“Nursing Education developments in Italy in light of the increased EU mobility of health care professionals: emerging challenges and issues”

Bulgaria, Varna, 18 February 2016
Alvisa Palese, University of Udine, Italy

<table>
<thead>
<tr>
<th>Minister of Health, Director of Human Resources, Rome (Italy)</th>
<th>National Conference of Health-Care Professionals Bachelors Degree and Advanced Education, Rome (Italy)</th>
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<tbody>
<tr>
<td>General Director Dr. Rossana Ugenti</td>
<td>President Prof. Luisa Saiani</td>
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Agenda

1) Nursing scope of practice and advancements in skills
   *Facts and figures*

2) Increasing outgoing nursing mobility in Italy as a new phenomenon
   *Since when and why?*

3) Factors affecting the decision to migrate among new graduates at the moment of graduation:
   *What are the reasons?*

4) Strategies that have been enacted to deal with the increased complexity in the nursing workforce
   *What are the strategies at the macro, meso and micro levels?*
1) Nursing scope of practice and advancements in skills *Facts and figures* (1)

- **20 Regions**
  - 61,482,297 Population

**Age structure**
- 0-14 years: 13.5%
- 15-64 years: 66.3%
- 65 years and over: 20.2%
  - (Germany 17.7, Greece 17.4, Sweden 17.2)

**Median age**
- 45.3 years (2013 est.)

**Net migration rate**
- 4.47 migrant(s)/1,000 population (2013 est.)

**Life expectancy at birth**
- 81.95 years

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**Hospital bed density**
- 3.6 beds/1,000 population (2009)

**Health-care needs**
- Increasing needs from individuals affected by chronic conditions

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Eurostat 2010
1) Nursing scope of practice and advancements in skills Facts and figures (2)

Nursing education has been established at the university level since the early 90s

- Legislative Decree 502/1992
- Ministerial Decree 739/94 e 70/97
- Italian Law 42/99
- Italian Law 509/99
- Ministerial Decree 270/04
- Italian Law 43/06

Currently:
230 Bachelor Nursing Science Degrees
Duration: 3 and ½ years
>15,000 nursing students enrolled/year
≈ 35% : Academic failure
1) Nursing scope of practice and advancements in skills *Facts and figures* (3)
1) Nursing scope of practice and advancements in skills *Facts and figures* (4)
1) Nursing scope of practice and advancements in skills

Facts and figures (5)
1) Nursing scope of practice and advancements in skills *Facts and figures (6)*

![Diagram showing Practicing doctors per 1000 population (2011) and Practicing nurses per 1000 population (2011) for various countries.](image)

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*Joint Action Health Workforce Planning and Forecasting*

*Funded by the Health Programme of the European Union*
1) Increasing outgoing nursing mobility in Italy as a new phenomenon: since when and why (1)

**Economical Constrains**

1) NHS nursing positions has been frozen or reduced, and due to retirement policies revisions, likelihood of retirement have diminished therefore reducing the opportunity for new graduates to be employed (EFN 2012)

2) The above-mentioned factors have increased nurse unemployment ratios which have become one of the most important issues in several countries such as Italy, resulting from an unbalance interaction between demand and supply of nurses (ICHRN 2011; Vaughan-Whitehead 2012)

Employment ratio: 65% after 1 year of graduation (Almalaurea, 2015)
1) Increasing outgoing nursing mobility in Italy as a new phenomenon: *since when and why* (2)

**Italy was a *Receiving country***

Until 2008/2009 = Nursing shortages
International recruitment (≈ 30,000 nurses from Eastern/Central Europe)

**Italy is now a *Donor country***

Around 2,000 newly RNs have left Italy in the last 2 years
3) Factors affecting the decision to migrate among new graduates at the moment of graduation (1)  
*What are the reasons?*

a. Factors affecting the decision to leave Italy: target sample of nursing students at the moment of their graduation  
b. Ethical implications in leaving the country: target sample of those RNs already migrated

*Aiming at identifying policies to better prepare a European workforce, but also to create new opportunities for those nurses who desire to remain in Italy*
3) Factors affecting the decision to migrate among new graduates at the moment of graduation (2)

*What are the reasons?*

<table>
<thead>
<tr>
<th>Factors/items</th>
<th>I will search for a nursing job in Italy (=1500)</th>
<th>I will search for a nursing job abroad (=575)</th>
<th>p-value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being professionally satisfied</td>
<td>7.22 (7.01-7.43)</td>
<td>8.69 (8.42-8.96)</td>
<td>0.000</td>
</tr>
<tr>
<td>Being satisfied after 3 hard years of nursing education</td>
<td>7.55 (7.34-7.76)</td>
<td>8.25 (7.90-8.59)</td>
<td>0.005</td>
</tr>
<tr>
<td><strong>Applying knowledge acquired in nursing education</strong></td>
<td>7.43 (7.24-7.62)</td>
<td>8.12 (7.79-8.46)</td>
<td><strong>0.000</strong></td>
</tr>
<tr>
<td>Being recognised in the competences</td>
<td>7.12 (6.91-7.34)</td>
<td>8.47 (8.12-8.82)</td>
<td>0.000</td>
</tr>
<tr>
<td><strong>Growing as a person</strong></td>
<td>6.74 (6.52-6.96)</td>
<td>8.98 (9.72-9.24)</td>
<td><strong>0.000</strong></td>
</tr>
<tr>
<td><strong>Growing as a nurse</strong></td>
<td>6.51 (6.29-6.74)</td>
<td>8.71 (8.43-8.99)</td>
<td><strong>0.000</strong></td>
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<tr>
<td>Receiving a satisfying salary</td>
<td>6.38 (6.14-6.61)</td>
<td>7.60 (7.21-7.99)</td>
<td>0.000</td>
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<tr>
<td><strong>Health professionals relationship based on mutual respect</strong></td>
<td>7.00 (6.76-7.24)</td>
<td>8.39 (8.05-8.73)</td>
<td><strong>0.000</strong></td>
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<td>Growth country</td>
<td>6.00 (5.74-6.27)</td>
<td>7.86 (7.47-8.25)</td>
<td>0.000</td>
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<tr>
<td>Economically strong</td>
<td>5.49 (5.23-5.75)</td>
<td>7.06 (6.59-7.52)</td>
<td>0.000</td>
</tr>
<tr>
<td><strong>Finding a job as a nurse is possible</strong></td>
<td>5.49 (5.25-5.70)</td>
<td>7.13 (6.70-7.56)</td>
<td><strong>0.000</strong></td>
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<tr>
<td><strong>Working with acceptable workloads</strong></td>
<td>6.74 (6.51-6.97)</td>
<td>7.29 (6.86-7.72)</td>
<td><strong>0.001</strong></td>
</tr>
<tr>
<td>Working in safety context</td>
<td>6.77 (6.53-7.01)</td>
<td>7.28 (6.84-7.73)</td>
<td>0.125</td>
</tr>
<tr>
<td>Working in a clinical setting to me known</td>
<td>6.66 (6.43-6.89)</td>
<td>4.43 (3.89-4.96)</td>
<td>0.000</td>
</tr>
<tr>
<td>Working with acceptable nurse-to-patient ratios</td>
<td>4.98 (4.74-5.23)</td>
<td>5.63 (5.15-6.12)</td>
<td>0.004</td>
</tr>
</tbody>
</table>

*From 0 (not important), 10 (really important), Palese, Saiani et al, under publication*
3) Factors affecting the decision to migrate among new graduates at the moment of graduation (3)

What are the reasons?

Human rights conflicts experienced by nurses migrating between developed countries

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Anna Squin, Giulia Lupieri, Giampiera Bulfone and Sara Vecchiato
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3) Strategies that have been enacted in Italy to deal with the increased complexity of the nursing workforce (1)
3) Strategies (2)

Health system
a. WP5 outcomes! quantitative model based planning methodologies (both supply-side and demand-side), for the first time in Italy
b. Developing policies defining the skill-mix as well as the nurse – to – patient ratios at the hospital and community levels
c. Creating the basis for the recognition of the advanced competences/skills acquired by nurses at the academic level

Education system
a. Designing strategies supporting students who desire to gain experience in the EU
b. Including English language (and other languages) as mandatory learning outcomes and credits both at the Bachelors and at the Masters levels of education
c. Evaluating on annual basis, the ratio of students who have experience abroad (also as a source of funding for the Universities from the Ministry of Education)
d. Increasing support towards the creation of Bachelors involving foreign teachers as well as different languages (international Degrees)
3) Strategies (3)

MACRO – LEVEL

Proportion of nursing students with Erasmus experience at graduation

2014: 3.5%  2009: 2.6%  2004: 1.6%

(Almalaurea, 2015)
3) Strategies (4)

**MESO – LEVEL**

**Italy**

**Working Group on Designing and Implementing The Supplement Diploma**

**Working Groups on skill advancements and education pathways**

**Working groups on how to redesign clinical environments and nursing leadership**

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**International Groups**

**Multiple research groups**

a. Factors affecting the learning outcomes of students at the EU level
b. Educational pathways with regard to clinical learning and skills acquired by nursing students
c. Framework and methods used to evaluate skills in international students

Aimed at harmonising education pathways/outputs and sharing different experiences
3) Strategies (5)

Nursing student profiles and occurrence of early academic failure:
Findings from an explorative European study

Angelo Dante a, Sônia Ferrão b, Darja Jarosova c, Loreto Lancia d, Carla Nascimento e, Venetia Notara f, Andrea Pokorna g, Lubica Rybarova h, Brigita Skela-Savič i, Alvisa Palese j,*
3) Strategies (6)
3) Strategies (8)

MICRO – LEVEL

Increasing strategies for Internationalization at Home

a. ‘Buddy system’ is offered in several universities where local nurse students take care of foreign nursing students during their experience

b. Briefing and Debriefing seminars in English are offered both for those internationally educated students and not, aimed at sharing experience and knowledge

c. Increased exchange of teachers aimed at sharing educational tools and developing/harmonising strategies for students studying abroad

d. Increased opportunity also for clinical instructors to have experience abroad inside of the Bilateral Agreements developed between institutions
3) Strategies (9)

**MICRO – LEVEL**

**Increasing the degree of preparedness of outgoing students**

a. Developing cultural sensitivity and knowledge with regard to the host country

b. Understanding the nursing scope of practice and the needs of patients by reading international literature

c. Designing the project as self-directed learners, aimed at increasing self-directed learning and the ability to adapt the learning goals on the basis of the challenges encountered in the new Country/context

d. Sharing with other students the learning experience, using technologies (e.g. Skype) also during the experience abroad aimed also at maintaining contacts and the sense of the community.
Lessons we have learnt

Thank you!