



NurSus

NurSusTOOLKIT: A Teaching and Learning
Resource for Sustainability in Nursing

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THE EXPERT SURVEY - AN UPDATE ON NURSUS ACTIVITY 2



STUDENT ENGAGEMENT IN THE NURSUS TOOLKIT PROJECT



STUDENT NURSES SURVEY AT PLYMOUTH



**FIVE QUESTIONS - FIVE ANSWERS FROM DR. MAUD
HUYNEN**



SUMMER SCHOOL AT UNIVERSITY ESSLINGEN



FURTHER INFORMATION

**SUSTAINABILITY
WITH
PLYMOUTH
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The Expert Survey

An Update on NurSus Activity 2 by Dr. Maud Huynen (Maastricht)

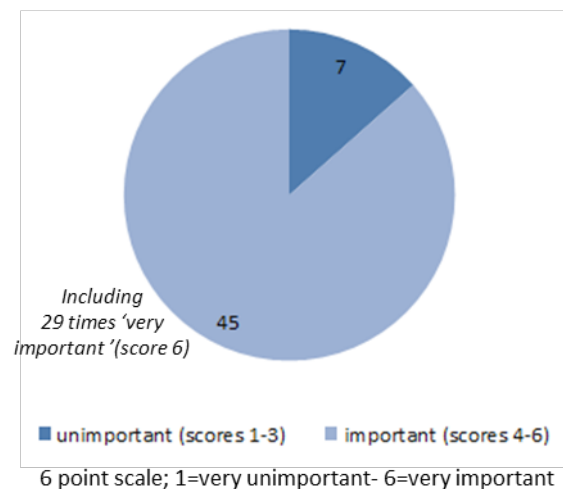
ACTIVITY 2

As part of Activity 2, we conducted an expert Delphi-survey in two rounds: April/May 2015 and July/August 2015. The Delphi approach is a method for structuring a group communication process for soliciting expert opinion, using two or more (survey-) rounds; each follow-up round builds on the results of the previous one. The main aim of the NurSus Delphi-study is to sense the experts' opinion about the most important sustainability knowledge, skills and competence to be included/achieved in nurse education. A total of 52 experts from different European regions and from diverse backgrounds participated in the first round. Some of the key outcomes of the first round questionnaire are presented in this newsletter.

The NurSus project defines sustainability as: 'Designing and delivering health care that meets today's health and health care needs of individuals and populations without compromising the ability of future generations to meet their own health and health care needs; this requires the provision of health care that recognizes and respects the dependence of our health on the earth's ecosystems, without resulting in unfair or disproportional impacts within society'. Based on this definition respondents were asked on a scale from 1 to 6 (1 = very unimportant, 6 = very important) how important they believed it is to integrate

sustainability-related education into the nursing curriculum. The average score of the expert panel was 5.

Based on the definition above, how important do you believe it is to integrate sustainability related education into the nursing curriculum?



Perceived importance of integrating sustainability into the nursing curriculum

As part of the survey, the experts indicated their view on the most important sustainability-related knowledge, skills and competences to be included in nurse education.

The Expert Survey

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Some examples of important items include:

- **Sustainability-related knowledge:** e.g. broader concepts of health (including ecological public health and social determinants of health); the various impacts of nursing activities on the environment; strategies for reducing these impacts; the dependence of human health ecological systems; environmental health; and the health co-benefits of living sustainably.
- **Sustainability-related skills:** e.g. to integrate sustainability considerations into daily nursing practice; to explain the interrelationships between sustainability and health; and to discuss how the duty of a healthcare practitioner to protect and promote health is shaped by the dependence of human health on the environment.
- **Sustainability-related cognitive and functional competence:** e.g. the ability to show ownership, responsibility and capability to justify professional decisions (in view of sustainability); ability to use the knowledge and skills needed to contribute to improving the sustainability of health systems; and ability to identify potential

synergies between policies and practices that promote environmental sustainability and those that promote health.

- **Sustainability-related personal and ethical competences:** e.g. to be motivated to contribute to the sustainability of the nursing profession; to show responsibility and willingness to change (in view of sustainability); and to be self-sufficient and resilient in own professional development.

46 out of the 52 experts thought that there is an interest in the NurSus toolkit.

NEXT STEPS

The second round questionnaire was closed on August 13th, with a response rate of about 80% compared to the first round. The results are currently being analyzed and prepared for publication in a project report and scientific paper. The Delphi survey outcomes will feed into the formulation of the NurSus Sustainability Literacy and Competence (SLC) framework and, subsequently, the development of relevant education materials for the NurSus toolkit.

Student Engagement in the NurSus TOOLKIT project

The aim of the NurSusTOOLKIT project is to enhance the availability/relevance of a sound learning offer in Sustainability Literacy and Competency (SLC) in nurse education by developing innovative teaching and learning approaches and materials. As the end users, student nurses have a significant role to play in the development of the materials. The NurSus project team felt that to ensure the materials were both appropriate for use and relevant to current practice a student advisor group should be central to the project.

RAISING AWARENESS VIA TWITTER

To raise awareness of the potential role nurses could play, a twitter chat encouraged students to share ideas. Qualified nurses and student nurses were asked 'should topics about sustainability and climate change be included in the nursing curriculum?' The Twitter Chat took place on 24th March 2015. There were 119 contributors, providing 969 tweets with a potential total reach of 3,303,393 nurses.

The first topic was the importance of sustainability. The participants were clear that sustainability as well as climate change are important issues because of their impact on generations to come. Sustainability is not only about the environment, but also about social justice and protecting the vulnerable. The discussion then tackled broader issues about how to teach sustainability. Specific

considerations were given to waste and resources, and a great enthusiasm regarding explicit sustainability education was tangible. With enough support it should be possible for nurse educators to develop teaching modules that raise the awareness of socio-political issues as well as political and economical effects. Students would then understand the need for behaviour change and act accordingly, while being role models for others.

See more details of the issues raised in the chat at:

<http://nursus.eu/sustainability-nurse-education-twitter-chat-2015/>



Twitter Cloud showing the most frequently mentioned terms during the chat

Student Engagement in the NurSus TOOLKIT project

FORMING OF STUDENT ADVISORY GROUPS

After the Twitter Chat student advisory groups were created in the three nursing schools at the universities of Plymouth, Jaen and Esslingen. We invited students who showed an interest in becoming a student advisor to send the NurSus team 250 words describing why they felt sustainability was important in nurse education. Details of student advisors can be found at: <http://nursus.eu/about-us/>

The first event for the student advisors was participation in a focus group. Ten UK students, 8 German students and 8 Spanish took part in the focus groups representing all fields of nursing: Mental Health, Adult, Child, Midwifery, Management and Education. The sample included each year of the nursing and midwifery degrees and post registration students.



Spanish students discuss the items with their tutor



UK students discuss the items in the questionnaire

The sessions started with introductions and students were asked to sign consent forms to allow us to record the session and take photographs. This was followed by an introduction to the session the NurSus project in general. The students then filled in a questionnaire that forms part of a Delphi study which had also been given to a wide range of experts in Education for Sustainable Development (ESD) and academics across Europe. The Delphi study intends to identify and priorities sustainability topics for inclusion into nursing and healthcare education. The students were given about 45 minutes to complete the Delphi questionnaire which asked for items about the importance of education for sustainable development to be ranked from 'Not important to Very important'.

Once the student advisors had filled in the questionnaire they discussed each section. The questionnaire prompted wide ranging discussion in the four sections: knowledge, skills, competencies and ethics. The students felt they needed better knowledge of current evidence about climate change and sustain-

Student Engagement in the NurSus TOOLKIT project & Student Nurses Survey Plymouth

ability and the methods by which resources could be managed more effectively. With this knowledge they might be in a position to challenge poor sustainability practice. However developing competencies in how and when to challenge was required if their interventions were to be effective.

Fundamentally they felt it was important to keep their own ethical position by maintaining their health and understanding the determinants of mental and physical well-being. This sustainability focus would enable them to become nurses who were able to be resilient to potential changes required in a health service that has to deliver high quality care with reduced resources.



German students fill in the questionnaire



Students at the Nurses Survey Plymouth

STUDENT NURSES SURVEY AT PLYMOUTH

A survey completed by the NurSus team and other collaborators to examine student nurses attitudes towards sustainability and the inclusion of sustainability topics in nursing education was presented at a recent conference at Plymouth University: Student Nurses' Attitudes towards including Sustainability in Curricula. The full results of the survey have been written up as a paper for submission to a nursing journal. The survey provides interesting comparisons of first year students nurses attitudes in schools of nursing across four European countries.

Five Questions – Five Answers

from Dr. Maud Huynen (Maastricht)



Dr. Maud Huynen from University
Maastricht

1. WHAT TOPICS DO YOU USUALLY TEACH?

I coordinate and teach our introduction courses Sustainable Development at both the master and bachelor level, including topics related to, for example, planetary boundaries, ecosystem services, environmental/ecological economics, and climate change science/policy. Additionally, I'm also involved in teaching global environmental law, scenario methodology and global health.

2. WHAT SPECIFIC EXPERTISE DO YOU BRING TO THE NURSUS PROJECT?

I'm not a nurse, but I have a MSc. in Environmental Health, a PhD in Global Health, and

experience teaching sustainable development and researching its link with human health. Hence, I think my expertise nicely complements the knowledge and experience of my NurSus colleagues. Within the project I'm leading activity 2 (e.g. assessing expert opinions regarding the most important sustainability knowledge/skills/competences to be included in nurse education) and activity 3 (e.g. developing the Sustainability Literacy and Competences framework).

3. WHAT DO YOU ENJOY MOST ABOUT BEING A MEMBER OF THE NURSUS PROJECT?

The project nicely combines my interests in health, sustainable development and teaching, but also enables me to learn new things related to nurse education and the nursing profession. I am convinced that sustainability is an important topic for nurses, as they are important actors in the sustainability transition in the health care sector. However, I also fully recognize the challenge of integrating sustainability into nurse education with so many competing curriculum demands. But I'm more than happy to take up this challenge within the project. Additionally, I really enjoy working with my NurSus colleagues; we do make a very committed and fun team!!!

Five Questions - Five Answers (continued)

+ Summer School Esslingen

4. WHAT DO YOU DO YOURSELF TO BE MORE SUSTAINABLE?

Always a difficult question, as you can always do more....But perhaps all the little things do add up. For example, I try to commute less, fly less, buy second hand things from time to time (e.g. furniture, clothes, bathroom tiles), keep watering my garden to a minimum, recycle etc. However, on top of my current wish-list: solar panels.....

5. WHAT IS YOUR SUSTAINABILITY TIP?

Teach your students! Every year, after teaching my bachelor level course on sustainable development, several students tell me that the course was a life-changing learning experience, as it made them aware of the global (un)sustainability problems that we urgently need to address. Teaching sustainability can be so rewarding!!!!

Keep checking www.nursus.eu for up and coming events and further project information!



Students at Esslingen Summer School

SUMMER SCHOOL HEALTH PROMOTION AT UNIVERSITY ESSLINGEN

This year's 13th International Summer School Health Promotion was held at the University of Esslingen from the 15th until 20th of June. The theme of the Summer School was 'Diversity, Inequalities and Equity in Health Promotion'. Students and lecturers from the Netherlands, Poland, Belgium, Germany and Spain took part in this 4-day event. Dr Norma Huss, Professor of Nursing Science, Christa-Maria Barron, Sandra Heiligmann and Andreas Küpper, students of the Bachelor of Arts in Nurse Education Degree Programme at Esslingen University gave a presentation on environmental, economic, social and ethical aspects of sustainability before delivering a sustainability workshop to the participants at the Summer School. The feedback was very positive. The participants commented on the necessity for awareness and the relevance of sustainability at different levels when providing health care.

Further Information

Stay updated and follow us



FACEBOOK GROUPS AND BLOG SOON TO BE LAUNCHED

To guarantee a lively discussion on all sustainability matters, University Esslingen is currently preparing the launch of several Facebook groups as well as a blog. Each University plans to have their own Facebook page for topics and discussions. Students will also be able to share information and network on a common platform via Facebook. So information, dates and activities could be shared between the different student panels Europe-wide.

The Esslingen Student Panel will also set up a blog and share information about their activities, discussions and other things of interest on behalf of the student activities for NurSus.

More information and the relevant website addresses can be found in Newsletter issue 4 (March 2016).

For details on the Interim Reports please visit <http://nursus.eu/reports-and-publications/>

NEWS FROM UNIVERSITY JAÉN

- On 8th July 2015 Gema Parra Anguita from University Jaén performed an Erasmus+ teaching assignment at UNIVERSITY OF SCIENCE AND TECHNOLOGY IN BYDGOSZCZ (Poland) where the NURSUS Project was presented. The Vice-Dean For Science (Dr. Tadeusz Barcza), several researchers and postdoctoral students attended the lecture.
- Regarding Activity 4 (the testing of the NurSus teaching materials) „application profiles” from the COdA tool were made to assess educational materials by different users, teachers, students and professional nurses before being sent to survey’s author for her approval.
- University Jaén submitted a paper titled „NurSus TOOLKIT: A Teaching and Learning Resource for Sustainability in Nursing” to the Journal Egitanía Science. The paper was derived from an invited lecture presented in Guarda (Portugal) by M^a Luisa Grande Gascón, at “VIII Jornadas sobre Tecnología e Saúde” (April 17th 2015). This is a description and summary of the project.