

**First Pan-European Nurse Educators Conference
Udine, November 2007**

**The Career Pathways of Nurse Educators in Europe: A Collaborative
Project**

BASELINE INFORMATION GATHERING SHEET

One of the important early stages of this project is to gather baseline information from each of the 12 participating countries on:

- the country and its health care services;
- pre-qualification student nurse education and training;
- the preparation and role of nurse educators or teachers; and
- organisational factors.

This information, together with the literature review, will inform the development of a more detailed and focused questionnaire for the next stage of the project.

Country: Slovenia

Section 1: Background to the country and its health care services

Please provide a brief summary of your country (geography, population, economy) and the current health care services (organisation and funding arrangements).

Geography

History/Politics

- 1990 Plebiscite on independence
- 1991 Independent Republic of Slovenia
- 2000 accession state to the EC
- 2004 accession state to the European Union
- 2007 Tolar - Euro

Demography

- Population - 2,010.798 (15.5.2007 estimated by CIA)
 - ages 0-14 16%
 - ages 15-64 70%
 - aged 65 + 14%

- Life expectancy – male: 71.2 years, female: 79.17
- Mortality - Cardiovascular disease: 39.1%, Cancer 26.42%, External causes 8.53%, Respiratory diseases 7.24%

Health Status

- Hospital beds: 10745, average length of stay: 8.6
- Physicians (2004) total number: 4760
- Nurses (2004) total number: 3583
- Health technicians (2004) total number: 11512

Climate

Economy

Current Health Services (organisation and funding)

The state adopted a number of economic changes such as market reform and privatisation. These changes also included reform changes of health care system such as:

- privatisation,
- contracting between insurers and providers,
- a health care insurance system.

Slovene health care institutions are mainly owned by state.

NURSES AND MIDWIVES ASSOCIATION OF SLOVENIA AND ITS FIRST PROFESSIONAL JOURNAL

•In 1927, nurses gathered to found their professional organisation.

•The Slovene Chamber of Nursing - ZZNS, a professional organisation of nurses and health technicians, was founded in 1992.

•Journal The Field Nurse was first published in 1954.

•Health Journal was first published 1974.

•The monthly information journal Heartbeat.

Section 2: Pre-qualification student nurse education and training

History of nurse education

FIRST SLOVENIAN NURSING SCHOOL

In 1924 Slovenia established its first school *Šola za zaščitne sestre* (School for Health Visitors) which was located in Ljubljana and taught a one year programme.

FIRST UNIVERSITY NURSING COLLEGE

The academic year 1951/52 brought the foundation of University College for Health Studies in Ljubljana.

- First Faculty of Health Sciences University of Maribor – 2007.

Type of training

Describe the type of student nurse education and training. For example, is the training generic or specialised (mental health, adult, child, learning disabilities and/or community)?

Academic level and length of training

What is the academic level of pre-qualification nurse education and training? For example is it at diploma or degree level? How long (in years) is the pre-qualification nurse education and training?

- Auxiliary staff who are educated in a 2 year programme.
- The health technician training is provided at secondary level (four years after primary schooling).
- Undergraduate study Nursing programme takes 3 years *i.e.* 6 semesters – four University Nursing Colleges.

Nursing:

- Undergraduate study Nursing programme takes 3 years
- Graduate – master study Nursing programme takes 2 years
- Graduate – master study Bio-Informatics programme takes 2 years

Funding arrangements

How is pre-qualification nurse education and training funded? For example, is it government funded or self-funded?

Type of institution/s providing education and training

Where does the education and training of pre-qualification student nurses take place? For example, in universities, polytechnics, colleges of further education, technical colleges, independent schools of nursing or hospitals/health services?

- lectures,
- practical,
- seminars,
- tutorials,
- fieldwork,
- private study in the library or at home, and
- examinations or other evaluations.

RESEARCH PROJECTS

▪TEMPUS Phare

▪Socrates

▪Leonardo da Vinci

▪Bilateral projects with different EU countries and non EU countries

Number of institutions providing pre-qualification nurse education and training

How many institutions provide pre-qualification nurse education and training?

The number of under-graduate students:

- First year students – 120
- First year part-time students - 120
- Altogether under-graduate students – 1018

The number of graduate students:

- Master degree in nursing - 100

Minimum educational qualifications

What are the minimum education qualifications needed to enter pre-qualification nurse education and training?

Pay scales for qualified nurses

Please describe the salary scales for qualified nurses.

Section 3: the preparation and role of nurse educators or teachers

Number of nurse educators or teachers

How many nurse educators or teachers do you have?

Faculty of health sciences:

- Lecturers – 10 (BSc)
- Senior lecturers – 7 (5 MSc, 2 PhD)

Number of nurse educators or teachers with a PhD or other doctorate

How many nurse educators or teachers have a PhD/doctorate?

Pay scales of nurse educators or teachers

Please describe the salary scales for nurse educators or teachers.

Minimum academic and professional qualifications

What are the minimum academic and professional qualifications needed to become a nurse educator or teacher?

Education and training for nurse educators or nurse teachers

Are there any specific education and training requirements for nurse educators or teachers? For example, a teaching qualification or a postgraduate diploma or Master's degree in Higher Education.

Role of nurse educators or nurse teachers

Please provide a brief summary of the role of nurse educators or teachers that includes: teaching, research, administration and practice. Is there an expectation to carry out research? How is clinical competence maintained?

Career pathways

Please provide a brief description of the career pathway from clinical nurse to nurse educator or teacher. Is there a nationally recognised career pathway?

Section 4: Organisational factors

Professional and/or regulatory bodies

Please describe the national nursing professional and/or regulatory body and its role in the preparation of nurses and nurse educators or teachers.

Academic autonomy

Are academic nursing departments/schools headed up and managed by nurses or by staff from other disciplines?

Other

Articles:

- No publications about nurse educator careers
- Model of self-valuation in the process of career planning for a nurse
- The process of career planning for a nurse
- Bologna process – Germany article