

# TNS-FICHE

## ESF-Flanders

<b>Name of institution:</b>	KHLeuven
<b>Type of institution</b> (click the right answer):	<input type="checkbox"/> Public <input type="checkbox"/> Private <input checked="" type="checkbox"/> Institutional training providers <input type="checkbox"/> Other (please specify).....
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<b>Stage of implementation:</b> (click the right answer):	<input checked="" type="checkbox"/> Preliminary project Idea (projects in preparation phase without grant awarded) <input type="checkbox"/> Project under implementation
<b>Title of the Project:</b>	Health care institutes as attractive employer for nurses
<b>Approximate budget of the project:</b>	2 years – 2 institutes (KHLeuven en KHLim) with Both a 50% employment – 130.000 € loans A project leader – 15% over the 2 years: 20.000 € Other costs: 40.000 €
<b>Budget for transnational activities:</b>	Cooperation with both the Netherlands (Hanze Hogeschool Groningen?) and Laurea (Finland)
<b>Duration of the project – starting date (in months):</b>	From September 2012 till August 2014
<b>Duration of the transnational activities within the project – starting date:</b>	From November 2012 – May 2013
Thematic scope of the project (click the right answer – <b>maximum 2</b> ):	<input type="checkbox"/> <b><u>Access to the labour market/employment and social inclusion, e.g.:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pathways to integration and reintegration of disadvantaged groups</li> <li><input type="checkbox"/> Fighting discrimination when entering the labour market</li> <li><input type="checkbox"/> Progress in promoting acceptance of diversity in the workplace</li> <li><input checked="" type="checkbox"/> Customised programs for specific targeted groups</li> <li><input checked="" type="checkbox"/> Stimulating and acknowledgment of working skills</li> <li><input type="checkbox"/> A better flow from social economy towards the regular labour market</li> </ul> <input checked="" type="checkbox"/> <b><u>Workers and new skills within the context of a “New Economic Environment” and social economy, e.g.:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing systems &amp; strategies for lifelong learning within organisations and services for enterprises</li> <li><input checked="" type="checkbox"/> Training &amp; services for workers to increase their adaptability</li> <li><input checked="" type="checkbox"/> Strengthen an HR-competency policy in enterprises</li> </ul> <input checked="" type="checkbox"/> <b><u>Business undergoing changes, e.g.:</u></b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Support labour organisations to adjust to rapidly changing economic &amp; organisation standards</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> “Corporate Social Responsibility”</li> <li>X Social economy</li>   <li><input type="checkbox"/> <b><u>Education and training, e.g:</u></b> <ul style="list-style-type: none"> <li>X Increasing the participation in education and training at all time in one’s life</li> <li>X Increase the transition from school towards work/labour market</li> <li>X Facilitate the access to education for 45+</li> </ul> </li>   <li><b><u>X Women and job, e.g:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures to gain better access to jobs and achieve a more sustainable labour market participation</li> <li>X Measures to decrease the gender gap &amp; have more women in the labour market</li> <li>X Actions to improve the balance private-working life</li> </ul> </li>   <li><input type="checkbox"/> <b><u>Fighting inactivity and discrimination at high age, e.g:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures for more and easy access to employability</li> <li><input type="checkbox"/> Measures to keep elderly people working</li> </ul> </li>   <li><b><u>X Stimulating entrepreneurship for target groups, e.g :</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures to increase the participation of migrants/ethnic minorities in the labour market and to stimulate social integration</li> <li>X Innovative actions</li> </ul> </li>   <li><input type="checkbox"/> <b><u>Innovative actions</u></b></li>   <li><input type="checkbox"/> <b><u>Other themes</u></b> (please specify)</li>   <li>.....</li> <li>.....</li> <li>.....</li> <li>.....</li> </ul>
<p><b>Target group for transnational cooperation</b> (click the right answer):</p> <p><i>(ONLY final beneficiaries, NO stakeholders)</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Long term Unemployed</li> <li><input type="checkbox"/> Persons not actively at work – e.g. Young people under 25 years old (Incl. school or high school/university)</li> <li>X Employed <ul style="list-style-type: none"> <li><input type="checkbox"/> self Employed</li> <li>x Elderly persons (+ 50)</li> <li><input type="checkbox"/> Specific target groups: <ul style="list-style-type: none"> <li>o Disadvantaged groups (Ethnic / national minorities)</li> <li>o Immigrants</li> <li>o Ex-offenders</li> </ul> </li> </ul> </li> <li>X Women <ul style="list-style-type: none"> <li>o Persons with mental or physical disabilities</li> </ul> </li> <li>X Employees in Social enterprises</li> </ul>

## **Brief description of the Transnational cooperation:**

### **1. Problems to be solved** (justify the need of the transnational cooperation)

Health Care institutes in Flanders face serious problems keeping their nursing staff and attracting new nurses on the labour market. Barriers to employment remain despite the nursing shortage.

Many nurses have disabilities including mobility limitations and work –related injuries (f.e. back pain from lifting patients, allergic reactions through exposure to latex).

Previous research showed that disability or illness is one of the main reasons not to continue working (at full capacity) in nursing. Knowledgeable nurses with years of experience are lost despite their wish to continue practice. Given the nursing shortage this is a problem. Therefore, we should explore complementary or alternative job functions for nurses. For example, nurses with mobility limitations could be successful mentors/coaches for nursing students.

To date, nursing students learn in day-to-day practice by relative short nursing internships. Hence, the educational efforts are not capable of achieving the targets in practice skills, that the work field expects.

Numerous countries around the world have implemented other internship programs, aiming at improving students' practice skills. A particular example of the latter is one-on-one fellowship. One can assume that students who co-work with an experienced nurse could improve their professional skills.

The effects of such structured education in day-to-day practice, however, have not been scrutinized yet.

Therefore, we (i) plan to investigate how health care organizations around the world recruit and keep (disabled) nurses in the work field by specifying employment adds/alternative employment and (ii) we plan to evaluate whether nursing students who co-work with an experienced nurse could improve their professional skills. Despite large scaled campaigns – both at the public and private level – the problem worsens continuously.

### **2. Objectives to be achieved**

- Research on key indicators for an attractive work environment for nurses
- Evaluation of the current pilot study that is conducted in the framework of OOF LZC
- Defining the gaps between current and optimal status of health care institutes as employers (this will be done at the level of 2 institutes: UZ Gasthuisberg and ZOL)
- Development of an action plan to close the above mentioned gap
- Pilot test of the action

### **3. Main transnational activities** (as provisionally planned, to be confirmed with partners)

Preparatory business visit in Finland

Trainees in Finland and Groningen whereby 2 active nurses from both UZ Gasthuisberg and ZOL, 2 students from KHLim and KHLeuven and 2 teachers from KHLim and KHLeuven do a trainee in respectively a Dutch and a Finish health care institute to experience differences.

### **4. Planned outputs, deliverables, results of TNC; expected outcomes (effects)**

- Article in Nursing
- Bachelor theses in Nursing
- Project conference
- Integration of the insights within the education programme for bachelor in nursing

### **5. Useful and additional remarks:**

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