

# **NEWSLETTER NO. 1 (May 2007)**

## **Leonardo da Vinci Programme Project:**

*Professional Nurse  
Developing an English, German, Italian and Spanish Language  
Course for NURSES*



### Contents:

1. The project description
2. Partnership
3. Jury's Special Award of the European Year of Workers' Mobility 2006
4. Partners' meeting in Lodz
5. The project's website [www.pronurse.eu](http://www.pronurse.eu)
6. The analysis of the needs
7. The project's thematic scope
8. The following events

## ***1. The project description***

The main objective of the project „**PROFESSIONAL NURSE - Developing an English, German, Italian and Spanish Language Course for NURSES**” is to develop four language courses (in English, German, Spanish and Italian) for nurses, available on CD-ROM. It is worth noticing that the didactic material will take into consideration the specific needs of the target group. It will enable learning the language on a basic level (A1, A2) by using the method of self-learning and it will cover important practical issues connected with the job of a nurse. The thematic-lexical material of individual modules will be introduced by short video scenes, photos and visual presentations which will make the learning process easier. Moreover, the vocabulary will be presented in specific situations, which will let the students directly associate an action with its name in a given language. Two companions will be attached to the educational package, in which the method of e-learning in learning/teaching will be presented: *Student’s Companion* and *Teacher’s Companion*.

An important element of the project is its website [www.pronurse.eu](http://www.pronurse.eu). On the website there will be published descriptions of health care systems in partner countries, which will result in raising the awareness of similarities and differences between professional environments in individual countries, making it easier for nurses to adapt to the new work environment.

**The project started on 1 November 2006 and its ending is scheduled for 31 October 2008.**

### **The scheduled stages of the project:**

One of the first activities in the project is carrying out the research aiming at analysing the need for professional language courses among the target group. The research results will serve as the basis for creating common guidelines for the content of four language versions of the course: English, German, Italian and Spanish. The aim of the following stage is to plan and develop the course content in a complete language format. As the main way to communicate the language content will be video recordings and visual materials, the parallel stage will concentrate on preparing and developing video sequences, taking photos and recording audio material. Complete language courses, together with videos, photos and audio recordings, will be implemented into the e-learning environment. To ensure the highest possible quality of the final product, the partnership will test the prepared material. It will allow to adjust the final product to the needs, expectations and requirements of nurses. The final result of the project will be 4 language courses on CD-ROM and companions for students and teachers. After finishing the project, the developed courses should become a commonly available tool for learning languages and improving the qualifications of nurses.

## 2. Partnership

The project's coordinator:

The Academy of Humanities and Economics in Lodz  
[www.wshe.lodz.pl](http://www.wshe.lodz.pl)



It is one of the biggest non-state academies in Poland with 25,000 students attending courses at ten faculties, which offer Master degree courses and Bachelor degree courses. AHE employs many eminent scientists, academic teachers and expert-practitioners.

The main AHE activities concentrate on:

- pedagogical activities on Bachelor, Master and postgraduate studies,
- academic research financed from own and external resources (among others: The State Committee for Scientific Research),
- seminary activities (seminars concerning mainly computer science, pedagogy excluding andragogy and contemporary philosophical issues, anthropology of culture and linguistic research studies),
- organising national and international conferences,
- publishing activities (dominant publications are books and academic articles by AHE's employees; there exists an exchange of publications with other universities; publishing own *Academic Booklets*).

AHE offer also studies in nursing:

- at the Bachelor degree for people after secondary-school graduation and working in health care (e.g. midwives, rescuers),
- extramural studies at the Bachelor degree – bridge studies for people having the right to practice the profession of a nurse,
- extramural studies at the Bachelor degree – bridge studies supported by the Internet, for people having the right to practice the profession of a nurse.

Thanks to the Polish Virtual University which is a joint undertaking of AHE and Maria Curie-Skłodowska University in Lublin, the academy has probably the greatest experience in **e-learning** in Poland. We offer supplementary faculties and courses via the Internet. Our task is to support traditional lectures and training courses, as well as to propagate modern teaching methods. We also have access to the newest computer technologies and methodological support for the interested institutions, especially for universities and higher education institutions.

## Partners

### Institute for Creative Proceedings (IPT, Poland)

[www.ipt.pl](http://www.ipt.pl)



IPT is an institution with a few years' experience. Its activities cover training courses, personal and economic consultancy, recruitment, selecting and training personnel, professional agencies and privatisation of companies. Its main activities are team work, social connections, internal communication in a company, quality management. IPT concentrates on training trainers, leaders, future junior and senior managing staff, marketing and management experts. The IPT structure includes also an *Innovative Leader Club* carrying out training courses on creativity and innovation. IPT offers professional and comprehensive training and counselling services. It helps to manage time and human resources, to integrate a team during the period of changes. IPT programmes may be designed as special training sessions for a specific client or sessions preceding changes in case of complex transformations of companies. IPT includes also the Academy of Foreign Languages and National Cultures <http://www.akademia.ipt.pl> which conducts standard courses for nurses. The Institute also has its *Career Office* for young people where they can get consultancy to have greater chances for developing their skills and professional career. *Career Office* concentrates on practical training courses, which is the key aspect for the project, as the Office has many contacts with medical services centres.

### Renoma Medical Centre (Poland)



The centre offers a wide range of professional medical services, full range of tests and examinations, specialist consultancy and treatments. It offers emergency medical care and provides professional medical services on a highest level, including attractive service packages. It offers services concerning prophylaxis and emergency treatment, constantly trying to improve the qualifications of its staff.

RENOMA offers a full range of medical services, including:

- compulsory medical examinations – preliminary, periodic and check-up
- basic medical treatment and specialist consultancy
- emergency medical care
- widely understood prophylaxis
- help in the prophylaxis of numerous diseases, including professional diseases
- thanks to the system the students' absences are minimised
- thanks to the centre's services patients save their time
- the offer of an all-in-one package

It provides its patients with:

- a guarantee of professionalism and respect for ethics,
- carefully selected, professional medical staff,
- an experienced auxiliary medical staff,
- modern diagnostic equipment which guarantee the safety of patients and an adequate standard of all medical treatments.

**Europäisches Bildungswerk für Beruf und Gesellschaft gGmbH (Niemcy)** [www.ebg.de](http://www.ebg.de)

EBG is an independent non-profit association functioning in Brandenburg, Saxony-Anhalt, Thuringia, North Rhine and North Rhine-Westphalia,

Europäisches Bildungswerk für  
Beruf und Gesellschaft gGmbH



Berlin and Rhineland-Palatinate. The present 31 training centres in Germany and other European countries offer an extensive spectrum of training programmes. The technical colleges offer programmes in accordance with national requirements. EBG offers training courses aimed at various target groups, in co-operation with German labour offices. Since 1994 EBG has organised training courses in vocational schools concerning looking after elderly people, medical education, nursing, occupational therapy. EBG employs 350 people who train both adults and young people (students, teachers, managing staff and educational workers).

Qualified trainers, state-of-the-art computer labs and training facilities guarantee efficient and high-quality training programmes.

With the objectives of developing equal opportunities EBG actively takes part in European programmes (ADAPT, NOW, HORIZON, RESIDER, LEADER, LEONARDO DA VINCI, SOCRATES).

**Napier University Edinburgh (UK)**

[www.napier.ac.uk](http://www.napier.ac.uk)



Napier University is the world's biggest institution providing educational services for nurses in Scotland – about 6,000 students of nursing and obstetrics. It offers programmes on various levels up to the title of doctor. It offers numerous postgraduate on-line programmes via WEBCT, including nursing, obstetrics, nursing at a neonatal unit, paediatrics, intensive medical care, management, risk management and research management. During the next two years the university will be developing 30 new training on-line programmes. The university has strong connections with over twenty partners in Europe and it is still looking for new partners for further development.

The university specialises in many fields related to nursing, it employs lecturers speaking fluent English, German, French and Danish. There is a team of linguists working within the university; they work on developing on-line programmes.

## **COOSS Marche Onlus (WŁOCHY)**

[www.cooss.marche.it](http://www.cooss.marche.it)



**Cooss** is a non-profit association, providing the weakest social groups with medical services. It was established in 1979 and at the end of 2004 it was employing over 1600 members of the cooperative. COOSS provides social and health services to the physically and mentally disabled, drug addicts, the underage, immigrants and children. It directly manages many structures, centres of daily care, hostels for different groups of people. Since 1993 there have functioned the internal Research and Training Department, within which there is a team conducting social research and professional training courses for the employed and the unemployed. The Research and Training Department has experience in managing European projects co-funded by different European countries. EC DGs within 4° i 5° programme of research on innovative technologies, Leonardo da Vinci Programme, Socrates Programme, the programme of public health care, Daphne Programme, the programme of social exclusion and of initiatives co-financed by ESF.

## **Formación y Asesores en Selección y Empleo S.L (SPAIN)**

[www.fase.net](http://www.fase.net)



**FASE** is a private training and counselling centre conducting training courses for some official institutions in Spain, such as the Employment Institute or Local Government. FASE team consists of 15 members, it is often extended with a circle of specialists, according to the need for training courses. FASE has an officially recognised certificate ISO 9002 connected with training courses.

### Key activities:

- the centre of constant and vocational training,
- developing teaching methods with the use of multimedia and e-learning, remote teaching courses in Spanish and English,
- Internet applications for training courses and company management,
- E-LEARNING: Aula Optima is a virtual class of FASE; a comprehensive e-learning and remote teaching environment [www.aulaoptima.org](http://www.aulaoptima.org),
- showing different ways of communication between students and teachers and between students (via e-mails, chatrooms, audio-video conferences),
- offering hundreds of training courses in different fields; it is easy to update the content and the system; it can adjust and develop custom-made courses,
- SOCIAL WORK: thanks to the cooperating units FASE is involved in projects connected with physically, mentally and socially disabled people.

## **Hafelekar Unternehmensberatung Schober GmbH, (AUSTRIA)**

[www.hafelaker.at](http://www.hafelaker.at)

**Hafelakar** (AUSTRIA) was founded in March 2001 and it specialises in the following branches of business:

the development of organisations and workers, process management and training, research (qualitative and quantitative), evaluation, project management, consultancy and work in the UE projects. Hafelakar has experience in developing projects and implementing instruments connected with professional consultancy, constant training and both formal and informal education. Moreover, Hafelakar knows the professional market very well. At the moment it is working on two projects financed from Leonardo da Vinci Programme: TALAS e- and m-learning in tourism; the aim of this project is to develop a flexible solution for further education, concerning e-learning. The institution is responsible for didactic and pedagogical aspect and for the dissemination. The other project is ANUBIS – e-learning in mortuary services. It is a wide course using tele-learning, aimed at the workers of funeral parlours. The institution is responsible for determining the need for education, didactic and pedagogical aspects and for the dissemination. Hafelakar has a large experience in teaching people who are not able to use traditional educational models. Within the project h.app.in.e.ss (holistic approach to inventing European staff solutions), holistic modular programmes have been developed. In particular, an overall method covering skills and competences has been developed. Thanks to using it, the participants were provided with the base for their individual education path.



## **TEMPO TRAINING & CONSULTING (Czech Republic)**

[www.tempocz.cz](http://www.tempocz.cz)

TEMPO was founded in 1996 as a TRAINING CENTRE and then it started participating in the UE programmes. In 2004, when the Czech Republic joined the European Union, the centre started providing consultancy services for the sector of small and medium enterprises within the structural funds.



### *Educational, research and consultancy services:*

Training programmes for improving skills in management, marketing and enterprise. Professional training courses for directors, entrepreneurs, trainers, disabled people, the unemployed, women in a difficult situation, immigrants; language courses, computer trainings for individuals and people professionally connected with computer software; consultancy services for local small and medium enterprises and projects prepared especially for them.

### *Other activities:*

Designing networks, programming, working in networks, designing data bases, e-learning, education research and carrying out the EU projects within the EU programmes, such as Leonardo da Vinci, Socrates, Phare, 6. FP, Culture 2000. TEMPO will concentrate on the fast developing field of computer software and system consulting.

### 3. Jury's Special Award of the European Year of Workers' Mobility 2006

The year 2006 was announced by the European Commission the European Year of Workers' Mobility. 58 projects entered the competition and out of them the international Jury chose 10 best European initiatives supporting workers' mobility.



It is our pleasure to inform that the project's idea was highly estimated by the competition organisers and the project was awarded the Jury's Special Award for the most promising initiative supporting workers' mobility.

The award was given by Vladimir Spidla – the European Commissioner for Employment, Social Affairs and Equal Opportunities, during the international conference in Roubaix, France, which took place on 11 December 2006. Also during this conference the project was presented; the presentation was met with great interest among the audience.



### 4. Partners' meeting in Lodz (14-15 December 2006)

The first partners' meeting was held in December 2006 at the seat of the Academy of Humanities and Economics in Lodz. Its purpose was to discuss the schedule of individual tasks of the project, with special regard to the next six month.

The partners had a chance to get to know the scheduled tasks of the project, give their comments and, what is equally important, meet one another.

## **5. The project's website [www.pronurse.eu](http://www.pronurse.eu)**

The official project's website was launched in January and its address is [www.pronurse.eu](http://www.pronurse.eu) (pronurse is short for the project's title – Professional Nurse).

The Internet website is a very important element of the project. Ultimately, it will contain not only the information on the project but also a number of practical information for nurses, concerning health care systems in individual partner countries, all requirements connected with taking up job there and other issues concerning nursing.

## **6. The analysis of the needs**

One of the first outcomes of the project are the results of the research<sup>1</sup> carried out in seven EU countries: Great Britain, Austria, Germany, Czech Republic, Spain, Italy and Poland. The aim of the research was to analyse the nurses' needs concerning professional language courses. The survey was carried out at the same time in all partner countries in February 2007. The research covered 390 people working as nurses.

### **The social-demographic profile of the surveyed group**

Most of the respondents were women (85,4 % of all respondents), which confirms the generally available knowledge on the feminisation of this professional environment. One third of the respondents were young people (33,8% of all respondents were people aged 21-30). To compare, only 6,2% of all respondents were over 50. Obviously, it results from the specificity of the research. The sample was not randomly chosen, which definitely influenced the social-demographic characteristic. From the point of view of the survey objective, it is of no great significance.

As to education, 55% of respondents had vocational education and people with higher education (Master or Bachelor) amounted to 29,5% of respondents. At the same time, most respondents (66,8%) described themselves as people who are still obtaining professional knowledge (they are still learning, they have just started working in the profession which makes them still gaining professional skills or they have some professional experience but their knowledge is not enough and they have to improve their qualifications).

There was also a question on the respondents' workplace. The greatest percentage of the surveyed nurses (42,5%) work in hospitals, 10% of them work in clinics and 9% of respondents work in schools. Over 15% of respondents chose the answer "others". This category covered, among others, medical centres, common health centres, ambulance service, private clinics and work at patients' homes.

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<sup>1</sup> This text is prepared by editor. The full version of the report prepared by mgr Joanna Damińska is published on the project's Internet website [www.pronurse.eu](http://www.pronurse.eu).

### **The research report coverage**

It is extremely important and worth emphasising that the knowledge of a foreign language in the profession is important or very important according to over 70% of nurses. **However, at the same time, over 57% of respondents does not know any foreign languages or know a foreign language poorly.** The respondents were also asked which foreign language they would like to learn. Most popular among the surveyed nurses was English. Over 61% of respondents said they would like to learn this language. Then there were Spanish, Italian and German, chosen by 16,2%, 12,1% and 6,5% of respondents respectively. The relatively low position of German may be surprising but when we consider the fact that some of the respondents were from Germany and Austria where German is the official language, it is easier to understand the result.

The presented data explicitly show that there is a great need for introducing professional language courses into the education of nurses. The assumption of the project “Professional language courses for nurses” is to prepare on-line language courses and that is why the partners decided to check whether the target group have the competences needed to use this form of education (the ability to use the computer and the Internet) and whether they will be satisfied with it.

As the results show, 44,6% of respondents described their computer skills as average and 27,7% of respondents as good. 20,5% of respondents admitted that their computer skills are poor and 6,9% of the respondents said that they cannot use the computer.

When it comes to the frequency of using the Internet, the greatest percentage of respondents (33,4%) use it every day. 20,5% of respondents use the Internet twice a week and 16,7% of nurses - once a week. Quite a big percentage of the respondents are people using the Internet occasionally – 25,1% (4,6% of them use it twice a months, 3,1% - once a month and 17,4% - less than once a month).

The respondents were asked to say whether they have ever taken part in on-line language courses, whether they can take part in such course and what, in their opinion, can its advantages be.

As to taking part in a remote language course, the number of people who have taken part in it (53,9%) is close to the number of people who have never used this form of learning (45% of respondents). When asked about the possible advantages of taking part in an on-line course, the nurses chose: adjusting the pace of learning to one’s own needs and possibilities – 35,7% of the respondents, gaining more computer and Internet skills – 24,6%, lower costs of learning in comparison to traditional methods – 24,1% and the possibility of establishing contacts useful at work – 12,7% of respondents.

Then the respondents were asked about possible inconveniences connected with participating in an on-line course. Almost three quarters of the surveyed nurses cannot see any inconveniences connected with participating in such course. However, 12% of respondents think that there are some inconveniences making it difficult to participate in an Internet foreign language course and these were: not owning the computer, too slow Internet connection (low capacity), the lack of Internet, the lack of time, the lack of direct contact with a teacher, a lot of exercises to do on one’s own (a lot of learning at home), and dyslexia which makes it definitely more difficult to learn a foreign language on one’s own.

To sum it up, on the basis of the presented data we can say that the surveyed environment of nurses feel the need of participating in a professional language courses and that they believe knowing a foreign language to be important in their job. The respondents are also open for the proposed by the project’s group form of an on-line course and they see numerous advantages

of such course, e.g. adjusting the pace of learning to one's own needs and possibilities, gaining more computer and Internet skills or the lower costs of learning in comparison to traditional methods.

## ***7. The project's thematic framework***

Basing on the results of the research surveying needs and consulting the representatives of nurses, we have prepared a draft of the project's thematic framework. It is the starting point for developing the detailed thematic framework.

The draft of the project's thematic framework (prepared by Agata Wojcierowska)

### **1. The rudiments of anatomy**

- parts of the body (e.g. head, hand, toe),
- internal organs (e.g. kidney, lung, vein).

### **2. Medical terminology:**

- symptoms (e.g. stomach ache, dyspnoea, dizziness)
- disease entities (e.g. a cold, a heart attack, bedsore)

### **3. Medical equipment used in:**

- diagnostics (e.g. thermometer – measuring body temperature, vacuum test tubes – blood sampling for laboratory tests, an X-Ray machine – an X-ray photo)
- medical treatments (e.g. a syringe – intramuscular injection, transfusion machine – a drip, ampoule-syringe – subcutaneous injection).

### **4. Care over lying patients:**

- care equipment (e.g. a bed, a bedpan, incontinence sheet),
- care activities (e.g. washing the patients, changing the sheets, helping with eating)

### **5. Communication within a therapeutic team:**

- conversations: nurse – nurse  
nurse – doctor  
nurse – ward nurse  
nurse – auxiliary staff (= an orderly)

### **6. Communication with patients:**

- patient's visit in a medical centre,
- patient's visit in a hospital,
- home visit.

## ***8. The following events***

The next stage of the project will be to develop four separate language syllabuses for individual languages and then to develop four language courses on levels A1 – A2, according to CEF (Common European Framework). The sketch of the thematic scope mentioned above will be the lexical basis for the courses.

The authors of individual courses will be:

- the English course - : Katarzyna Blachowska, Aneta Burska, (add your authors)
- the Spanish course - Monika Łomnicka, (add your authors)
- the German course - Sebastian Kośliński, Sebastian Ostalak, (add your authors)
- the Italian course - Renata Guzik, Mirosława Magajewska. (add your authors)

The details on this stage of the project will be discussed during the next partners' meeting which will take place on 7-8 June 2007 in Edinburgh.

**Everyone interested in the project are invited to send their comments and questions to:**  
**(your e-mail address)**



Edukacja i kultura

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**Leonardo da Vinci**