Transatlantic Dual Degree Programme in Nursing (TCN)

SEMMELWEIS UNIVERSITY
FACULTY OF HEALTH SCIENCES
BUDAPEST, HUNGARY
NAZARETH COLLEGE, ROCHESTER
N.Y. U.S.A.
LAUREA UNIVERSITY OF APPLIED SCIENCES, TIKKURILA, FINLAND
Project Significance

- Health is a global concern
- Diseases cross international boundaries
- There is a worldwide shortage of nurses
- Need for trans-cultural approach to nursing practice (*International Council of Nurses, 1999*).
- Harmonization of degree programs - Bologna process
How do we define dual degree?

- Students receive a BS from American Partner and a BSc from lead European University
  - Professional experience
  - Linguistic competence
  - Cultural competence
  - Social competence
Nazareth College-Semmelweis University

- Cooperation in student and teacher exchange from 2002

- Signed MOUs executed for individual projects prior to Atlantis application

- Compared, analyzed, and evaluated curricula (content, output competencies, assessment tools)
Laurea University-
Semmelweis University

- From 1995 student and teacher exchange in frame of Erasmus (2-6 students and 2-3 teachers/year)
- From 1998- joint researches
- From 2002- faculty members from Semmelweis served as guest lecturers at Laurea University
Goals of TCN

1. Prepare a culturally competent international nursing workforce
2. Develop a dual-degree (integrated joint program) model
3. Share the best practices for education which crosses international boundaries
4. To increase know-how in:
   - evidence based health promotion
   - critical and intensive care
   - leadership and management
Expected outcomes

- Model for providing a global nursing education
- Integration of transcultural nursing concepts
- Institution and faculty development addressing teaching & learning
- A global perspective on nursing leadership
- TCN generated research studies
TCN schedule 2008-2009

- pilot program: January 2008 √
- advertising: February 2008 √
  (www.tcn-atlantis.org)
- selection process in EU: March 2008 √
- designing TCN curriculum: in progress
- preparatory course: April 2008 √
- running TCN students and faculty exchange:
  January 2008 - April 2009
- TCN graduation: summer 2009
Designing TCN curriculum

- The nature of nursing education
- Characteristics of nursing education
- TCN goals: added values
- Transatlantic characteristics of language, culture and society
- Home/host institutions’ requirements
- Previous studies
Main characteristics

• Students prepared for comprehensive nursing roles in a variety of settings

• Clinical practice (based on cooperation agreements)

• All students prepared for licensing examinations
Home/host institutions requirements

• Selected courses
  Not necessary to create new courses!
• „Common courses”: shared topics
• Practice in clinical placements
• Strengths in institutional programs
• Language courses
• Preparatory course
NC hallgatónak az SU diplomát akkor javasolhatja SU kreditátviteli bizottság, ha:

1. megkapta az NC degree
2. EU-ban min 60 ECTS-t (30 US credit) úgy, hogy
   - Preparatory orientation course: TCN/PC
   - Foundation if Nursing: EBAAPAPT04
   - Psychiatry and Nursing: EBAAPAPT31A & EBAPKTT30A
   - Basic Health Care and Nursing: EBAPAPT-KTT 18-33
   - Medical/Surgical Nursing: EBAAPAPT18-33
   - Nursing Leadership: EBAAPAPT34A_E + N433
   - Thesis – tutoring: EBAAPAPT35
   - Hungarian Language: EBAAPLET13/EBNPHLET05
   - Religion History: VAL091
   - Cultural Study: NSG201- SU-ban, LU--ban történt részletjelentéssel
   - Society, Health Care and Nursing in Multicultural Aspects of Europe and Hungary: EBA__TET3-4, VAL060
   - History of Medical Professionalism: EVAKJI30A
   - Developmental Psychology: EBA__APT31A
   - Nutrition: EBA__DIT28A
3. Szakdolgozatát elkészítette, magyar nyelvű összefoglalót benyújtotta (min. 1 oldal), és a szakdolgozatot prezentáció formájában megvédte angol nyelve.
4. Sikeres záróvizsgát tett. (A záróvizsga írásbeli része az NC NCLEX-szel kiválható)

At SU

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<tr>
<td>Preparatory orientation course</td>
<td>TCN/PC</td>
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<tr>
<td>Foundation if Nursing: EU aspects</td>
<td>EBAAPAPT04</td>
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<tr>
<td>Psychiatry and Nursing:</td>
<td>EBAAPAPT31A &amp; EBAPKTT30A</td>
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<td>NSG201</td>
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<td>Society, Health Care and Nursing in</td>
<td>EBA__TET3-4, VAL060</td>
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<td>Multicultural Aspects of Europe and Hungary:</td>
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<td>History of Medical Professionalism:</td>
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<td>Nutrition</td>
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At LU

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<th>Course</th>
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<td>International Orientation for Exchange Students</td>
<td>OJ YY7139</td>
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<tr>
<td>Professional Development in Practice</td>
<td>OJ 00064</td>
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<td>Social and Health Care in Cultural Perspective</td>
<td>OJ SH 7521</td>
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<td>Social and Health Care in Finland</td>
<td>OJ SH 7520</td>
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<td>Health Promoting Environments:</td>
<td>OJ 00055</td>
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<tr>
<td>Basic Finnish</td>
<td>OJ 00305</td>
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</table>

+ Thesis                                    |
+ Closing exam
Challenges in credit transfer process

- Different structures and methods to achieve competencies related to:
  - Decision making
  - Ability to work in an interdisciplinary team
  - Leadership and management
  - Knowledge and cognition
  - Communication and interpersonal relations

- Different curricular structures

- Differences in pedagogical terminology
<table>
<thead>
<tr>
<th>Missing subjects</th>
<th>Credits ECTS</th>
<th>Nazareth Course, it contains the missed topic</th>
<th>Nazareth Course Code</th>
<th>US credits</th>
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<tr>
<td>Latin</td>
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<td>Pharmacology course / medical terminology</td>
<td>NSG 209,</td>
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<td>Addictology</td>
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<td>NSG 406, NSG406L</td>
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<td>Basic clinics</td>
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<td>Health Care of Adults</td>
<td>NSG 304, 404, 304 L, 404 L</td>
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<td>Introduction to Sociology</td>
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<td>Clientpsychology I-II</td>
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<td>Introduction to transcultural Health Care</td>
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<td>Foundation of transcultural Nursing</td>
<td>NSG 301, NSG301L</td>
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<td>Nursing informatics</td>
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<td>Nursing Leadership in a Multicultural Society</td>
<td>NSG 433</td>
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<td>Health Care of Children</td>
<td>NSG 341, NSG3431L</td>
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<tr>
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<td>NSG 301, NSG301L</td>
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<td>Oncology</td>
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<td>Health Care of Adults</td>
<td>NSG 404, 404 L</td>
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<td>Neurology</td>
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<td>Health Care of Adults</td>
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<tr>
<td>Nursing in Neurology</td>
<td>2</td>
<td>Health Care of Adults</td>
<td>NSG 304, 304 L</td>
<td>5</td>
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<tr>
<td>Primary Care</td>
<td>2</td>
<td>Community Health Care</td>
<td>NSG 425, 427 L</td>
<td>5</td>
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<tr>
<td>Nursing in Primary Care</td>
<td>3</td>
<td>Community Health care</td>
<td>NSG 425, 427 L</td>
<td>5</td>
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</tbody>
</table>
Some other notes

- Continuous communication
- Institutional cooperation
- Program acceptance at institutional level
- Institutionalisation (credit transfer, courses, administration)
- Integration of incoming students into the host academic and social community
The Transatlantic Nursing Curriculum Project (TCN)

The worldwide nursing shortage has created the need for an innovative program that harnesses the enthusiasm of students wishing to pursue a global education.

We are delighted that the Transatlantic Nursing Curriculum is a project funded by the Fund for the Improvement of Postsecondary Education (FIPSE) in the United States and the European Commission’s Directorate General for Education and Culture (DG EAC) for European Partners.

The overarching goal of this project is to improve higher education in health. The partners in this project are expanding an exciting collaborative initiative between Laurea University of Applied Sciences in Finland, Nazareth College in the United States and Semmelweis University in Hungary. The partners share a common concern for preparing and retaining a well-educated nursing workforce. The expansion will improve higher education and health by preparing nurses with a global perspective to provide culturally competent care through the development of a transatlantic dual-degree program.

Specifically, the major goals of the program are:
1. Prepare a culturally competent international nursing workforce and globalization the