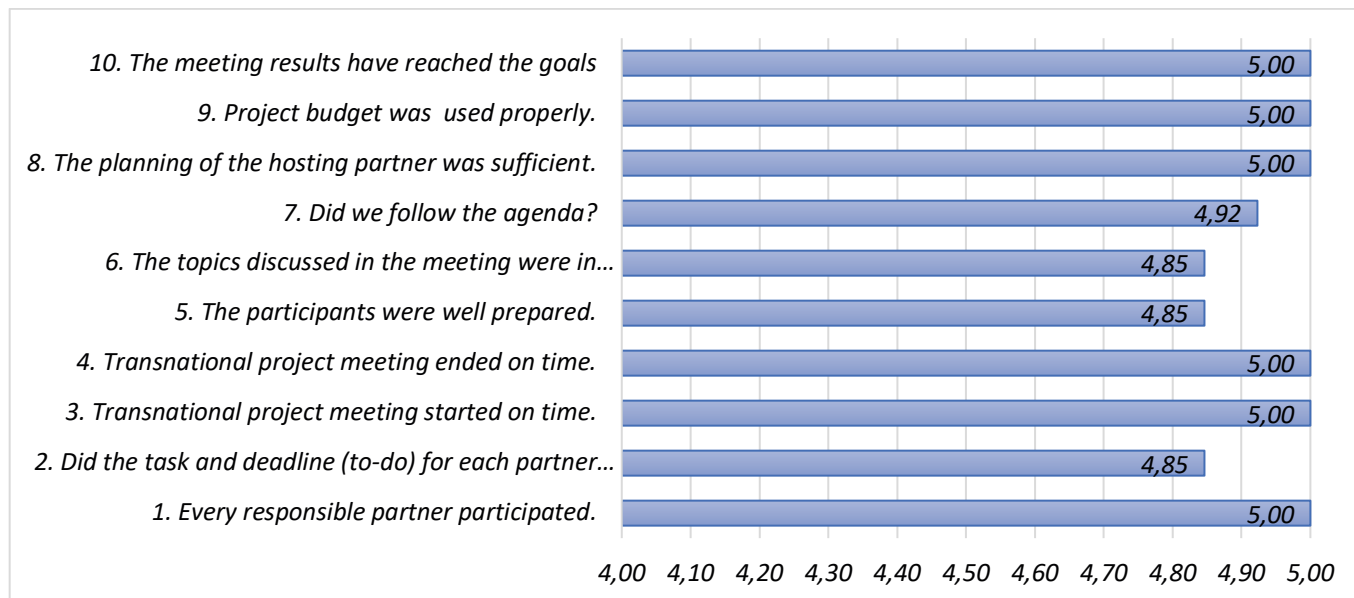


Figure 2.2 Evaluation of the Post-mobility of 1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing



Also, responses to the open ended items were discussed to develop measures for making the participants more active in the following meetings (Table 2.1).

Table 2.1 Responses to open ended items in pre/post-mobility assessment forms.

Pre-mobility suggestion	Strengths of the meeting	Suggestions For Improvement
Future collaboration and networking	Strengths of the meetings	Project partners willingness to take a little more active role
Continuing learning from my colleagues	Our BENEFITS meeting was very Good and productive	To be prepared for some topics in advance
Preparation/ planning of scientific publication	Collaboration	
	Organization, pre-preparation	
	Good preparation from the host partner. Perfect clarification of all issues. Great atmosphere during the meeting.	
	The meeting was very successful. The goals have been met.	

M3 Meeting on Drafting the BENEFITS Training Curriculum and Experience Sharing-Online UAB, Spain meeting

The transnational project meeting was conducted on 05-06/10/2020 and pre-post mobility assessments were also completed. Hosting University UAB was responsible for the assessments. Eighteen participants of the meeting completed the pre and post mobility assessment forms. Pre and post mobility evaluation scores were high for the 2nd Transnational Meeting. Feedbacks on planning the meeting and the outputs of the meeting had high scores. Mean pre-mobility assessment score was 4,53 and the mean post-mobility assessment score was 4,72. Annex 2. Pre-mobility Assessment Form and Annex 3. Post-mobility Assessment Form evaluations are given below (Figure 2.3 & Figure 2.4). Also, responses to the open ended items were discussed to develop measures for making the participants more active in the following meetings (Table 2.2).

Figure 2.3 Evaluation of the Pre-mobility of 2nd Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing

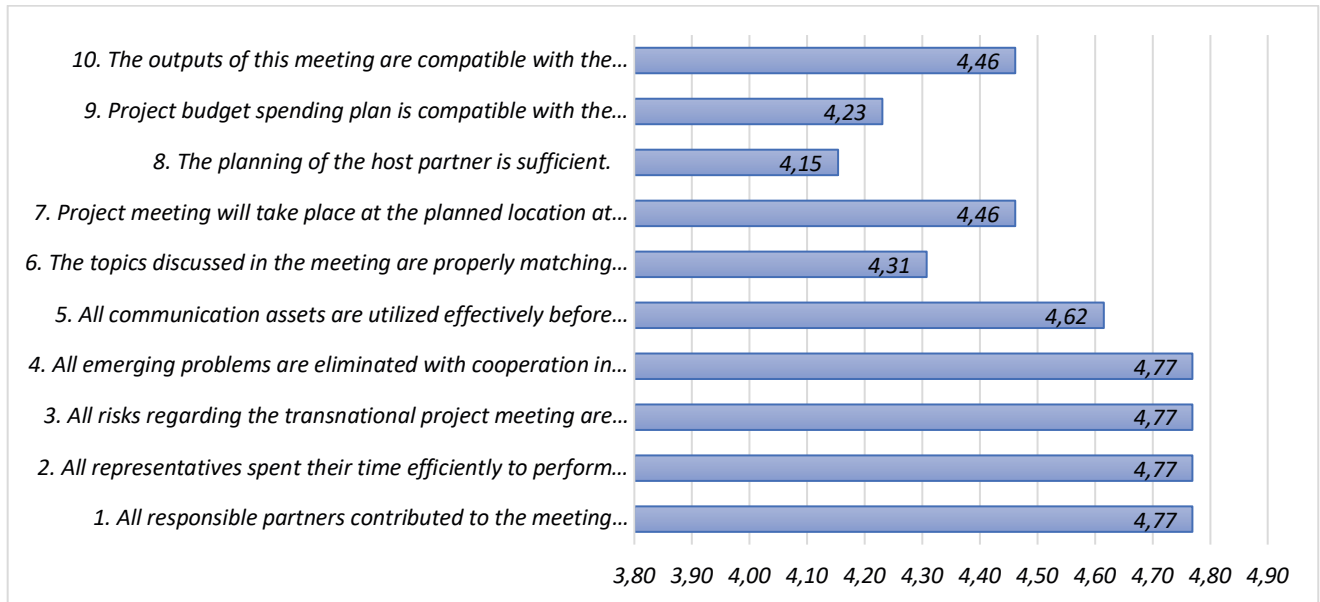


Figure 2.4 Evaluation of the Pre-mobility of 1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing



Table 2.2 Responses to open ended items in pre/post-mobility assessment forms.

Pre-mobility suggestion	Strengths of the meeting	Suggestions For Improvement
<ul style="list-style-type: none"> When the Covid-19 pandemic loses its effect, we want the bond between partners to be strengthened. 	<ul style="list-style-type: none"> Very effective meeting. Great team! 	<ul style="list-style-type: none"> More participation of some members
<ul style="list-style-type: none"> Continue with the level of collaboration between partners Continue excellent relationships from the first meeting 	<ul style="list-style-type: none"> Contents of the presentations 	<ul style="list-style-type: none"> Deep on the previous task
<ul style="list-style-type: none"> Efficient meeting of this meeting like other meetings. 	<ul style="list-style-type: none"> Cooperation of the partners Good partners presentation 	<ul style="list-style-type: none"> I hope the next meeting will be face to face...
<ul style="list-style-type: none"> Successful completion as required. 	<ul style="list-style-type: none"> Although it was not a face-to-face meeting, there was a warm dialogue and cooperation between the partners. Quick reaction, excellent collaboration and team available to accommodate and help in the best interest of the consortium. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Preparing a plan for the next meeting with students 	<ul style="list-style-type: none"> Also, great to see that other new projects appear as a consequence of our collaboration: ex. Book...research, etc. 	<ul style="list-style-type: none">

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M4 3rd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing- HKU, Turkey

The transnational project meeting was conducted on 25-26/05/2021 and pre-post mobility assessments were also completed. Hosting University HKU and GPHD were responsible for the assessments. Seven participants of the meeting completed the pre and post mobility assessment forms that they participate in person. Mean pre-mobility assessment score was 4,39 and the mean post-mobility assessment score was 4,66. Annex 2. Pre-mobility Assessment Form and Annex 3. Post-mobility Assessment Form evaluations are given below (Figure 2.5 & Figure 2.6). Also, responses to the open ended items were discussed to develop measures for making the participants more active in the following meetings (Table 2.3).

Figure 2.5 Evaluation of the Pre-mobility of 3rd Meeting on Drafting The BENEFITS Training Curriculum and Experience Sharing

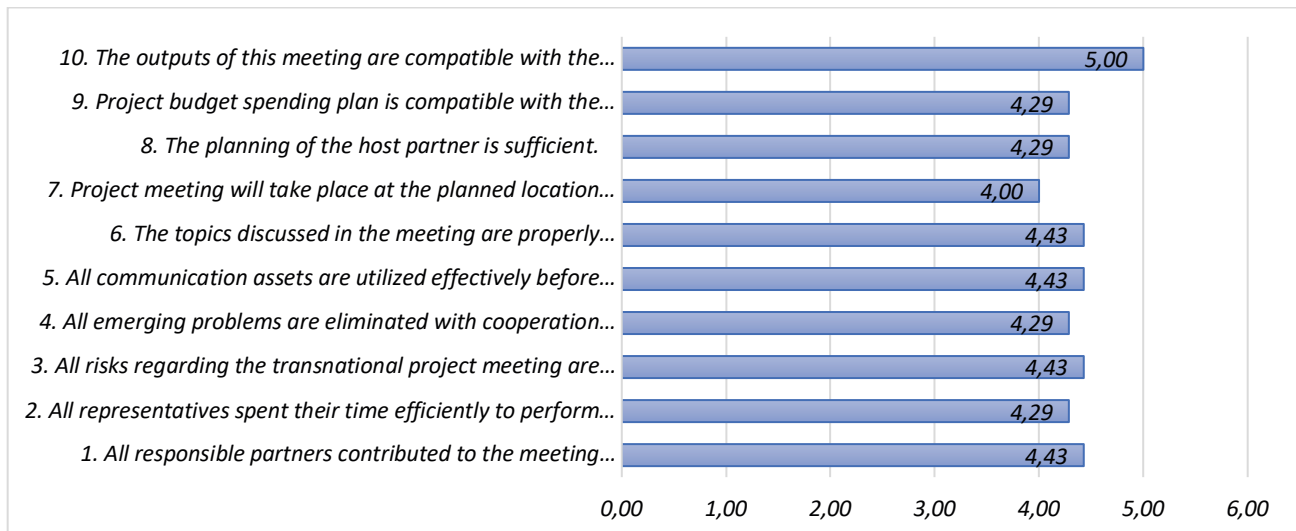
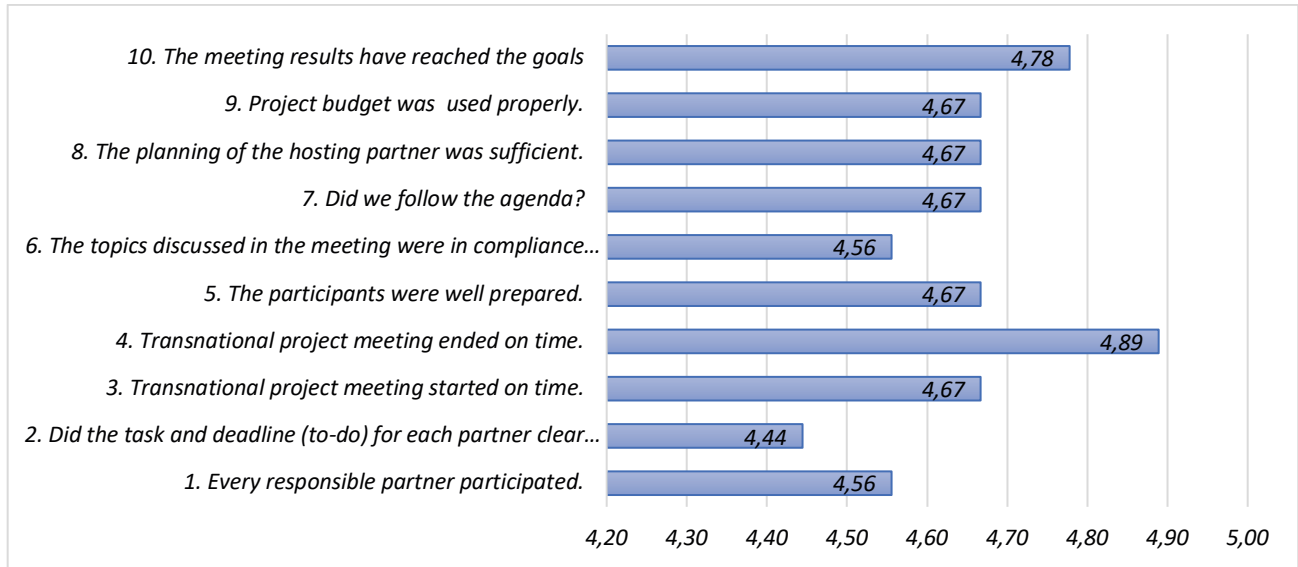


Figure 2.6 Evaluation of the Post-mobility of 3rd Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing



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Table 2.3 Responses to open ended items in pre/post-mobility assessment forms.

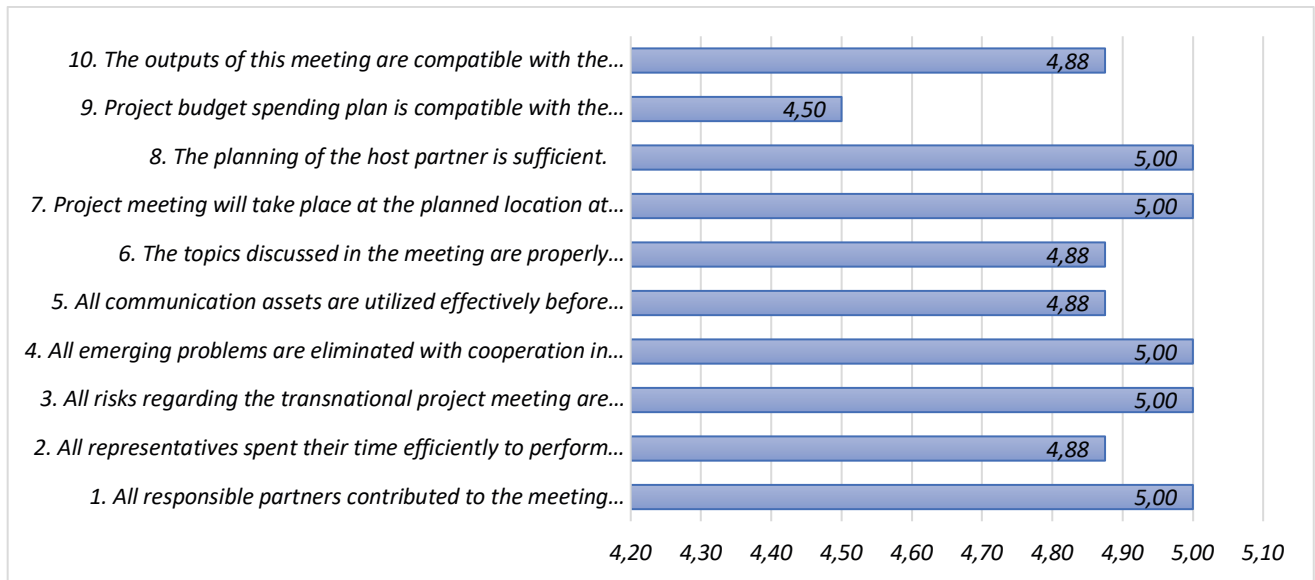
Pre-mobility suggestion	Strengths of the meeting	Suggestions For Improvement
<ul style="list-style-type: none"> Finally meet in person, see how the project is growing and the aims are achieved 	<ul style="list-style-type: none"> The harmony between the project partners is the strongest aspect of our project. 	<ul style="list-style-type: none"> It is thought that the project will produce much more beneficial results if the meetings are held face to face.
<ul style="list-style-type: none"> To earn more about transcultural nursing and strength cooperation 		
<ul style="list-style-type: none"> We thank the organizing team for their dedication, support and patience. We face extraordinary circumstances and therefore you had to face so many unexpected challenges! We recognize your efforts and cannot wait to see you in person! 		
<ul style="list-style-type: none"> As always, I wish a productive meeting for all partners. 		
<ul style="list-style-type: none"> I think it would be much more beneficial to have the meetings face-to-face as much as possible. 		

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M6 Transcultural Nursing Intensive Training Program Review and Preparatory Meeting, Giresun Turkey

The transnational project meeting was conducted on 24/07/2021 and pre-post mobility assessments were also completed. Hosting University Giresun University were responsible for the assessments. Eleven participants of the meeting completed the pre and post mobility assessment forms that they participate in person. Mean pre-mobility assessment score was 4,90 and the mean post-mobility assessment score was 4,70. Annex 2. Pre-mobility Assessment Form and Annex 3. Post-mobility Assessment Form evaluations are given below (Figure 2.7 & Figure 2.8). Also, responses to the open ended items were discussed to develop measures for making the participants more active in the following meetings (Table 2.3).

Figure 2.7 Evaluation of the Pre-mobility of Transcultural Nursing Intensive Training Program Review And Preparatory Meeting



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Figure 2.8 Evaluation of the Post-mobility of Transcultural Nursing Intensive Training Program Review and Preparatory Meeting



Table 2.4 Responses to open ended items in pre/post-mobility assessment forms.

Pre-mobility suggestion	Strengths of the meeting	Suggestions For Improvement
<ul style="list-style-type: none"> Work in harmony as usual 	<ul style="list-style-type: none"> Good planning for future activities 	-
<ul style="list-style-type: none"> Contribution to a wider knowledge on the topic of Transcultural Nursing 	<ul style="list-style-type: none"> Great collaboration in every aspect. 	
<ul style="list-style-type: none"> Excellent organization and caring 	<ul style="list-style-type: none"> Very well prepare by the Leader. Clear. 	
<ul style="list-style-type: none"> Excellent organization 		
<ul style="list-style-type: none"> Really great team. 		
<ul style="list-style-type: none"> I am expectation inspirative discussion and information about 		

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organization of IP.

- Group communication, discussion in subtitles of scale, evaluation pre and posttest questions
- More detailed information about the intensive program

M5 Closing Meeting, Barcelona, Spain

The transnational project meeting was conducted on 19-20 May 2022 and pre-post mobility assessments were also completed. Hosting University Barcelona Autonomous University, Faculty of Medicine, Department of Nursing, Barcelona, Spain were responsible for the assessments. participants of the meeting completed the pre and post mobility assessment forms that they participate in person. Mean pre-mobility assessment score was 4,70 and the mean post-mobility assessment score was 4,90. Annex 2. Pre-mobility Assessment Form and Annex 3. Post-mobility Assessment Form evaluations are given below (Figure 2.9 & Figure 2.10). Also, responses to the open ended items were discussed to develop measures for making the participants more active in the following meetings (Table 2.3).

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64

Figure 2.9 Evaluation of the Pre-mobility of Closing Meeting

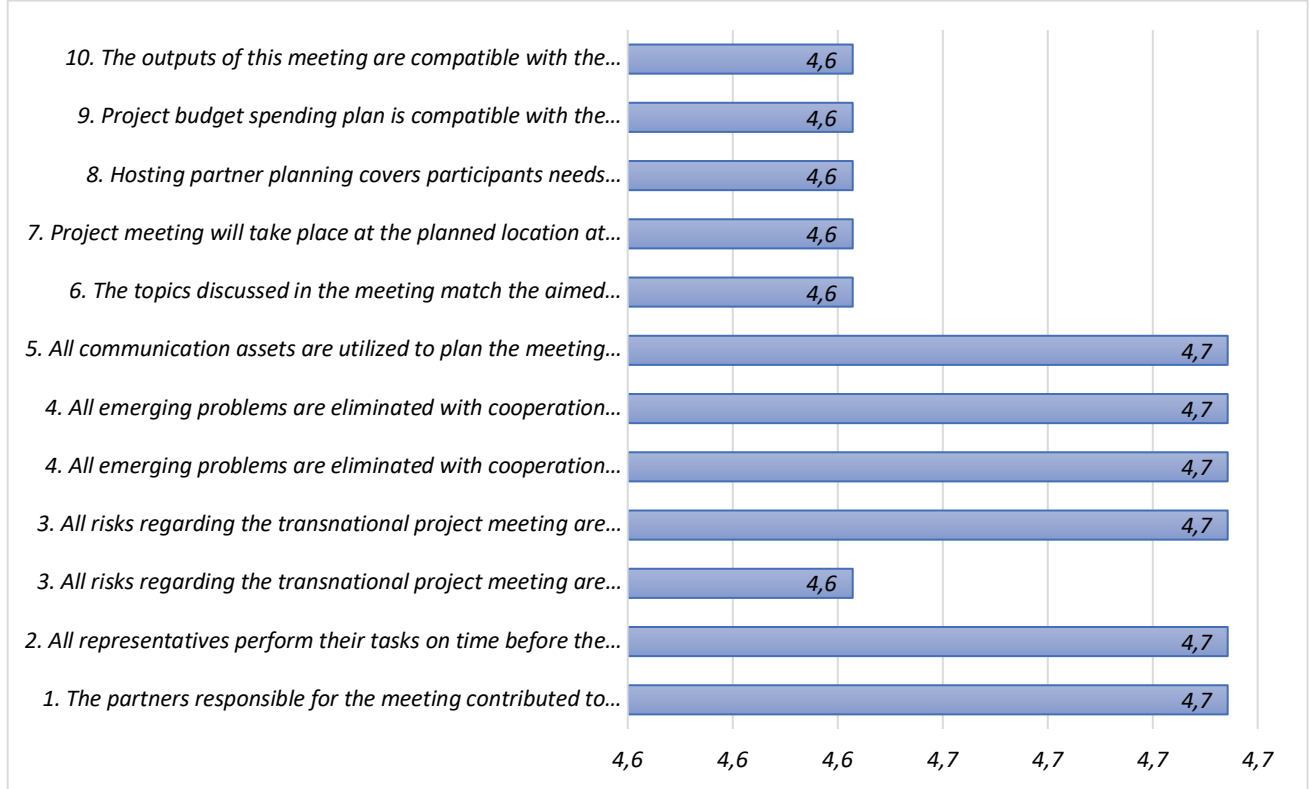
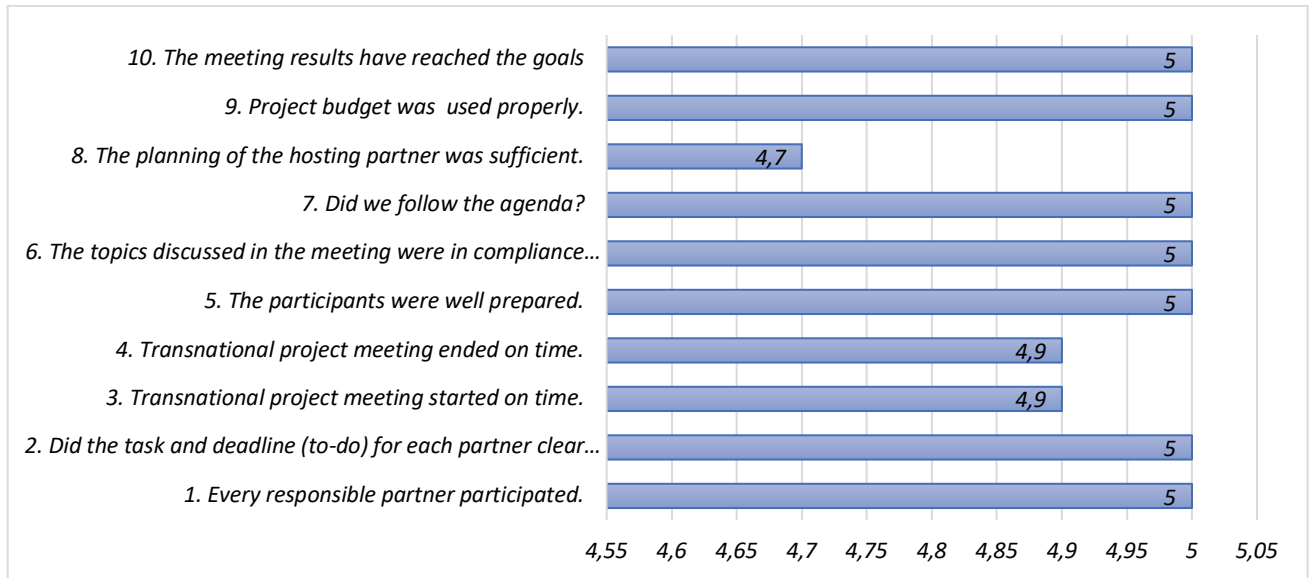


Figure 2.10 Evaluation of the Post-mobility of Closing Meeting



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Table 2.5 Responses to open ended items in pre/post-mobility assessment forms.

Pre-mobility suggestion	Strengths of the meeting	Suggestions For Improvement
<ul style="list-style-type: none"> Evaluation of the project and exploration of future possibilities 	<ul style="list-style-type: none"> Teamwork 	-
<ul style="list-style-type: none"> So thanks for your effort :) 	<ul style="list-style-type: none"> Team, organization, leaders and hosts! 	
<ul style="list-style-type: none"> I had no other expectations - everything was well planned 	<ul style="list-style-type: none"> concise meeting agenda 	
<ul style="list-style-type: none"> to write a last / final report, I hope the agency will evaluate well our hard work, and accept the final report. 	<ul style="list-style-type: none"> good preparation of the main coordinator 	
<ul style="list-style-type: none"> Continue to work effectively with partners in the future. 	<ul style="list-style-type: none"> good preparation of the host institution 	
<ul style="list-style-type: none"> everything is very good 	<ul style="list-style-type: none"> Teamwork 	
<ul style="list-style-type: none"> The meeting was conducted with excellence 	<ul style="list-style-type: none"> Team, organization, leaders and hosts! 	
<ul style="list-style-type: none"> This was an excellent project and collaboration! 		

3. Evaluation of the Project IOs

This evaluation was conducted with the information/data collected by Transnational Project Meeting Evaluation, Multiplier Event Evaluation and Learning Teaching Training Activity Evaluation. These evaluation forms included items questioning the quality and realization of the outputs. In this evaluation, means higher than 3 was considered as successfully provision of the IOs.

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4. Evaluation of the Learning Training Teaching Activity

C1 Blended mobility of higher education students 5 days intensive training program for students -Giresun

This evaluation was conducted with the information/data collected by Learning Teaching Training Activity Evaluation. Participants were conducted with 25 students from 2 continents, 6 countries, 7 institutes as project partners. During the one-week intensive training program the students were sensibilized better for the cultural care and health diversity. Finally students evaluated the training program with Annex 4. Learning Training Teaching Activity Assessment Form.

According to the evaluations of the students, the mean survey score was found to be 4.03. The highest questionnaire item score was 4,44 and “I am interest in the subject prior to this course”. The students scored the lowest item average (3,56) as “Learning Training Teaching Activity ended on time.” They chose the expression. In general, the average score of all items was above 3,5 points. The expressions of the students who reported a lot of comments in open-ended expressions were as follows (**Table 3.1**).

Most of the students were satisfied with this training. Some students found some of the presentations they chose more impressive. He made suggestions for some instructors to improve their teaching techniques. There were students who suggested that the education should be longer and there should be more free time.

Figure 4.1 Evaluation of the Blended mobility of higher education students 5 days intensive training program for students

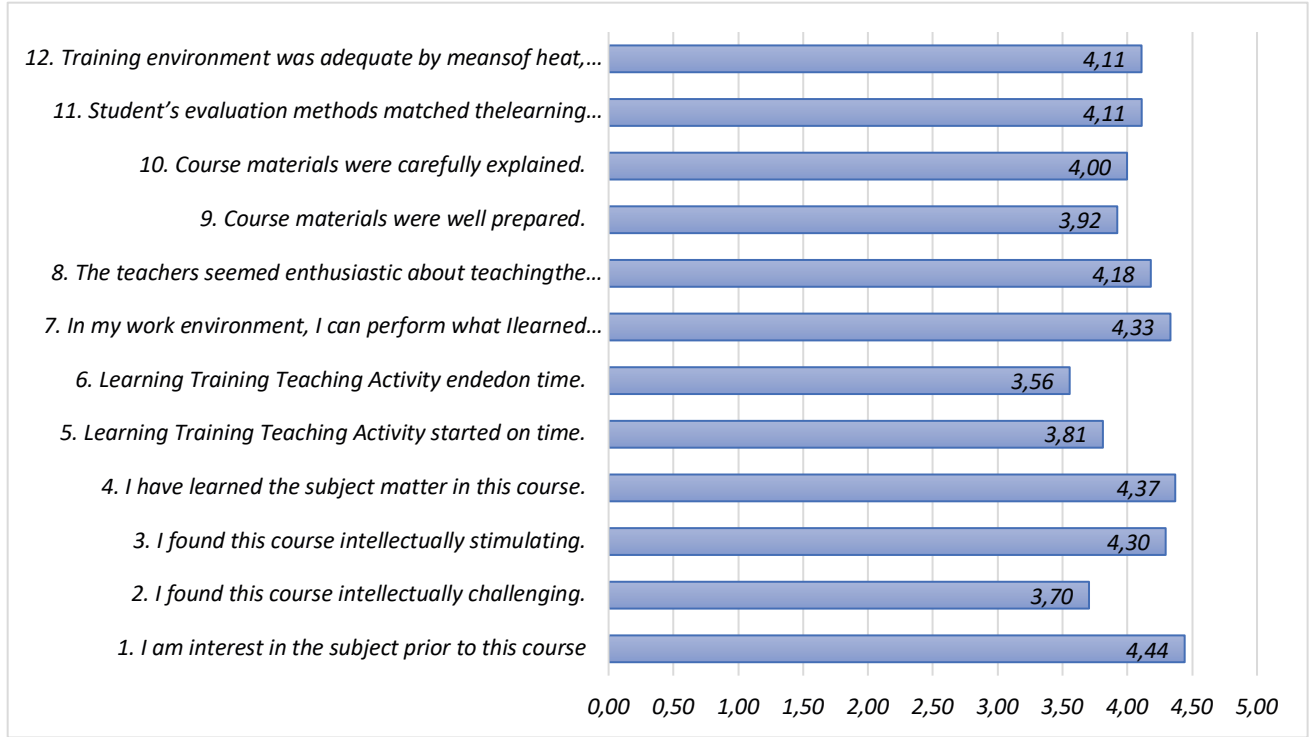


Table 3.1 Responses of the students to open ended items in Learning Training Teaching Activity Assessment Form.

Please indicate the important characteristics of this teacher/course that have been most valuable to your overall learning experience.

- Getting more knowledge in cultural competency
- Very nice, would come again
- Multicultural, friendly, very useful, nice

Please indicate the characteristics of this teacher/course you feel are most important to improve (particularly those aspects not mentioned elsewhere on this form).

- Organization of the time (8 students)
- Maybe the course should be 7 days long so the schedule would be more relaxed
- Less intensive program through one day 😊.

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- The enthusiasm of the Spanish teachers was the best.
- Spanish presentation, Visit of Giresun castle, city tour
- I like presentations and teachers.
- To cooperate with other students and hear their opinions. Thank you for this nice IP, yours truly
- It was very important for me to learn by living together with people from different cultures.
- Time, Explanation , Enthusiasm , Willing to teach, Cooperation, Emphatic
- Knowledge
- I think that being able to have a Transcultural Course in direct contact with multicultural students is way more interesting than being in a class of one group of population. The fact of being able to express ourselves at our fullest without being judge and to learn on a dynamic way was super exciting!!
- Share our opinions, our tradition, our culture with the students. The lecturers from Spain, Belgium and Slovenia were the best, they almost don't read the presentation and I think that in this lecturers is where I learned most
- The most important course was how we must communicate with our patients. Communication is without any doubt an absolute important skill that we need to have as a nurse. It could be verbal as nonverbal. It would be better to make some presentation even more dynamic please!!
- I think we can better understand this course by doing an internship in a place where there is another culture (different country or different city).
- I think we didn't have allot about how we can study abroad as a nurse
- Maybe we could watch more videos together
- I think the best part is that there is a cultural interaction between us students and that each of us learns about the practices in each other's countries.
- Difference between cultural nursing, Health model.
- Learned about Difference between cultural nursing Health beliefs, traditional healing
- Maybe to discuss in advance the teaching topics and the contents sequence do not repeated contents.
- Maybe to discuss the contents and activities of the lectures within the whole group before start, as some contents were a bit repetitive. Include more active learning activities may benefit the course. Time control by moderators to allow the program to flow

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- It is also very important culturally in nursing.
- I learned a lot of the different culture and made friends
- Cultural immersion has been a clue to make this project successful; we could not have achieved as much learning as we have if we had taken this course in our own universities without cultural diversity. Belgium and Spain have been undoubtedly highlights of the lectures because of their communication abilities.
- I noticed things that I hadn't noticed before. I realized that the education of universities is different, the teachers use different techniques from the nose. It was very nice to be a part of everything with group work. It was an instructive and unforgettable week.
- I think the most important feature is the interactive participation of every minute of the education process in the course process and the active student-teacher.
- We learn about behavior of nurses in different culture.
- We learn about different cultures and how they treat with patient in different countries,
- To share contents and discussion about the IP topics with my colleague. It results useful for my teaching!
- Different ways of teaching, new contents I didn't know, students were able to learn by doing,

on time

- Some teachers didn't seem enthusiastic while explaining the presentation. It would be better if there would be more interactive and used more visual slides so they would catch more our attention. However, I really enjoyed the activities we did during the classes because they encouraged us to participate and think about the contents of the lectures.
- Less intensive program through one day

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- Without any doubt, this experience has influenced the way we think about other cultures, approaching us to a better knowledge not only about them but also about our own characteristics. It is for that reason that I consider this week absolutely priceless so it clearly allowed us to create bridges with other cultures and learn about care within diversity people, such an important learning for our future as nurses.
- The conference was very interesting and I learned lots of new information. I am very happy that I could come to Turkey again, teachers were very friendly.
- Teachers presented well-crafted pre-thought-out presentations to help expand our knowledge. Thank you!
- Experienced and understandable teachers
- My knowledge has expanded with a lot of experience, and the lecture was clearly given by the teachers.
- Engaging and inspiring
- Getting more knowledge in cultural competency
- Multicultural, friendly, very useful, nice
- The enthusiasm of the Spanish teachers was the best.
- Spanish presentations, Visit of Giresun castle, city tour

5. The Impact in The Target Groups, The Public in General and The Main Stakeholders in The Field

Transcultural Nursing: Benefits International Symposium, Hasan Kalyoncu University, Gaziantep, was held hybrid method (*online and face to face*) using Zoom Program on March 31st, 2022.

Totally 122 participants were attended the symposium (96 participants were attended in person and 26 participants were attended online). In addition from the YouTube Channel all

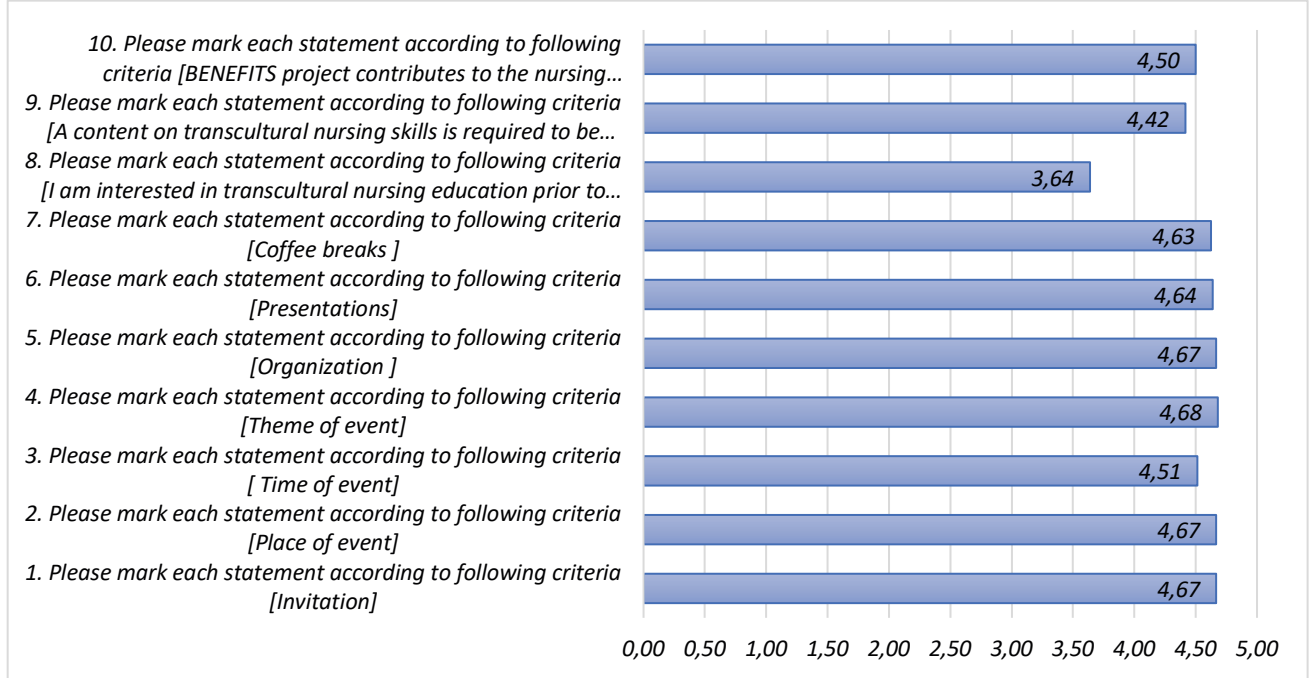
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71

our colleagues and esteemed nursing students continue to follow the intellectual outputs of our project and the presentations of our important speakers (223 views on 31 March 2022). One invited speaker from Leeds Beckett University, England, one invited speaker as a pioneer members of European Transcultural Nurses Association from the Near East University, Northern Cyprus Turkish Republic, two invited speakers from the Turkish Nursing Education Association (HEMED) contributed to the symposium. In addition, academicians nurses from higher education institutions in many different provinces and nurses from many health institutions participated in the program. Of the face-to-face participants, 68 were from non-project partners or executive institution.

At the end of the symposium participants (Totally 72 participants) evaluated the symposium with Annex 5 Multiplier Event Assessment Form. Additionally, feedbacks of the target population gathered from the social media on the project will be included in the evaluation. The mean age of the participants was 27.88 years (Min: 20-Max: 52), 70.83 were female (n=51), 34% (n=24) were academic nurses. The lowest mean score was determined as 3.64. This item: 8. (Please mark each statement according to following criteria I am interested in transcultural nursing education prior to this event). This situation once again emphasized the importance of the subject. Other statements mean scores were higher than 4,50 and participants open ended statements were contributed to improve the BENEFITS Project. Participants stated that they found the project outputs and the topics presented by the speakers sufficient and interesting. Many stated that such a project should be applied to nurses and even to other health workers in the practice area. It was stated that there were problems with time management, and the foreign guests stated that the English language should be mastered, and the Turkish participants stated that they had difficulties in having the presentations in English.

Figure 5.1. Evaluation of multiplier event by the participants



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SWOT analysis of the project

During the closing meeting, a SWOT Analysis was made with the participation of all partners and it was decided to share the results with all partners and stakeholders. The SWOT analysis shed light on future collaborations and created awareness.

Strengths of the BENEFITS Project

The project partners mentioned the following statements about the strengths of the project.

- Strong hardworking group, good team, experienced partners with different cultures and generations
- Group work, good collaboration
- The outcomes that were developed, beneficial outputs
- Compliance with the schedule
- Actuality of the topic

Weakness of the BENEFITS Project

The project partners mentioned the following statements about the weakness of the project.

- COVID-19 pandemic
- The workload of intensive paperwork
- Some outputs require intensive work
- Budget constraint

Opportunities of the BENEFITS Project

The project partners mentioned the following statements about the weakness of the project.

- The network, new ideas emerging from the collaboration
- Group discussions, learning to understand different opinions and perspectives
- Face to face education, didactic opportunities for new projects
- Actuality of the topic

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74

Threats of the BENEFITS Project

The project partners mentioned the following statements about the weakness of the project.

- Limited funding
- Due to the pandemic unexpected changes of the some meetings for example online meetings instead of in person.

ACHIEVEMENT INDICATORS OF BENEFITS PROJECT

The success of this project depended on various indicators of achievement. First of all, it was important for the success of the project that the BENEFITS project started with partners from 5 different countries and 8 different institutions and that all project partners were experts on the subject. In addition, the idea of creating a new curriculum about transcultural nursing and the clear purpose of the project were another important factor. During the planning phase of the BENEFITS project, all work packages related to the development, implementation and evaluation of the results of the BENEFITS curriculum were clear. The distribution of tasks and the responsibilities of the partners were clearly defined. Objective criteria were determined for the evaluation of the effect of the created curriculum. For this evaluation, a measurement tool (BENEFITS CC&CSAT) was developed. In addition, all the processes of the project were linked to the quality and risk plan created at the beginning of the project by quality management monitoring committee and the evaluation results based on objective criteria. Not all evaluations were made solely by the project partners. Many observers evaluated the project. These observers were the international group of nursing students (26 nursing students) who were determined as participants during the intensive training program. In addition, the BENEFITS course, which is conducted in a semester in GU and HKU, was evaluated by a total of 83 nursing students. In addition, nursing associations, nurse academicians working in the nursing departments of different universities and graduate nurses contributed to the evaluation of the project during the dissemination events. The risks were identified and the set targets were achieved despite the pandemic. The multiplier event has been evaluated by the stakeholders and the success of the project results has been clearly achieved. Intellectual

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75

outputs have been successfully shared. All outputs were completed within the specified period of the project, from the beginning to the last day of the project.

SUSTAINABILITY

For the BENEFITS project, three main topics were always on the agenda of the project team regarding sustainability. These titles were economic viability, environmental protection and social equity. The project budget and time were used effectively at the optimum level. The results obtained in the project were shared with nursing students, nurse academicians, nurses, nursing professional organizations at national and international level by all partners during the project, and although the project is over, the publication phase of the research reports obtained from the results are in process. Project resources were used to generate and disseminate outputs and were overseen by project management. In addition, a one-semester 3 ETCS Transcultural Nursing Course at GU and HKU within the scope of the BENEFITS curriculum continues to train 5th Semester nursing students on a regular basis. In addition, studies have been initiated by the project team for postgraduate nursing students and nurses to receive training using the curriculum developed within the scope of the BENEFITS project, and studies are continuing to apply to projects at national and international audiences.

Within the scope of environmental protect, some planned meetings were held both online and some of them were face to face. The data collected for the evaluation of project results and quality were collected online, not on printed material. Transcultural Nursing: BENEFITS textbook, which is among the intellectual outputs of the project, is published as an electronic book and is free to access.

All documents prepared regarding the educational materials prepared for students are shared with students and academicians in an accessible way online.

Another topic that the BENEFITS project addressed within the scope of sustainability was social equity. As can be clearly understood in the title of the project, the main purpose of all the project results achieved by the BENEFITS project team was to create a new nursing education curriculum that embraces all cultures and differences, and that keeps social

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76

equality and the right to health, which is a basic human right, at the optimum level. The main purpose of the BENEFITS project was to receive the holistic care they deserve within the framework of social justice for each individual benefiting from health services and receiving nursing care. The results of the project reveal the success of the BENEFITS project in this regard. It is evaluated that nursing students who receive training with the curriculum created by the BENEFITS project team will provide holistic care that represents social justice to their patients.

In addition to this BENEFITS Course program is a course that can be chosen by all undergraduate students in 5th semesters.

CONCLUSIONS AND SUGGESTIONS FOR THE FUTURE

The BENEFITS curriculum has successfully developed with partner institutions as targeted by the BENEFITS Project. Transcultural Nursing Course has taken its place in HKU and GU nursing curricula. Transcultural Nursing Course was applied to nursing students both in the intensive training program and during a semester nursing course. In the pre-test and post-tests conducted to evaluate the effectiveness of this BENEFITS Curriculum course, it has been seen that it is effective in increasing the transcultural nursing knowledge, skills and competencies of nursing students. In addition, BENEFITS CC&CS Assessment Tool, an internationally valid and reliable measurement tool, was developed for the evaluation of the BENEFITS Curriculum. As a result of the evaluation of this course with this measurement tool, it has been determined that the BENEFITS curriculum is an effective curriculum for improving the knowledge, awareness, nursing skills and competencies of nursing students in this topic. An international scientific textbook covering the content of the BENEFITS curriculum was published which was written with all project partners used in the execution of the curriculum. An environmentally sensitive and sustainable approach has been followed at all stages of the project's execution, and all project outputs have been successfully realized.

In conclusion, a new and effective BENEFITS Transcultural Nursing Curriculum, which is transnationally to fill an existing gap and needed by national and European partners, has

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77

emerged in order to increase the knowledge, skills and competencies of nursing students on transcultural nursing. The currently developed BENEFITS curriculum and all its outputs are made available as open access for the use of partners, nursing education associations, universities, nursing academicians, nursing students and nurses. This project also increased the awareness of all parties involved in the issue.

In order to increase the impact of the BENEFITS Project sustainability, all project outputs are shared with other universities, nursing schools, academicians, health institutions, nurses, ministries of health, nursing associations and policy makers in national and European Union countries.

In the next step, higher education institutions, stakeholders, non-governmental organizations, nursing associations should share this responsibility and act together on the steps to be taken on transcultural nursing. BENEFITS project curriculum can be used developed and a database for future projects on post-graduate education.

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79

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82

ANNEXES

Better & Effective Nursing Education For Improving Transcultural nursing Skills (BENEFITS)

		Months
Intellectual Outputs		
O5	Developing the Third Draft Nursing Curriculum on Transcultural Nursing	
O5/A1	Forming the Scientific Background	
O5/A2	Developing the BENEFITS Questionnaire	
O5/A3	Developing the First Draft Nursing Curriculum on Transcultural Nursing (After Meeting in Czech Republic)	
O5/A4	Developing the Second Draft Nursing Curriculum on Transcultural Nursing (After Meeting In Spain)	
O5/A5	Developing the Third Draft Nursing Curriculum on Transcultural Nursing (After Meeting in Turkey)	
O6	IO6 Effectiveness of Intensive Training Program and Transcultural Nursing Course	
O6/A1	Effectiveness of Intensive Training Program on Transcultural Nursing (PRE-TEST)	
O6/A2	Effectiveness of Intensive Training Program on Transcultural Nursing (POST-TEST)	
O6/A3	Effectiveness BENEFITS Transcultural Nursing Course in HKU, Turkey	
O6/A4	Effectiveness of Intensive Training Program on Transcultural Nursing (FINAL REPORT)	
O7	The preparation of the publication "Better & Effective Nursing Education For Improving Transcultural nursing Skills"	
O7/A1	Decision the Chapters of the Publication	
O7/A2	Sharing the Chapters of the Publication	
O7/A3	Creation of the Final Version	
Transnational Project Meetings		
M1	KICK OFF MEETING- HKU, ISTANBUL, TURKEY	
M2	1st MEETING ON DRAFTING THE BENEFITS TRAINING CURRICULUM AND EXPERIENCE SHARING-BU, Czech Republic	
M3	2nd MEETING ON DRAFTING THE BENEFITS TRAINING CURRICULUM AND EXPERIENCE SHARING-UAB, Spain (Online)	
M4	3rd MEETING ON DRAFTING THE BENEFITS TRAINING CURRICULUM AND EXPERIENCE SHARING-HKU, TURKEY	
M6	Transcultural Nursing Intensive Training Program Review and Preparatory Meeting, Giresun Turkey	
M5	Closing Meeting-UAB, Barcelona, Spain	
Learning/Teaching/Training Activities		
C1	Blended mobility of higher education students 5 days Intensive program for students - GU, Giresun Turkey.	
Multiplier Events		
E1	BENEFITS Dissemination Meeting HKU, Gaziantep, Turkey	

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Better & Effective Nursing Education For Improving Transcultural Nursing Skills

Methodological Approach to Quality Management & project quality indicators

The project evaluation plan is an integral part of the Quality management Plan. It outlines the elements of project evaluation, the set of quality indicators against which progress and quality of project outputs will be measured, as well as the evaluation mode and the evaluation instruments to be used.

Title of the subject	Indicators	Quality Evaluation level	Items to be evaluated
General Project Management	<ul style="list-style-type: none">• Work plan with clear division of tasks and responsibilities between partners and time table produced;• Approved decision- making procedures;• Approved methods and tools of communication between partners;• Satisfaction of Monitoring Committee with project management plan;• Financial management;• Risks management about project management	Internal evaluation	<ul style="list-style-type: none">• Annex 1 project general evaluation tool
Transnational project meetings	<ul style="list-style-type: none">• Quality of information and communication prior to and at the event;• Participation and contribution at the event;• Respecting the agenda & meeting the goals of the meeting;• Working environment;• Participants have a clear plan of upcoming activities;	Internal evaluation	<ul style="list-style-type: none">• Annex2 premobility evaluation tool• Annex3 postmobility evaluation tool

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Intellectual outputs	<ul style="list-style-type: none"> • Approved decision- making procedures; • Satisfaction of Monitoring Committee with project management plan; • Risks management about project management • Development of transcultural nursing education assessment tool. • Nursing Students' feedback • Systematic review about transcultural nursing education • Transcultural nursing education assessment tool. • Dissemination event (multiplier event) organized, including the feedback from participants 	Internal and external evaluation	<ul style="list-style-type: none"> • Annex 1, Annex2, Annex3, Annex4, Annex5
Learning Training Teaching Activities	<ul style="list-style-type: none"> • Development of transcultural nursing education assessment tool. • Nursing Students' feedback • Education plan with clear division of tasks and responsibilities between partners and time table produced; • Approved decision- making procedures; • Approved methods and tools of communication between partners; 	Internal evaluation	<ul style="list-style-type: none"> • Annex4 • Transcultural nursing education assessment tool
The impact in the target groups, the public in general and the main stakeholders in the field.	<ul style="list-style-type: none"> • Development & dissemination of Project Materials, • Systematic review about transcultural nursing education • Transcultural nursing education assessment tool. • Development/management of Project Website and social media accounts management • Dissemination event (multiplier event) organized, including the feedback from participants 	External evaluation	<ul style="list-style-type: none"> • Annex5, • Project website feedback, • Social Media accounts feedback, • Publication of systematic review about transcultural nursing education • Transcultural education assessment tool.

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Risk Management of the Project

One of the major pillars of quality management in the project is risk management. This includes regular updates to the risk log and mitigation strategies based on risk-focused quality session during consortium/partner meetings.

Principles of risk management

The Conflict Resolution Protocol will be agreed in the Kick-of Meeting and it will specify the steps to be taken in case that there is a disagreement or any other conflict between the partners. The monitoring committee will handle conflicts of any kind in its regular meetings. The monitoring committee will go through the available evidence and the steering group will make the decision about how to proceed. The monitoring committee will be the last instance of conflict resolution and its decisions will be final.

A classification has been made for addressing potential risks, and the resources to solve the problems have been identified as the project-owner institution, the project management team, the monitoring team, the partners and the consultancy of the Turkish National Agency.

To reduce the potential impact of the identified risks, the Project Manager, Project Team and other participants will be notified of the participation mandates and required to provide acceptance of responsibilities.

Notification documents will be kept on file.

If risks are related to our strategic decisions, communication with partners will be improved and enhanced in detail. In the case of technical matters, project management meetings will be made more frequent and attention will be paid especially to the transparency principle mentioned previously under the budget management section.

The risks arising from the organization of the project will be removed by continuous control and mutual confirmation.

In the risk assessment, the risks are listed in order of importance. Priority is specified as participant safety and impact on project success. It is in accordance with the basic principle of risk management that these two principles and transparent budget will never be compromised.

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In these studies to be conducted at regular intervals, the current progress will be assessed and the time-related development of the factors that can create risks will be identified and eliminated before growing. The importance level of the risks will be determined by classifying them according to the urgency of the measures to be developed against them.

In our project cycle, our risk response plans are listed under four headings.

Avoidance: Time risks and staff changing risks will be eliminated by making changes to the project plan and reporting them to the National Agency.

Transfer: We will increase the number of responsible persons when we identify the risk and arrange for assistance from other committees. We will transfer part of the budget or place of activity to another location.

Information: Every kind of information about the project, logistic issues and information about the countries will be discussed at the preparation stage, with all members being informed on the subject.

Mitigation: Once risks are identified, additional measures will be taken to mitigate the impact or probability of these risks. Especially, alternatives will be developed for the budget. A substitute participant will be included for each participant. All logistics activities (insurance, passport, security, health problems) will be considered and it will be the responsibility of the organizations in each individual partner country to account for these logistic concerns.

Acceptance: Some risks will be accepted and the most urgent risks will be solved. Those that can be deferred will be removed later.

Our risks will be analyzed qualitatively and quantitatively based on the following definitions:

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Risk	Level	Solution Strategy
- Risk of lack of communication between partner	Medium	<i>Information: Every kind of information about the project, logistic issues and information about the countries will be discussed at the preparation stage, with all members being informed on the subject.</i>
-Risk of not arriving at conclusion,	Low to medium	<i>Avoidance: Time risks and staff changing risks will be eliminated by making changes to the project plan and reporting them to the National Agency. Mitigation: Once risks are identified, additional measures will be taken to mitigate the impact or probability of these risks. Especially, alternatives will be developed for the budget. A substitute participant will be included for each participant. All logistics activities (insurance, passport, security, health problems) will be considered and it will be the responsibility of the organizations in each individual partner country to account for these logistic concerns.</i>
-Risk of delay (transnational project meeting dates)	High	<i>Avoidance: Time risks and staff changing risks will be eliminated by making changes to the project plan and reporting them to the National Agency. Mitigation: Once risks are identified, additional measures will be taken to mitigate the impact or probability of these risks. Especially, alternatives will be developed for the budget. A substitute participant will be included for each participant. All logistics activities (insurance, passport, security, health problems) will be considered and it will be the responsibility of the organizations in each individual partner country to account for these logistic concerns.</i>

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Risk	Level	Solution Strategy
-Risk of disagreement between partners	Low to medium	<p>Information: Every kind of information about the project, logistic issues and information about the countries will be discussed at the preparation stage, with all members being informed on the subject.</p> <p>Mitigation: Once risks are identified, additional measures will be taken to mitigate the impact or probability of these risks. Especially, alternatives will be developed for the budget. A substitute participant will be included for each participant. All logistics activities (insurance, passport, security, health problems) will be considered and it will be the responsibility of the organizations in each individual partner country to account for these logistic concerns.</p>
-Risk of exceeding the budget,	Medium	<p>Mitigation: Once risks are identified, additional measures will be taken to mitigate the impact or probability of these risks. Especially, alternatives will be developed for the budget. A substitute participant will be included for each participant. All logistics activities (insurance, passport, security, health problems) will be considered and it will be the responsibility of the organizations in each individual partner country to account for these logistic concerns.</p> <p>Transfer: We will increase the number of responsible persons when we identify the risk and arrange for assistance from other committees. We will transfer part of the budget or place of activity to another location.</p>

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Risk	Level	Solution Strategy
-Risk of insufficient staff capacity	Low to medium	<p><i>Mitigation: Once risks are identified, additional measures will be taken to mitigate the impact or probability of these risks. Especially, alternatives will be developed for the budget. A substitute participant will be included for each participant. All logistics activities (insurance, passport, security, health problems) will be considered and it will be the responsibility of the organizations in each individual partner country to account for these logistic concerns.</i></p> <p><i>Acceptance: Some risks will be accepted and the most urgent risks will be solved. Those that can be deferred will be removed later.</i></p> <p><i>Avoidance: Time risks and staff changing risks will be eliminated by making changes to the project plan and reporting them to the National Agency.</i></p>
-Risk of lack of engagement, poor attendance and/or drop-out,	Low to medium	<p><i>Mitigation: Once risks are identified, additional measures will be taken to mitigate the impact or probability of these risks. Especially, alternatives will be developed for the budget. A substitute participant will be included for each participant. All logistics activities (insurance, passport, security, health problems) will be considered and it will be the responsibility of the organizations in each individual partner country to account for these logistic concerns.</i></p> <p><i>Avoidance: Time risks and staff changing risks will be eliminated by making changes to the project plan and reporting them to the National Agency.</i></p> <p><i>Acceptance: Some risks will be accepted and the most urgent risks will be solved. Those that can be deferred will be removed later.</i></p>

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Annex1 Project General Evaluation Form

Please evaluate the last 6 months about general management of BENEFITS project.

	Strongly disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5
1. Project coordinator is aware of his/her responsibilities.					
2. Project progress is within the timetable.					
3. The communication among partners is effective.					
4. Task assignments within the project are executed equitable.					
5. Project budget is spent as planned.					
6. The risks regarding the project are defined beforehand and they are eliminated with cooperation.					
7. Project outputs are being achieved as planned.					
8. The impact of the project is at the planned level.					
9. Project website is active at desired level.					
10. Project social media accounts reached the targeted impact population.					
11. Team work within the project is towards the expected output.					
12. Dedication of project partners on the project are at desired level.					
13. Project quality plan is executed as planned.					
Strengths of the BENEFITS project:					
Suggestions for Improvement:					

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Annex2 Transnational project meetings Evaluation (Pre-mobility assessment Form)

Please fill in the blanks and specify your expectations next transnational project meeting of BENEFITS Project.

1. Academic Degree:
2. Experience as an academic nurse or health sciences education?Years
3. Number of Erasmus + projects he/she has worked in the past two years:
4. Two years' experience in transcultural nursing and nursing education (mark as many as necessary)
 - Undergraduate course
 - Postgraduate course
 - Publication about transcultural nursing
 - Scientific activity participation
5. My interest in this project is if I rate it between "0" and "5" point;

	Strongly disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5
1. The partners responsible for the meeting contributed to the meeting planning.					
2. All representatives perform their tasks on time before the transnational project meeting.					
3. All risks regarding the transnational project meeting are discussed and eliminated.					
4. All emerging problems are eliminated with cooperation in consensus according to the quality management plan.					
5. All communication assets are utilized to plan the meeting program before the meeting.					
6. The topics discussed in the meeting match the aimed outputs.					
7. Project meeting will take place at the planned location at the planned date and time.					
8. Hosting partner planning covers participants needs before meeting.					
9. Project budget spending plan is compatible with the project targets.					
10. The outputs of this meeting are compatible with the project outputs.					
My additional expectations from this meeting					

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Annex3 Transnational project meetings Evaluation (Post-mobility Assessment Form)

Please evaluate the last transnational project meeting of BENEFITS Project

	Strongly disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5
1. Every responsible partner participated.					
2. Were the task and deadline (to-do) for each partner clear enough?					
3. Transnational project meeting started on time.					
4. Transnational project meeting ended on time.					
5. The participants were well prepared to perform their tasks for this transnational project meeting.					
6. The topics discussed in the meeting were in compliance with intellectual outputs.					
7. Did we follow the agenda?					
8. Hosting partner planning covered participants needs.					
9. Project budget was used as planned.					
10. The meeting results have reached the goals					
Strengths of the meeting :					
Suggestions For Improvement :					

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1

Annex 4 Learning Training Teaching Activity Assessment Form

Assess the training environment and the impact of Learning Training Teaching Activity.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
	1	2	3	4	5
1. I am interest in the subject prior to this course					
2. I found this course intellectually challenging.					
3. I found this course intellectually stimulating.					
4. I have learned the subject matter in this course.					
5. Learning Training Teaching Activity started on time.					
6. Learning Training Teaching Activity ended on time.					
7. In my work environment, I can perform what I learned from the training content.					
8. The teachers seemed enthusiastic about teaching the course.					
9. Course materials were well prepared.					
10. Course materials were carefully explained.					
11. Student's evaluation methods matched the learning objectives					
12. Training environment was adequate by means of heat, lighting, sound isolation and seating plan.					
Please indicate the important characteristics of this teacher/course that have been most valuable to your overall learning experience.					
Please indicate the characteristics of this teacher/course you feel are most important to improve (particularly those aspects not mentioned elsewhere on this form).					

Annex 5 Multiplier Event Assessment Form

Dear Sir Madam;

We kindly ask you to fill in the questionnaire and to evaluate the multiplier event of BENEFIT project, Which is held.....your valuable opinion, comments and suggestions will help us to evaluate our project quality and outputs.

1. Your age:.....

2. Gender: Male Female Non-binary

3. Your profession:.....

4. Experience in your profession.....years.

5. Your education level: Student Collage Bachelor Master degree PhD and upper

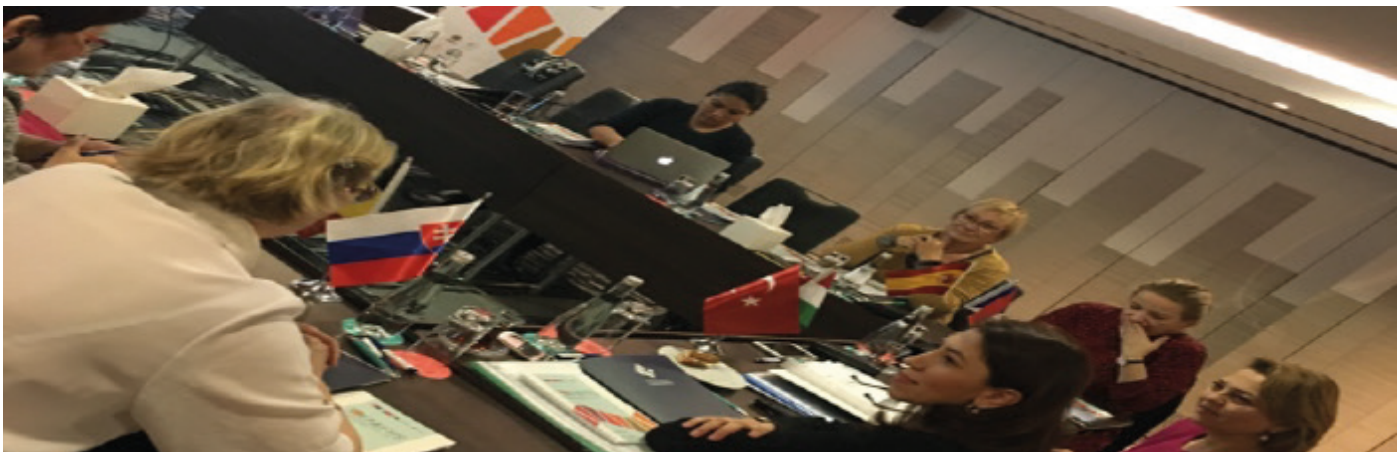
Please circle a number (for example **3**) at each statement according to following criteria:

Multiplier Event	Strongly dissatisfied 1	Dissatisfied 2	Neither Dissatisfied or Satisfied 3	Satisfied 4	Strongly Satisfied 5
1. Invitation	1	2	3	4	5
2. Place of event	1	2	3	4	5
3. Time of event	1	2	3	4	5
4. Theme of event	1	2	3	4	5
5. Organization	1	2	3	4	5
6. Presentations	1	2	3	4	5
7. Coffee breaks	1	2	3	4	5
	Strongly disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Strongly agree 5
8. I am interested in transcultural nursing education prior to this event	1	2	3	4	5
9. A content on transcultural nursing skills is required to be integrated in nursing education.	1	2	3	4	5
10. BENEFITS project contributes to the nursing education.	1	2	3	4	5
Please indicate the important characteristics of this EVENT that have been most valuable to your overall learning experience.					
Please indicate the characteristics of this EVENT you feel are most important to improve (particularly those aspects not mentioned elsewhere on this form).					

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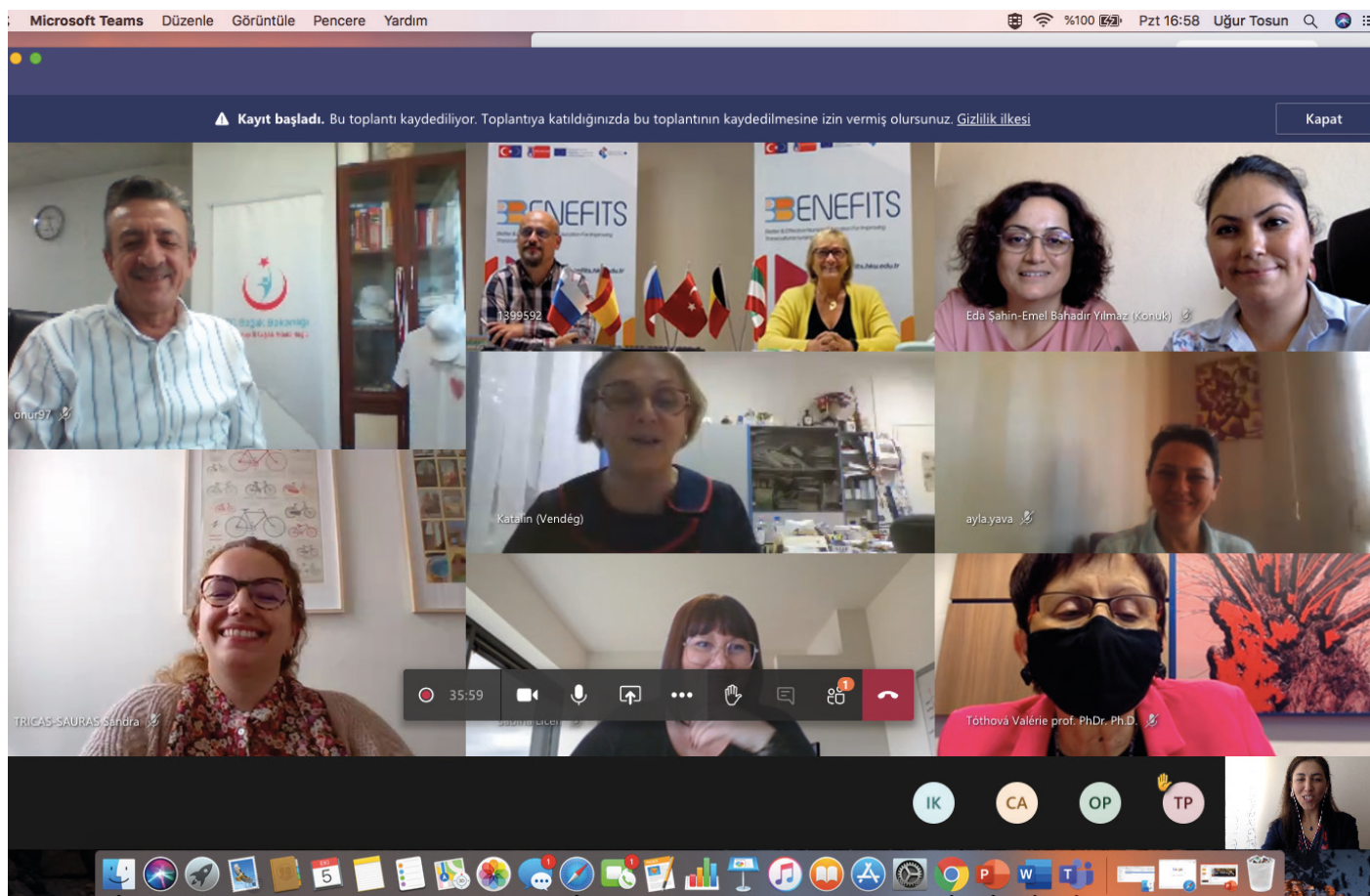
1. Kick off meeting, İstanbul, Turkey



2. 1st Meeting on Drafting The BENEFITS Training Curriculum And Experience Sharing-USB, Czech Republic

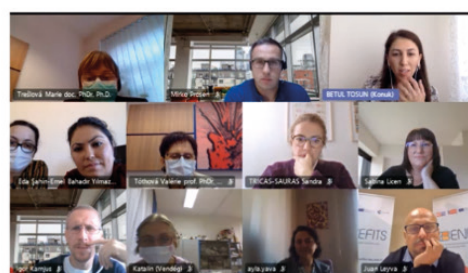


3. 2nd Meeting on Drafting The BENEFITS Training Curriculum and Experience Sharing-UAB, Spain (online meeting)



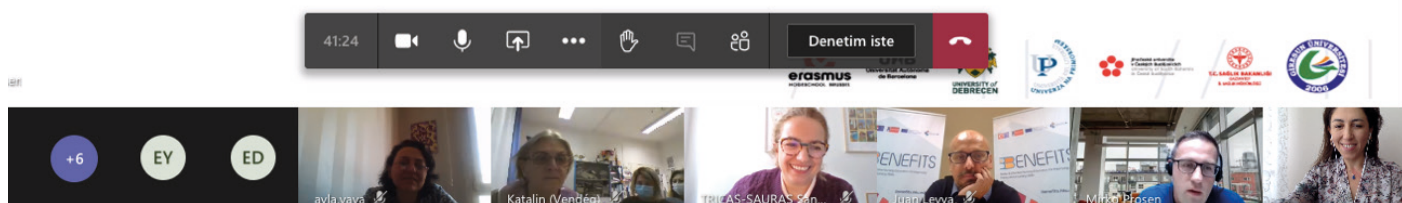
Better & Effective Nursing Education For Improving Transcultural nursing Skills

3rd BENEFITS Transnational Project Meeting
(online, but wishing it was in Barcelona)
5-6 October 2020



Slovenia's Suggestions for BENEFITS Course Content

Mirko Prosen, Sabina Ličen, Igor Karnjuš, Urška Bogataj



4. 3rd Meeting On Drafting The BENEFITS Training Curriculum and Experience Sharing-HKU, Turkey



5. Transcultural Nursing Intensive Training Program Review And Preparatory Meeting, Giresun Turkey



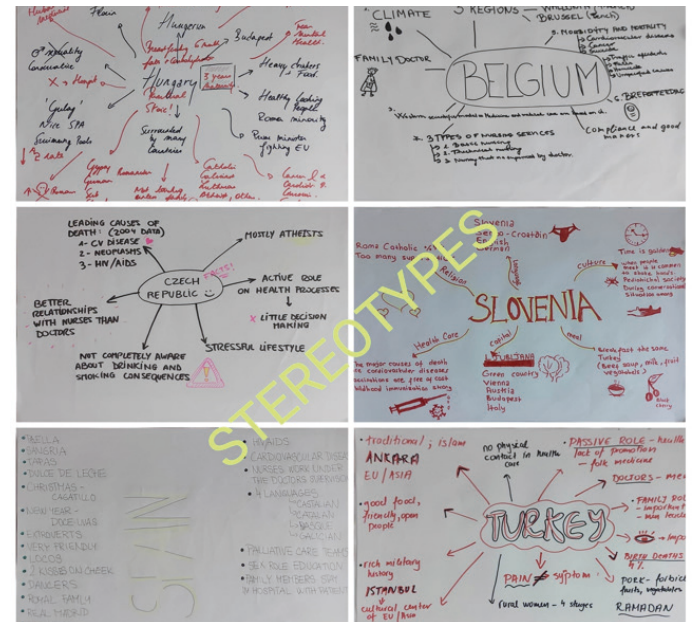
6. Closing Meeting-UAB, Barcelona, Spain



7. BENEFITS Symposium, HKU, Gaziantep, Turkey



8. Intensive Training Program, GU, Giresun, Turkey



9. One semester BENEFITS Transcultural Nursing Course





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