

Education for nursing in paediatrics across Europe

**Katrin De Winter, RN, MScN, Paediatric nurse
Belgian PNAE representative**

Vårseminar 2024 – 22 April 2024

Faculty Disclosure

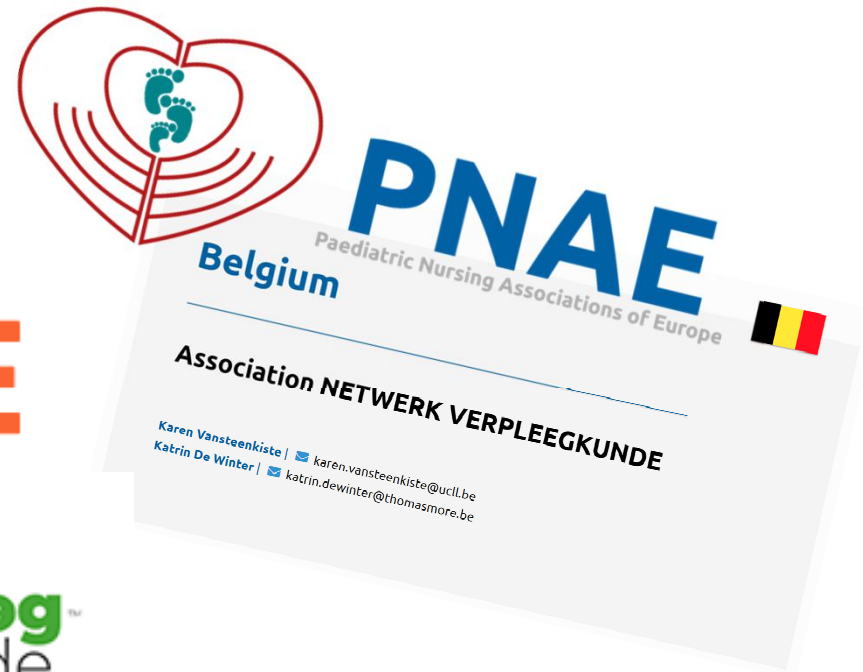
x	No, nothing to disclose
	Yes, please specify:

<i>Company Name</i>	<i>Honoraria/ Expenses</i>	<i>Consulting/ Advisory Board</i>	<i>Funded Research</i>	<i>Royalties/ Patent</i>	<i>Employee</i>	<i>Other (please specify)</i>
Example: company Name		X	X			



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Paediatric Nursing Associations of Europe (PNAE) - Goals

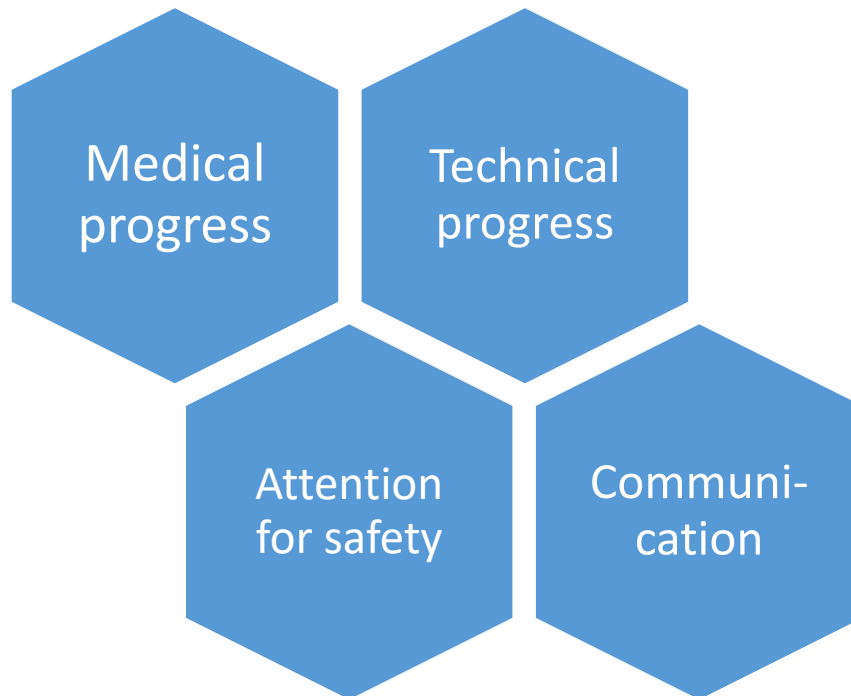
- To enhance the care of children and adolescents worldwide
 - To use the UN Convention of the Rights of the Child to promote and advocate for the health, wellbeing/welfare and development of children
 - To encourage communication between paediatric nurses to help further the care of all children
-
- <https://pnae.eu>

Introduction

- First survey 2003
- Repeated surveys 2012, 2019
- Questionnaire sent to PNAE members
- Position statement in 2003
- Paediatric nursing competencies



Introduction



Introduction



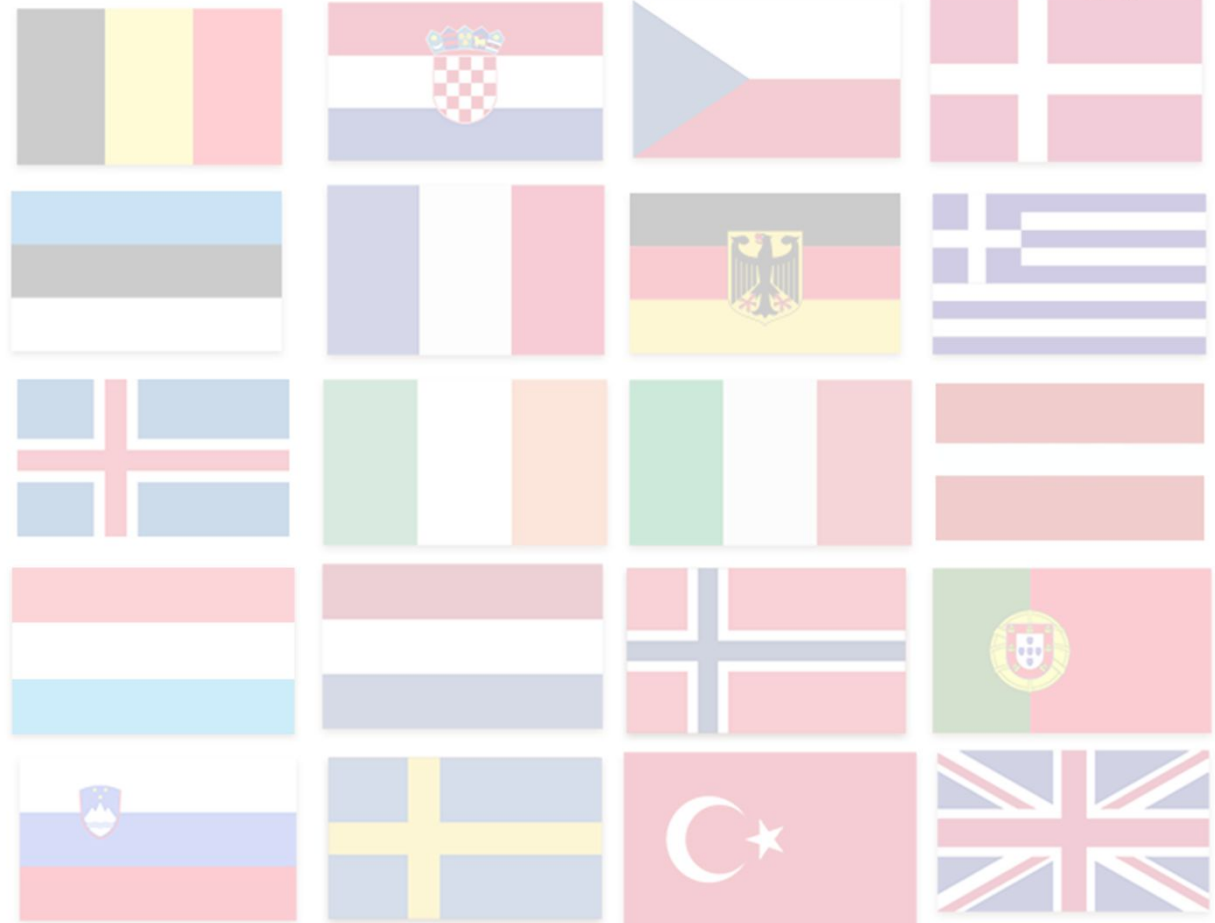
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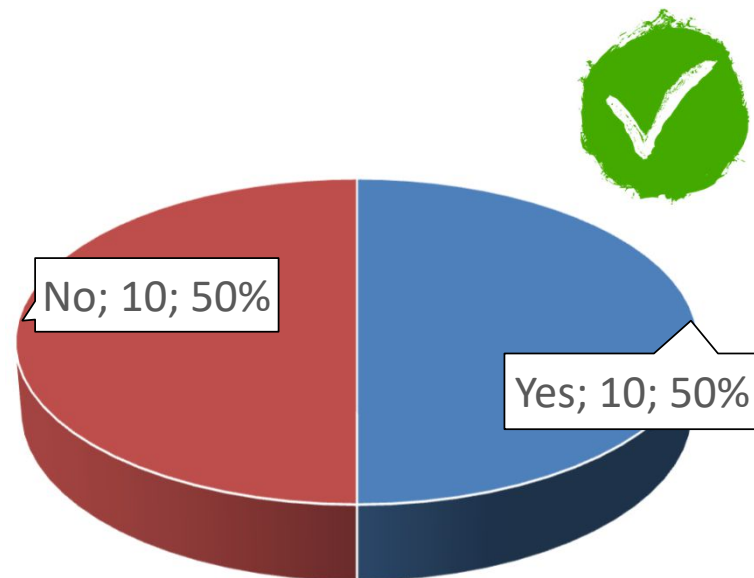
Method

20 countries

Belgium, Croatia, Czech Republic, Denmark, Estonia, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Luxembourg, Netherlands, Norway, Portugal, Slovenia, Sweden, Turkey, United Kingdom



Does your country have a national register of Paediatric Nurses? (can you register as a paediatric nurse in your country?) n=20



- Belgium: Postgraduate course in paediatric and neonatal care
- Iceland: Masters education children's nursing
- Ireland: Higher Diploma in Nursing Studies (Children's Nursing)
- Italy: Bachelor diploma for Paediatric Nursing
- Luxembourg: Bachelor sciences infirmières en pédiatrie
- Netherlands: Postgraduate course paediatric nurse
- Portugal: Master's degree in child and Paediatric health and 2 years working
- Sweden: 1 year education on advanced level, master degree
- Turkey: Master education Child Health Nursing
- United Kingdom: Bachelor of Nursing for the Child Field

If so, are there any conditions attached to the permanent registration? (e.g. number of hours of compulsory further training per year or you have to work on a paediatric ward, ...)? n=10W

- **Belgium:** working in the field – update practice 60 hours per 4 year
- **Ireland:** No compulsory continuing professional development but probably in future and similar to UK
- **Luxembourg:** Legitimate for 2 years – 40 hours of compulsory Lifelong Learning.
- **Netherlands:** Training – working – amount of training hours

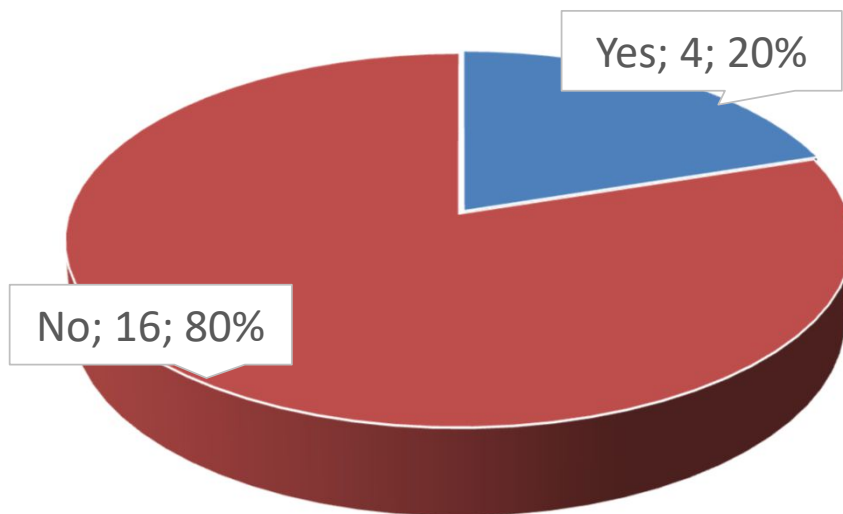


FRANCE

There is a national register via the National Council of Nurses, where we can mention our specialty diploma when registering.


However, we cannot consider this to be a register for Paediatric nurses. Until recently, the information was not communicated to the national agency responsible for continuing professional development (a specific continuing training scheme for healthcare professionals). This seems to have changed for the start of the 2023 academic year, following our warnings.

In your country can you become a Paediatric nurse WITHOUT training as a general care nurse (direct entry)? n=20

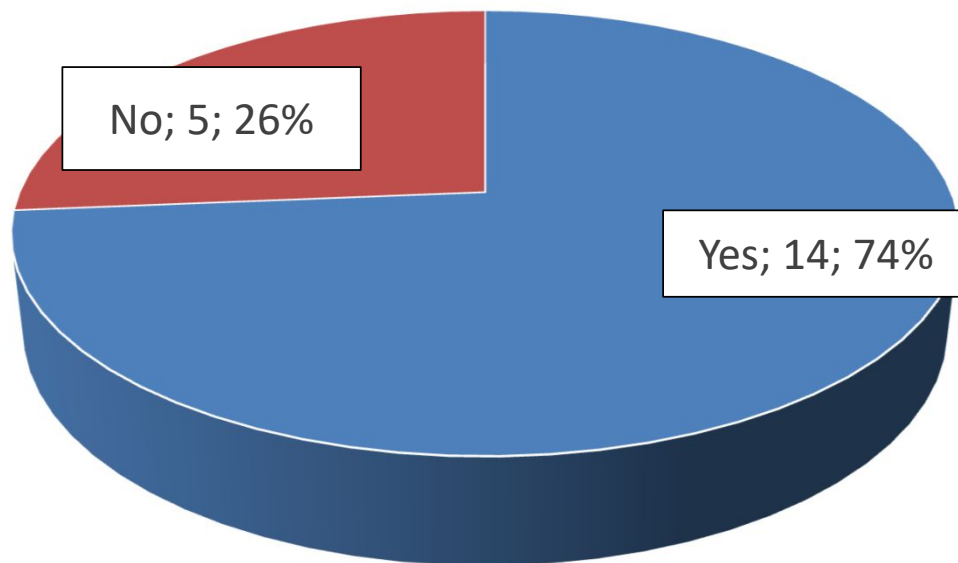


- Czech Republic
- Italy
- Ireland
- United Kingdom

- Germany yes and no


country				Name	Months	ECTS	Hours theory	Hours Clinical training	Will lead to
	Diploma	Bachelor	Master						
Czech Republic	✓			Paediatric Nurse, Paediatric nurse at diploma level	36		830	2000	diploma
Italy		✓		Bachelor of Paediatric Nursing (Laurea in Infermieristica Pediatrica)	36	180	2200	2400	diploma
Ireland		✓		Nursing integrated programme in General and Children's Nursing	54		1841	2855	diploma
United Kingdom		✓		Child Branch BSc (Hons) of MSc	36	180	2300	2300	certificate
Germany	✓			General nursing and specialisation in Paediatric nursing					


In your country, is there, at the moment, an education programme for paediatric nursing? N=20

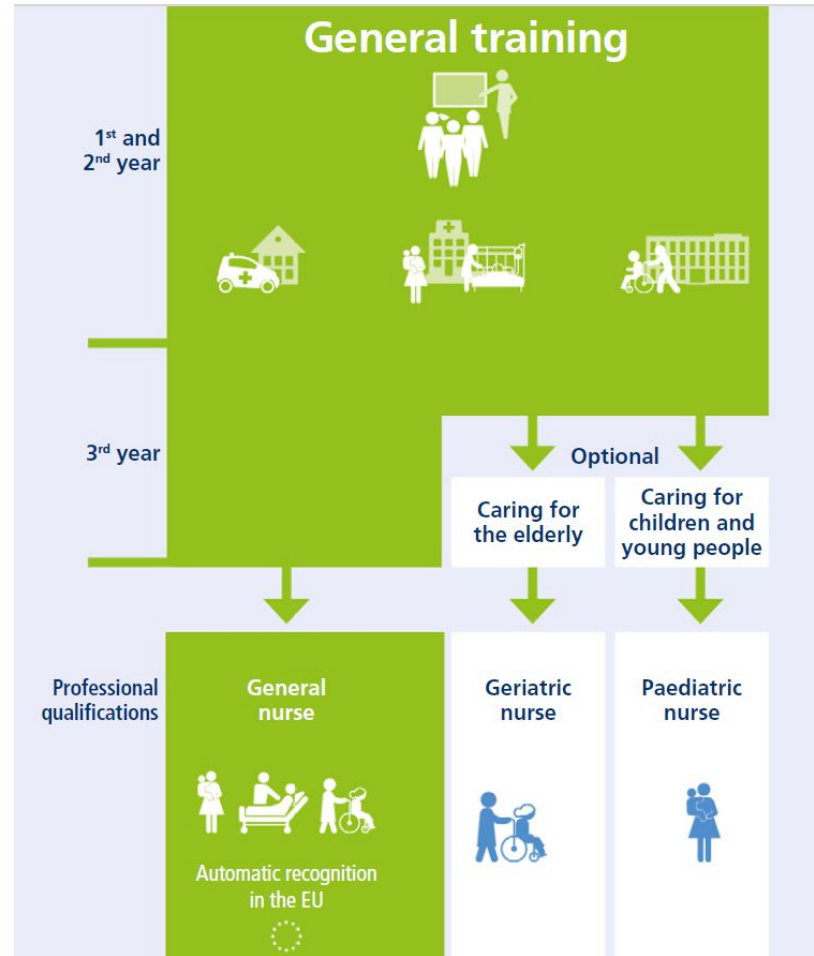


- Croatia
- Denmark
- Estonia
- Letvia
- Slovenia

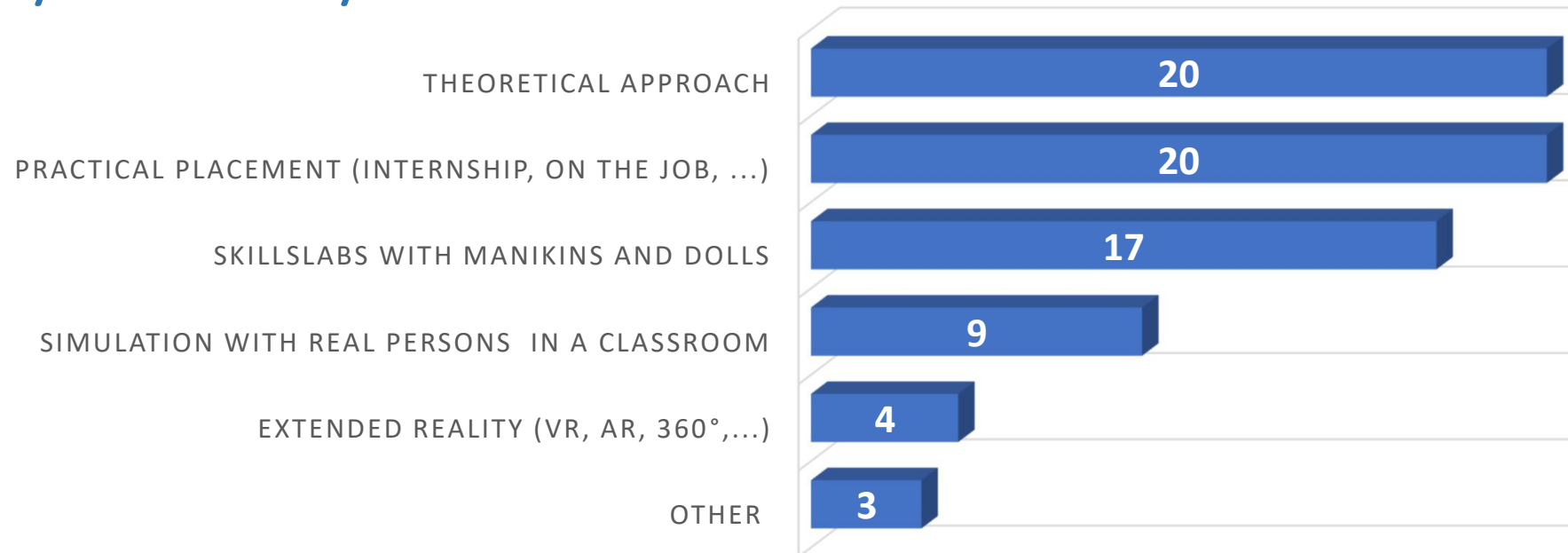
- Germany: yes and no

country	Vocational	Bachelor (postgraduat)	Master	Name	Months	ECTS	Hours theory	Hours Clinical training	Will lead to
									
Belgium		✓		Bachelor in paediatrics and neonatology	12	60	450	450	Diploma
Czech Republic	✓			Nursing care in paediatrics	24	?	Min 830	2000	diploma
Greece		✓		Specialty program in Paediatric Nursing	18	N A*			Certificate
Iceland			✓	Master of Science in children's Nursing	24	120	2750	3500	The right to apply for internship to train as a clinical specialist in Childrens nursing
Ireland			✓	children's critical care, oncology, cardiac nursing, emergency nursing		60			
Italy			✓	Master (first level) in paediatric nursing/ Master (first level) in Neonatal and Paediatric Nursing	12	60	900	600	Certificate
Luxembourg		✓		Bachelor of nursing sciences specialisation of paediatric nurse	36	180	1000	1000	diploma

country	Bachelor (postgraduat)	Master	Name	Months	ECTS	Hours theory	Hours Clinical training	Will lead to
								
The Netherlands	✓		VKV it's the Dutch name for the post graduate training in Paediatrics	15		205	1200	Diploma
Norway	✓	✓	Paediatric nursing Master degree in paediatric nursing	18 24	90 120	50%	50%	diploma
Portugal		✓	Master in Child and Paediatric Health Nursing (Mestrado em Enfermagem de Saúde Infantil e Pediátrica)	18	90	1200	1200	diploma
Sweden		✓	Specialist nurse on health and medical care for children and adolescents	10	60	1200	40	Master degree
Turkey		✓	Child Health Nursing at master level Child Health Nursing at phd level	24 48	120 300		112 112	Master degree PHD degree
United Kingdom			Master of Sience in Nursing BA (Hons)	48 36	240 120	6133 2300	6133 233	Certificate certificate



How do you teach the practical paediatric techniques and skills in your country? n=20



Other

- **Ireland:** Problem based Scenarios, competency clinical documents
- **United Kingdom:** All apply including discussions of simulated practice with clinical supervisors during clinical placements. Safe medicate- to ensure proficiency with medication knowledge and administration. Clinical Skills online.

In your country, is it allowed (by law) to work as a general nurse on the following wards? N=20



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Paediatric

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Country	Paediatric ward	Specialized paediatric ward	Neonatology	NICU	PICU
Belgium	√*	√*	√*	√*	√*
Croatia	√	√	√	√	√
Czech Republic	√	√	X	X	√
Denmark	√	√	√	√	√
Estonia	√	√	√	√	√
Germany	√	?	√*	X	X
Greece	√	√	√	√	√
Iceland	√*	√*	√*	√*	√*
Ireland	√	√	√	√	√
Italy	√	√	√	√	√
Latvia	√	√	√	√	√
Luxembourg	√	√	?	?	?
The Netherlands	X	X	X	X	X
Norway	√	√	√	√	√
Portugal	√	√	√	√	√
Slovenia	√	√	√	√	√
Sweden	√	√	√	√	X
Turkey	√	√	√	√	√
United Kingdom	√	√*	√*	√*	√*
France	√	√	√	√	√

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Discussion

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Contents lists available at [ScienceDirect](#)

Nurse Education in Practice

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Education on childrens complex care needs in general nursing curricula in Europe: An inductive content analysis

Anne Clancy^{a, *}, Elena Montañana Olaso^b, Philip Larkin^c, Maria Brenner^d

^a Department of Health and Care Sciences, UiT the Norwegian University of the Arctic, Campus Harstad, Havnegata 5, 9400, Harstad, Norway

^b Postdoctoral Research Fellow, Models of Child Health Appraised (MOCHA) Study, School of Nursing and Midwifery, Trinity College Dublin, Room 6.2S, Institute of Population Health, Russell Centre, Tallaght Cross, Dublin 24., Ireland

^c Directeur Académique, UNIL | Université de Lausanne, CHUV | Centre Hospitalier Universitaire Vaudois, Faculté de Biologie et de Médecine – FBM, Institut Universitaire de Formation et de Recherche en Soins – IUFRS, Bureau -01/157 – SV-A Secteur Vennes – Rte de La Corniche 10, CH-1010, Lausanne, Switzerland

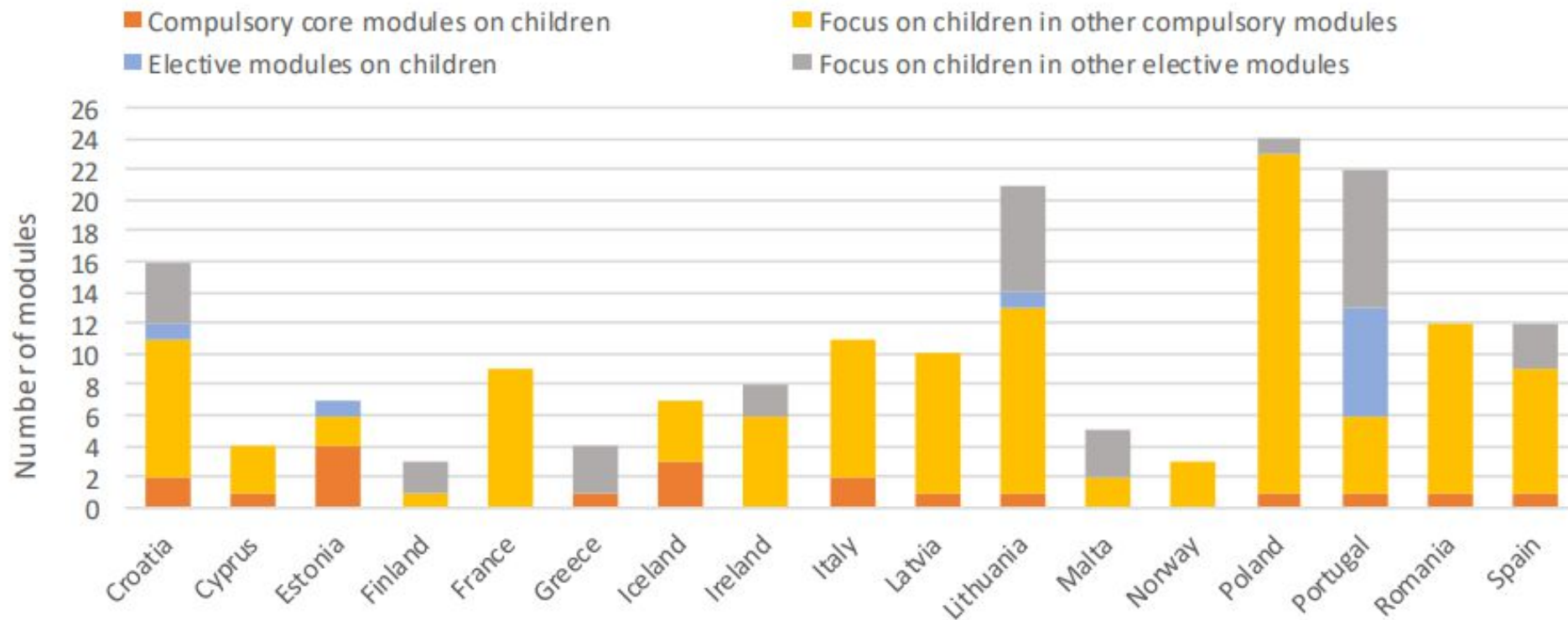
^d Head of Discipline for Children's Nursing School of Nursing and Midwifery, Trinity College Dublin, The University of Dublin, 24 D'Olier Street, Dublin, Ireland



Models of Child Health Appraised

(A Study of Primary Healthcare in 30 European countries)

Figure 3.2 Distribution of child related content across the different modules in the curriculum.



Discussion (Clancy et al, 2021)

- Adequate prepared?
- Context: mainly hospital care
- Variation in content
- No European standard
- Little focus on children in curricula

Education

Impact of the Nursing and Midwifery Council Future Nurse Standards on children's nursing: A critical discussion



Danielle Edge, Matthew C. Carey, Melanie Hayward, Martina Nathan, Alison Taylor,
Professor Sarah Neill

Key Points (Edge et al, 2024)

- Consistent concerns about the NMC's (2018)
- Disparity of children's nursing curricula across the UK.
- Right skills and knowledge.
- Centre of decision-making.

Article

Temper the Specialist Nurses Heterogeneity in the Interest of Quality Practice and Mobility—18 EU Countries Study

Nico Decock^{1,2}, Adriano Friganovic^{2,3,4} , Biljana Kurtovic^{3,*} , Ber Oomen⁴, Patrick Crombez^{4,5} and Christine Willems⁶

¹ Nurse Anesthesia School, University Hospital of Lille, 59000 Lille, France; nico.decock@cnpia.fr

² Department of Anesthesiology, Reanimatology and Intensive Care, University Hospital Centre Zagreb, 10000 Zagreb, Croatia; adriano@hdmsarist.hr

³ Department of Nursing, University of Applied Health Sciences, 10000 Zagreb, Croatia

⁴ European Specialist Nurses Organization, 1000 Brussels, Belgium; ber.oomen@live.nl (B.O.); patrick.crombez@bordet.be (P.C.)

⁵ Department of Clinical Hematology and Cytapheresis, Jules Bordet Institute, 1000 Brussels, Belgium

⁶ The Institut Supérieur d'Enseignement Infirmier, University College Leonard de Vinci, 1200 Brussels, Belgium; christine.willems@vinci.be

* Correspondence: biljana.kurtovic@zvu.hr; Tel.: +385-914595715

Conclusion (Decock et al, 2022)

- Lack of recognition
- Differences in education
- No common training framework

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journal homepage: www.elsevier.com/locate/nepr



Clinical education

Development and validation of a clinical assessment tool for postgraduate nursing education: A consensus-group study



Gunilla Mårtensson^{a,b,*}, Viveca Lind^c, Kerstin Edin^c, Pia Hedberg^c, Anna Löfmark^{d,b}

^a Faculty of Engineering and Sustainable Development, University of Gävle, Kungbäcksvägen 47, 801 76, Gävle, Sweden

^b Department of Public Health and Caring Sciences, Uppsala University, Box 564, 751 22, Uppsala, Sweden

^c Department of Nursing, Umeå University, Umeå, Sweden

^d Faculty of Health and Occupational Studies, University of Gävle, Kungbäcksvägen 47, 801 76, Gävle, Sweden

Nursing Regulation and Organization

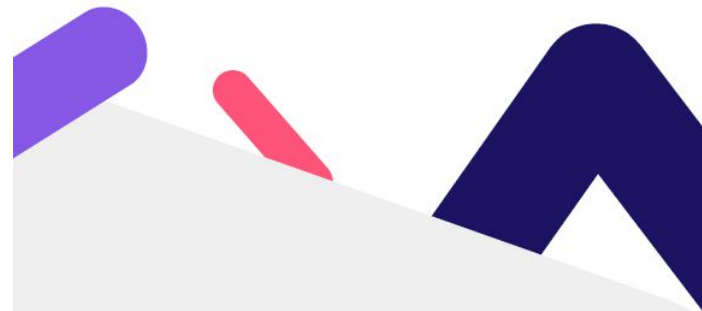
The challenge of the standardization of nursing specializations in Europe

A. Ranchal¹ MSc, PhD, M.J. Jolley² BN, MA, SRN, RSCN, J. Keogh³ RN, RMN, MSocSc, PhD, M. Lepiesová⁴ RN, MSN, PhD, T. Rasku⁵ RN, MHSc & S. Zeller⁶ DNP, APRN, CNP

1 Senior Lecturer, Nursing Department, Faculty of Medicine and Nursing, Cordoba University, Cordoba, Spain, **2** Senior Lecturer and Director of International Engagement, Faculty of Health and Social Care, University of Hull, Hull, UK, **3** Professor of Nursing, Department of Nursing and Health Sciences, Fulda University of Applied Sciences, Fulda, Germany, **4** Assistant Lecturer in Nursing, Jessenius Faculty of Medicine in Martin, Comenius University in Bratislava, Bratislava, Slovakia, **5** Senior Lecturer and International Coordinator, Nursing and Emergency Care, Tampere University of Applied Sciences, Tampere, Finland, **6** Associate Professor, Nursing Department, Winona State University, Winona, MN, USA



"Being listened to is better than anything"



Children and Young People's Opinions and Experiences of Healthcare

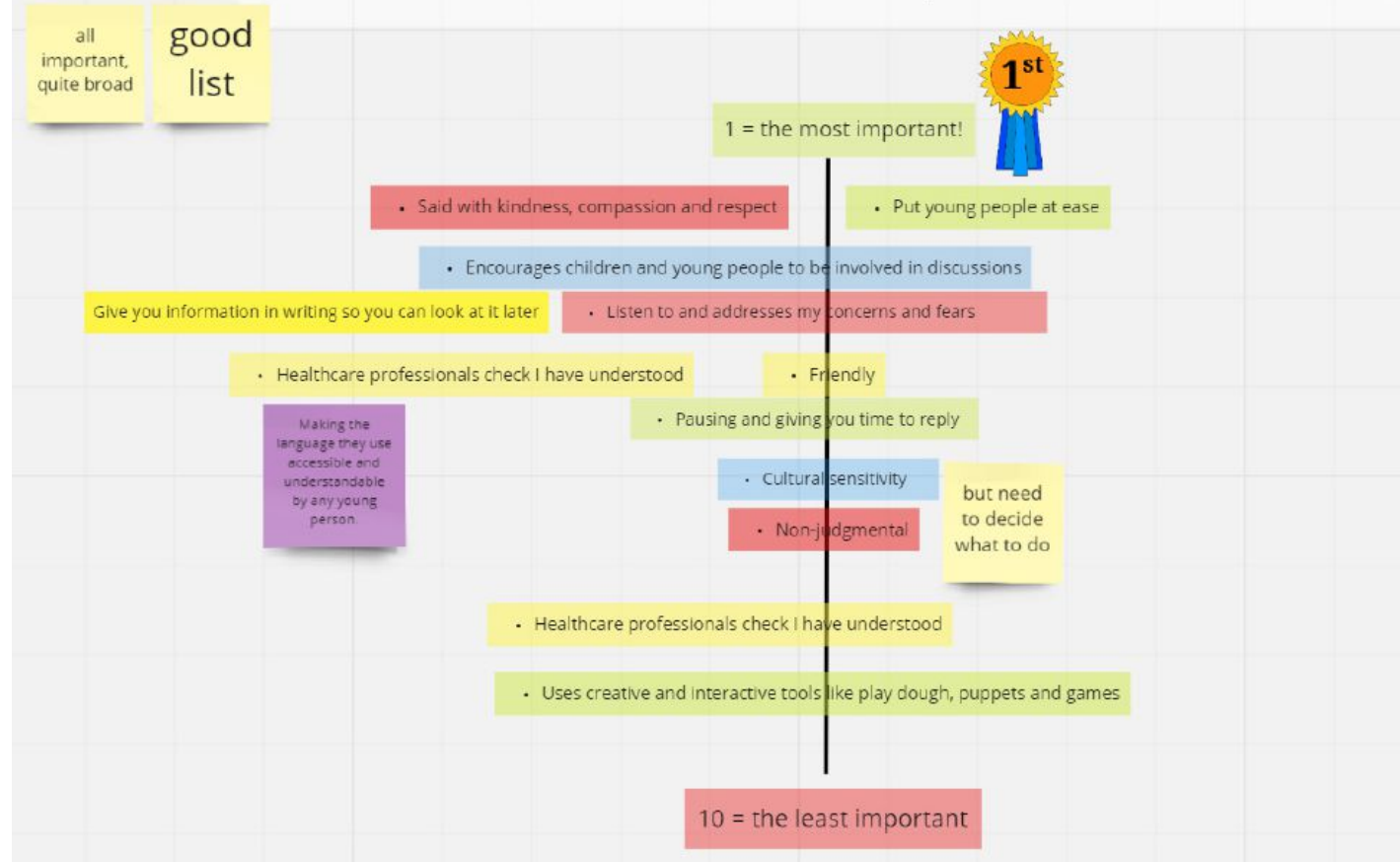
May 2021

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Barriers for all age groups		Additional from the group of 11-14 year old
Feeling embarrassed	Not seeing friends if in Healthcare settings	Mental health thresholds and not being able to get help
Feeling scared	Not have internet to make an appointment or be able to attend online	Being a burden, both to services which they saw as overstretched and to parents who would worry
Worries about pain	Worried about being told off or blamed	Worries about how medicines or treatment could affect fertility
Worries about not being taken seriously or believed	Health services interrupting normal life and children missing out on opportunities	Sensory barriers such as bright lights, loud noises and sounds that are overwhelming
Health services are too far away from home	Worries about health services costing money or being too expensive	Physical access barriers for children and young people with disabilities
Having to see a new doctor for the first time and not knowing if you can trust them	Children and young people not having enough knowledge or information about health services	Young people want to be in a familiar environment and to be in bed when they are unwell, rather than be in medical settings
Long waiting times or delays to access services / Inaccessible appointment times	Parent is unable to support their child to access services e.g. because they are too busy	
Don't like needles and injections	Children not feeling able to admit they are unwell	
Gender of doctor	Not understanding what healthcare staff say	
Concerns about mistakes and side effects	Concerns about information remaining private and confidential	

Communication from healthcare professionals should be



Limitations

- Language
- Transition
- Authority

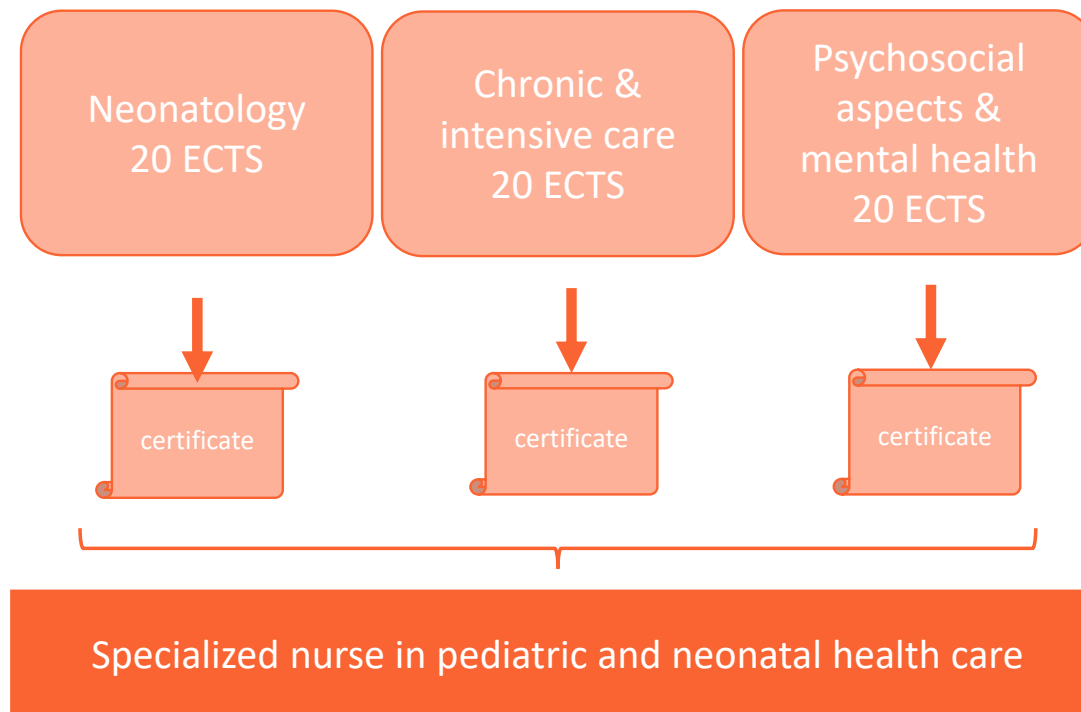
Nursing education in Belgium

Level 8	PHD	
Level 7	Master in Science of Nursing - 60 ECTS	
	Ac. Bridge 45 – 60 ECTS	
Level 6	Postgraduate courses 20 – 60 ECTS	
	Bridge programme 150 ECTS	Bachelor programme in nursing – 240 ECTS
Level 5	Vocational education in nursing – 3 year	

Paediatric nursing modules in Thomas More

- Year 2: 5 ECTS – Preventive and curative care for mother and child
- Year 3: 3 ECTS – Paediatric nursing
 - In year 2 or 3 a practical placement of 4 weeks (152 h) in a pediatric ward
- Year 4: 8 ECTS (elective) – Paediatrics and neonatology
 - In year 4 - 2 practical placements of 12 weeks (456 h) in ward of your choice (paediatric or neonatal ward)

Postgraduate programme in Thomas More



Extended Reality learning framework for pediatric nursing students





PNAE
Paediatric Nursing Associations of Europe

Patient-Centered Learning

XR learning frameworks can be designed to focus on patient-centered care, providing students with a more profound understanding of the unique needs and challenges associated with pediatric patients. This emphasis on empathy and understanding contributes to the development of compassionate healthcare professionals.

Diverse Scenarios

The XR platform enables the creation of diverse, reoccurring or challenging scenarios that may be or not be readily available in traditional clinical settings. Students can encounter rare medical conditions, emergencies, or complex cases, allowing them to broaden their knowledge and problem-solving skills.

Repetition And Mastery

XR learning environments support repetitive practice, enabling students to revisit scenarios and procedures as often as needed. This approach promotes mastery of essential skills and procedures, ensuring that students are well-prepared for real-world pediatric nursing situations.

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Interactivity And Engagement

XR offers an interactive and engaging learning experience, capturing the attention and interest of students. The immersive nature of these technologies encourages active participation, leading to improved retention of information and a deeper understanding of pediatric nursing concepts.

Risk-Free Learning

XR simulations provide a safe and risk-free environment for students to make mistakes and learn from them. This aspect is particularly valuable in pediatric nursing, where errors can have critical consequences. By learning in a virtual setting, students can refine their skills without compromising patient safety.

Accessibility

XR learning frameworks can be accessed remotely, offering flexibility for students to engage in learning activities at their own pace. This is especially beneficial for those who may face geographical constraints or scheduling conflicts, providing an inclusive and accessible education.

Multidisciplinary Collaboration

XR platforms can facilitate collaboration among students from various healthcare disciplines, fostering a multidisciplinary approach to pediatric care. This mirrors the real-world healthcare environment where effective teamwork is crucial for providing comprehensive and integrated patient care.

Data Analytics And Performance Tracking

XR learning frameworks often include data analytics tools that track student performance and provide valuable insights. Educators can assess individual progress, identify areas of improvement, and tailor the learning experience to meet the specific needs of each student.

Preparation For Technological Advances

Integrating XR into pediatric nursing education ensures that students are familiar with and adaptable to emerging technologies in healthcare. This proficiency is increasingly important in a rapidly evolving medical landscape.



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PeD XR



- Extended reality interventions used in education programs
- Nursing students OR paediatric nursing students OR nurses OR paediatric nurses
- Training OR didactics
- Nursing educators
- From 2014 till now

Take home message

- Sufficient context in paediatric nursing
- Competency framework for paediatric nursing education
- European criteria for specialise nursing education



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**Katrin De Winter, RN, MScN, Paediatric nurse
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