



Science Meeting – Scientific Report

Scientific report (one single document in WORD or PDF file) should be submitted online within two months of the event. It should not exceed seven A4 pages.

Proposal Title: EANS/REFLECTION SUMMER SCHOOL 2014

Application Reference N°: 5488

1) Summary

For the 2014 edition of the European Academy of Nursing Science (EANS) summer school, doctoral participants from across Europe travelled to France, where the event was hosted by the department of nursing science of the Ecole des Hautes Etudes en Santé Publique (EHESP- School of Public Health). The event was sponsored through the ESF funded REFLECTION network.

Participants

Participants attending the 2014 Summer School represented 23 different European states. A total of 96 participants participated in the summer school, with 33, 31 and 32 participants in the first, second, and third year respectively. First year participants attended the summer school for ten days (June 30th-July 11th), while second and third year participants attended for five days (July 7st-11th).

Programme

The summer school programme is based on the MRC framework for Developing and Evaluating Complex Interventions, as developed by the UK's Medical Research Council. The model has been further developed by the faculty responsible for the program. *First year participants* are made familiar with the development and feasibility/pilot stage of the MRC model. First, they must be able to demonstrate a critical understanding of the key concepts in the complex interventions research process in nursing, including the role of the existing evidence base, theory and modelling. Second, they must demonstrate a critical awareness of the role of a pilot study in addressing the uncertainties that come with developing complex interventions. *Second year participants* take teaching sessions on the evaluation stage of the MRC model. They must demonstrate a critical awareness of the important outcome, process and economic considerations when designing and conducting full-scale evaluation. *Participants in the third year* are trained to develop

critical awareness of change strategies for getting evidence into practice and of the importance of surveillance and long-term monitoring to identify unexpected or rare effects, and the persistence of original study outcomes. This corresponds with the implementation stage of the MRC model. Education on all four stages requires participants to strongly develop and demonstrate their collaborative and presentations skills. As such, the EANS summer school for doctoral participants is perceived as an intense learning experience.

Teachers

Teachers in the programme were 19 interdisciplinary senior scientists from 9 European states, with backgrounds in relevant fields such as in health sciences, nursing science, epidemiology, health economics, health ethics, consumer participation and medical sociology.

Use of ESF funding

The ESF funding was used to (partly) reimburse accommodation costs for all participants (50% of the costs) and teachers (100%) in the programme. The funding was additionally used to provide lunches and coffee breaks free of charge for all participants and teachers throughout the summer school. All participants and teachers had to pay their own travelling expenses. Social activities were free of charge, except for the gala dinner (€50 for each attendant). The programme was co-sponsored by the city of Rennes (welcome reception) and the EHESP.

Evaluation

As with previous editions of the EANS summer schools, participants evaluated the event very positively on aspects of organization and teaching. Following positive experiences with the 2013 edition of the summer school in Nijmegen, part of the programme was integrated with a summer conference (July 9th-10th), which additionally attracted many EANS scholars and fellows. This provided participants in the programme to integrate and network with advanced nursing scientists. This integrated programme received similar positive evaluations for the participants. Like previous editions, the 2014 edition of the EANS summer school was a success, and continuation is obvious. The next summer school will be take place at The University of Barcelona, Spain.

2) Description of the scientific content of and discussions at the event

The summer school has been in place since 1998 and was continuously developed to meet the needs of evidence based nursing care methods in health care. The organizer throughout the years has been the European Academy of Nursing Science (EANS) and the activities have taken place at different universities throughout Europe. EANS is an independently organized body composed of individual members who have made significant contributions to the advancement of nursing science in Europe through scholarship and research. It has been in existence since 1997. Each year about 100 doctoral participants from across Europe gather at any European University and teachers are recruited among EANS members as well as from the host university. In addition, there is a scholars meeting open for EANS scholars or those having completed the three year's summer school. The summer school has previously attracted a four year grant from Marie Curie 2006-09 and by that it was also possible to recruit doctoral participants from Eastern Europe as well as from the countries that have less opportunity to provide a doctoral degree in nursing at their universities. Participants were reimbursed for

travelling and costs of living. In 2010 a new program was implemented inspired by the debate about research that can inform practice, the guest editorial of the then president of EANS challenging the current designs in nursing research (Hallberg, 2009) and the MRC report on Developing and Evaluating Complex Interventions; New Guidance (MRC, 2008).

From 2011, EANS has been successful in obtaining a five year grant from ESF that partially covers the cost of the summer school. The grant (REFLECTION) is to build up an interdisciplinary European Faculty network of researchers. The aim of the REFLECTION doctoral participants' summer school is to build strong research applying the concept of complex interventions in health care and mixed methods design. The host university contributes with teachers from other disciplines to obtain an interdisciplinary perspective and understanding among participants and scholars. The purpose of EANS is to sustain a forum of European nurse scientists, Fellows and Scholars, to develop and promote knowledge in nursing science and to recognize research and scholarly achievement in the pursuit of excellence. It provides a forum for established and developing nurse researchers to meet, network and develop a European perspective to their work. Thus the doctoral summer school now based on the REFLECTION program financed through a grant from ESF is aiming at moving the frontier of research in nursing forward towards research carrying stronger evidence to be implemented in health care.

Aims and outline of the programme

The EANS Summer School for Doctoral Studies Program is made up of a three year program, as participants progress in their studies. After having participated in the three year program they can apply to become a member of EANS to further developing their research skills. The overarching aims are to;

- equip the new generation of early stage European nursing researchers with knowledge and expertise in advanced translational complex interventions research methods;
- enable these researchers to design, plan and implement programmatic, mixed methods and complex interventions research in health care;
- create a multi-state, common European learning environment for doctoral nursing participants;
- enhance the opportunities for doctoral participants to study, work and undertake research in other European countries.

REFLECTION is leading the drive to equip the next generation of researchers into nursing with knowledge and skills in complex interventions research methods which the current generation has not had access to (MRC, 2010). In 2014, the summer school continued the new curriculum based on the ideas above. Our intention is to ensure that researching complex interventions using a mixed research methods design will become the norm in research into nursing. The complexity of nursing will be recognized explicitly in research programs which will become increasingly multi-state, multi-disciplinary and programmatic. The Doctoral Summer School is open to nurses on doctoral programs with a Bachelor and/or Master degree according to the entry requirements of their home university. New participants commence the course each year, starting in year 1 and progress through the program. On completion of the 3-year program, participants are awarded, over and above their degree from their own university, a certificate which details the European dimension of their work. Most

universities having participants in the summer school give doctoral students credits for their successful participation in the program.

The program is a coherent series of linked summer schools. Participants are able to make significant and lasting collaborative relationships with other participants. Teachers and year group leaders work closely together to ensure the program remains coherent across the three years that participants attend the schools, with each course remaining consistent with programs offered in previous years. Whilst the organization of each summer school is the responsibility of the specific university designated to run the school, an organizing committee consisting of the previous year's and upcoming organizer together with representatives of the REFLECTION steering committee ensures that the schools offer high quality content of academic activities consistent with the curriculum available and continuously critically reviewed and developed. During the first year summer school participants attend for ten days. During the second and third years of their program, participants attend five day courses. Each year 35 new participants are recruited for the first year. Consequently, those participating in year 2010, in the first and second years continued their participation for the second and third years meaning that altogether at most 105 participants participate.

Those who recently finished the summer schools and other new EANS members with recent PhD degrees hold a program of their own in conjunction with the summer school to further develop the networks established during the intensive summer school program and to support their career development. In the 2014 edition of the summer school, this was organised as an Early stage researchers' Pre-Conference with the summer conference. The recommendations made following the 2013 edition of EANS Summer School were taken in account.

The first, second and third years summer school program

The three summer school programs follow the MRC model tightly with the addition of multi method research. This means that the first years' ten days are committed to the development stage and the feasibility and pilot stages of the MRC framework. The second year program is committed to the evaluation stage, the third year program focuses on the implementation stage. Throughout the three years, a stepwise presentation and evaluation of the participants' PhD thesis is carried out in different ways. Apart from lectures, workshops and collaborative task, all participants attended the keynote lectures of the Summer Conference. In the 2014 edition of the summer conference, keynotes were presented by 1st) Dr Lisette, nurse scientist The Netherlands, 2nd) Professor Peter Griffiths, nurse scientist, UK. Dr Schoonhoven lectured on healthcare research in the field of basic nursing care. Pr Griffith's lecture was about quality improvement of fundamental care. Second and third year participants further actively participated by organizing a debate and a poster session respectively. The summer school debate is an event in which the second year participants prepare a debate on a debatable topic of significance for nursing research. This year's topic was on the need to involve patients in the implementation of evidence based practice. Third year participants had to demonstrate skills in making presentations via poster and lecture-based media to audiences of peers and senior researchers.

References

Hallberg, IR. (2009). Moving nursing research forward towards a stronger impact on health care practice? *International Journal of Nursing Studies*, 46(4);407-412.

Medical Research Council. (2008). Developing and evaluating complex interventions: new guidance. London: MRC.

3) Assessment of the results and impact of the event on the future directions of the field

Assessment of the activities in the REFLECTION summer school was done covering the evaluation of the organizational and teaching aspects. The results of the latter will be fed back to all individual teachers.. The response rates were excellent

Evaluation of the 2014 edition of the Summer School

The *year one* program focused on the development and feasibility/pilot testing stages of researching complex interventions. Most sessions in the first year program were given very high scores. First year participants did not advise any major changes in the program, rather they provide positive feedbacks. Some first year participants seem to had difficulties working in groups.

The *year two* program concerned the evaluation stage of researching complex interventions, which included assessing effectiveness in relation to the expected primary outcome variable, understanding the change process and thus exploring what is commonly addressed as the black box of intervention effectiveness, and in addition assessing cost effectiveness. In addition, the participants of the second year had to prepare the summer school debate had to do a small group presentation of the development of their PhDs; called ‘My PhD a health check.

Comments second year participants made about the summer school debate were that it needs to be organised differently in the future, some suggestions were made by participants to achieve this task.

The content of the *year three* program focused on dissemination, surveillance and monitoring, and long-term follow up. Finally, third year participants were clearly positive on the quality of the teaching and general relevance and interest of the summer school for their doctoral studies and future career. Comments participants made about the summer school debate focused on two activities of the programme: they suggested that the debate needs to be organised differently in the future, they also expected to get more feedbacks from the teachers about their poster.

Finally, most participants from all three years gave high scores for the relevance and interest of the Summer Conference. High scores were also given for aspects of the overall organisation of the event.

The gala dinner on Thursday was very positively evaluated, except by the participants requiring special diet. They did not appreciate being served after the people on normal diet.

Conclusion

Overall, participants’ comments were very positive. Participants were happy with the programme and thought it was more than worthwhile. Second and third year participants prepared for the event before they travelled to Rennes and used email or Facebook to exchange on the content of the programme and opportunities to meet and catch up in advance.

From the evaluations of the 2014 Summer School in Rennes, we can advise:

- to continue the implementation of the current curriculum
- to organise the debate in a different way
- to provide more feedbacks to the third year students during the poster session
- to adequately respond to the special diet needs of students during the summer school and gala dinner as well

We can conclude that overall the EANS summer school 2014 was a success. Organizing the summer school cannot be done without adequate facilities and motivated staff, willing to put in a lot of time. However, the event was also rewarding and an opportunity to showcase the local group and its activities for the EHESP team. Next year's summer school will take place at the University of Barcelona, Spain.

4) Annex 4a - Programme Summer School

Programme Year 1



Year 1 Week 1 – 2014					
1 Developing stage 'Certainty'		<i>Subject responsibility:</i> Professor David Richards			
1.1. Identifying the evidence base 6hr		<i>Group Leaders:</i> Professor David Richards & Associate Professor Gunilla Borglin,			
1.2. Identifying/developing theory 3hr		<i>Students host:</i>			
1.3. Process and outcome 3hr		<i>Classroom:</i> B4			
Date/time	Monday 30 th June	Tuesday 1 st July	Wednesday 2 nd July	Thursday 3 rd July	Friday 4 th July
8.30–9.00	Registration	Arrival in classroom and preparation for day	Arrival in classroom and preparation for day	Arrival in classroom and preparation for day	Arrival in classroom and preparation for day
9.00–10.30	Welcoming faculty & participants Orientation, language, climate, networking. Getting to know your multi-state group <i>Hall Condorcet</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 2 Our Health Care Systems x 6 <i>Group leaders</i>
10.30–11.00	Break	Break	Break	Break	Break
11.00–12.30	Introduction to the MRC complex interventions research framework <i>David Richards</i>	1.1. How do we know what we know? Systematic and other reviews <i>David Richards</i>	1.1.3. Identifying the evidence base: qualitative evidence synthesis <i>Gunilla Borglin</i>	1.2.1. Identifying/developing theory and knowledge <i>Helen Allan</i>	1.3.1. Relating Process to Outcomes including modelling <i>Walter Sermeus</i>
12.30–13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30–15.00	Introduction to the MRC complex interventions framework continued <i>David Richards</i>	1.1.2. Systematic reviews and meta analyses of complex interventions <i>David Richards</i>	1.1.4. Identifying the evidence base: mixed methods reviews <i>Gunilla Borglin</i>	1.2.2. Using theory to develop interventions: a practical example <i>Helen Allan</i>	1.3.2. Relating Process to Outcomes including modelling <i>Walter Sermeus</i>
15.00–15.30	Break	Break	Break	Break	Break
15.30–17.00	Introduction to presentations: My PhD: Making a Start Our Health Care Systems Preparing a research protocol <i>Group leaders</i> Student time: Working with our health care systems	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Networking – time off
SOCIAL	GET TOGETHER 17.00-19.00				



Year 1 Week 2 – 2014					
2 Feasibility/Pilot Stage 'Uncertainty'		<i>Subject responsibility:</i> Associate Professor Gunilla Borglin			
2.1. Testing procedures 3hr		<i>Group Leaders:</i> Dr Sacha Köpke & Dr. Connie Böttcher Berthelsen			
2.2. Recruitment/retention 1.5hr		<i>Students host:</i>			
2.3. Determining sample size 3hr		<i>Classroom:</i> C1			
Date/time	Monday 7 th July	Tuesday 8 th July	Wednesday 9 th July	Thursday 10 th July	Friday 11 th July
8.30–9.00	Arrival in classroom and preparation for day	Arrival in classroom and preparation for day	The EANS Summer Conference		Presenting a proposal for development and feasibility research funding <i>Karina Lovell Foundation for Healthcare Improvement Research Jury</i>
9.00–10.30	Welcoming Faculty & students <i>Grand Amphithéâtre</i> 9.30 Working in Europe <i>Walter Sermeus</i>	2.2. Addressing uncertainty in recruitment/retention <i>Sascha Köpke</i>	EANS Conference: registration, Key note address <i>Dr Lisette Schoonhoven</i> <i>Grand Amphithéâtre</i>	2.3. Determining sample size considerations for qualitative studies <i>Brendan McCormack</i>	
10.30–11.00	Break	Break	Break	Break	EVALUATION HAND IN <i>Group leaders</i> 09.00 – 12.00
11.00–12.30	Mixed Method Design <i>Maria Horne</i>	What have we learnt so far? Time to clear out confusions <i>Group leaders</i>	Student time: Preparing a development and feasibility research protocol for funding	Student time: Preparing a development and feasibility research protocol for funding	
12.30–13.30	Lunch	Lunch	Lunch	Lunch	Note no Lunch
13.30–15.00	2.1. Testing procedures: addressing clinical uncertainty <i>David Richards</i>	Student time: Preparing a development and feasibility research protocol for funding	Student time: Preparing a development and feasibility research protocol for funding Coffee Break (14.30-15.00)	The EANS Summer School debate <i>Professor Peter Griffith</i> <i>Grand Amphithéâtre</i>	Please note! Direct TVG train Renne – Charles De Gaulle will leave Renne at 14.07 hours
15.00–15.30	Break	Break	Introducing the poster session by participants Chair: <i>Professor David Richards</i> Poster viewing, networking and poster evaluation	Break	EVALUATION HAND OUT <i>(For students group leaders)</i> GALA DINNER
15.30–17.00	2.1. Testing procedures: addressing acceptability and feasibility <i>David Richards</i>	2.3. Determining samples size considerations for intervention studies and surveys <i>Peter Griffiths</i>		Keynote Address <i>Grand Amphithéâtre</i>	
SOCIAL	GET TOGETHER 18.00				

Programme Year 2



Year 2 - 2014					
3 Evaluation Stage		<i>Subject responsibility:</i> Professor Gabriele Meyer			
3.1. Assessing effectiveness 3hr		<i>Group leaders:</i> Professors Julie Taylor & Brendan McCormack			
3.2. Understanding change process 3hr		<i>Students host:</i>			
3.3. Assessing cost effectiveness 3hr		<i>Lecture rooms:</i> C2			
Date/time	Monday 7 th of July	Tuesday 8 th of July	Wednesday 9 th of July	Thursday 10 th of July	Friday 11 th of July
8.30-9.00	<i>Arrival in classroom and preparation for day</i>	<i>Arrival in classroom and preparation for day</i>	The EANS Summer Conference		<i>Arrival in classroom and preparation for day</i>
9.00-10.30	Welcoming Faculty & students <i>Grand Amphithéâtre</i> Where am I? <i>Students and group leaders and subject lead</i>	3.1_2 Assessing effectiveness <i>Sandra Zwakhalen</i>	EANS Conference: registration, Key note address <i>Dr Lisette Schoonhoven</i> <i>Grand Amphithéâtre</i>	Ethics and clinical trials <i>Helena Leino-Kilpi</i>	<i>Karina Lovell Foundation for Healthcare Improvement Research Jury Duty</i> EVALUATION HAND IN <i>Group leaders</i> <i>09.00 - 12.00</i>
10.30-11.00	Break	Break	Break	Break	
11.00-12.30	Where am I? <i>Student and group leaders and subject lead</i>	3.2_1 Understanding change processes <i>Sascha Köpke</i>	3.3_2. Assessing cost effectiveness <i>Gabriele Meyer</i>	<i>Student time:</i> Working with the EANS Summer School debate	
12.30-13.30	Lunch	Lunch	Lunch	Lunch	NO LUNCH
13.30-15.00	3.1_1 Assessing effectiveness <i>Sandra Zwakhalen</i>	3.2_2 Understanding change processes <i>Sascha Köpke</i>	<i>Student time:</i> Working with the EANS Summer School debate Break (14.30-15.00)	The EANS Summer School debate <i>Peter Griffith</i> <i>Grand Amphithéâtre</i>	Please note! Direct TVG train Rennes – Charles De Gaulle will leave Rennes at 14.07 hours
15.00-15.30	Break	Break	Introducing the poster session by participants Chair: <i>Professor David Richards</i>	Break	
15.30-17.00	Information regards debate <i>Group leaders</i> <i>Student time:</i> Working with the EANS Summer School debate	3.3_1. Assessing cost effectiveness <i>Gabriele Meyer</i>	Poster viewing, networking and poster evaluation	Keynote Address <i>Grand Amphithéâtre</i> End of Conference EVALUATION HAND OUT <i>(For students, group leaders)</i>	
SOCIAL	GET TOGETHER			GALA DINNER	

Programme Year 3



Year 3 – 2014					
4. Implementation stage 1.5hr		Subject responsibility: Professor Theo van Achterberg			
4.1. Dissemination 4.5hr		Group leaders: Professor Adelaida Zabalegui & Dr Tove Lindhardt			
4.2. Surveillance & monitoring 1.5hr		Students host:			
4.3. Long term follow-up 1.5hr		Lecture rooms: C4			
Date/time	Monday 7 th of July	Tuesday 8 th of July	Wednesday 9 th of July	Thursday 10 th of July	Friday 11 th of July
8.30–9.00	Arrival in classroom and preparation for day	Arrival in classroom and preparation for day	The EANS Summer Conference		Arrival in classroom and preparation for day
9.00–10.30	Welcoming Faculty & students <i>Grand Amphithéâtre</i> Where are you at? Students & group leaders	4.2. Surveillance & monitoring: Developing quality indicators workshop <i>Maud Heinen & Theo van Achterberg</i>	EANS Conference: registration, Key note address <i>Dr Lisette Schoonhoven</i> <i>Grand Amphithéâtre</i>	Please see conference program	Presenting a proposal for implementation research <i>Karina Lovell Foundation for Healthcare Improvement Research Jury</i>
10.30–11.00	Break	Break	Break	Break	EVALUATION HAND IN
11.00–12.30	4.1.1. Dissemination: Quality of reporting and effective dissemination <i>Gabriele Meyer</i>	4. Implementation research <i>Brendan McCormack</i> <i>Lisette Schoonhoven</i>	Please see conference program	Please see conference program	Group leaders 09.00 – 12.00
12.30–13.30	Lunch	Lunch	Lunch	Lunch	Note no lunch
13.30–15.00	4.1.2. Dissemination: Barriers & facilitators for implementation <i>Maud Heinen</i>	4. Implementation research * continued*	Please see conference program	The EANS summer school debate <i>Professor Peter Griffiths</i> <i>Grand Amphithéâtre</i>	Please note! Direct TVG train Renne – Charles De Gaulle will leave Renne at 14.07 hours
15.00–15.30	Break	Break	Note - Break 14.30 – 15.00	Break	
15.30–17.00	4.1.3. Dissemination: Effective implementation & use of change strategies <i>Theo van Achterberg</i>	4. Information - Preparing an implementation research proposal <i>Theo van Achterberg & group leaders</i>	Introducing the poster session by participants Chair: <i>Professor David Richards</i> Poster viewing, networking and poster evaluation	Key note address <i>Professor Peter Griffiths</i> <i>Grand Amphithéâtre</i> End of conference EVALUATION HAND OUT <i>(For students group leaders)</i>	
SOCIAL	GET TOGETHER			GALA DINNER	

Annex 4b – Summer School Participants

Participants list Year 1

Title ▼	Name ▼	Surname ▼	Country ▼
Ms	Christina	Adam	Greece
Ms	Ester-Ruth	Beck	UK
Ms	Milla	Bergman	Finland
Ms	Gunta	Bēta	Latvia
Ms	Christina	Bökberg	Sweden
Ms	Heidi Breistrand	Bringsvor	Norway
Ms	Kirsten	Brubakk	Norway
Ms	Anna	Castaldo	Italia
Ms	Amanda	Drury	Ireland
Ms	Hanne Sørberg	Finbråten	Norway
Ms	Wyske	Geense	The Netherlands
Ms	Berit	Gesar	Sweden
Ms	Manela	Glarcher	Austria
Ms	Hege Selnes	Haugdahl	Norway
Ms	Jana	Heczko	Czech Republic
Ms	Bettina	Holmberg Fagerlund	Norway
Ms	Marianne	Holmgren	Sweden
Ms	Claudia	Huber	Switzerland
Ms	Beate-Christin Hope	Kolltveit	Norway
Ms	Laura	Laukkanen	Finland
Ms	Jette	Lauritzen	Denmark
Ms	Judith	Leblanc	France
Ms	Maria Do Carmo	Lemos Vieira Gouveia	Portugal
Ms	Carol Louise	McCallum	United Kingdom
Ms	Sharon	McCloskey	United Kingdom
Ms	Afra	Masià Plana	Spain
Ms	Nicoleta	Mitre	Romania
Ms	Christin	Richter	Germany
Ms	Merja	Sahlström	Finland
Ms	Marianne	Sipilä	Finland
Ms	Hilde	Smith-Strøm	Norway
Ms	Anja	Terkamo-Moisio	Finland
Ms	Tina	Vandecasteele	Belgium
Ms	Marie	Wilhsson	Sweden
Ms	Leire	Ambrosio Gutierrez	Spain

Participants list Year 2

Title	Name	Surname	Country
Mr	Johan	Åhlin	Sweden
Ms	Elisabet	Arribas Ibar	Spain
Ms	Sonja	Beckmann	Switzerland
Ms	Mari Synnøve	Berge	Norway
Ms	Ann Kristin	Bjørnnes	Norway
Ms	Indre	Brasaite	Lithuania
Mr	Andrew David	Dainty	United Kingdom
Ms	Els	Devriendt	Belgium
Ms	Cecile	Dury	Belgium
Mr	Remco	Ebben	The Netherlands
Ms	Maria Svedbo	Engström	Sweden
Ms	Maren	Falch Lindberg	Norway
Ms	Heidrun	Gattinger	Switzerland
Ms	Camilla	Göras	Sweden
Ms	Birgit	Heckemann	Germany
Ms	Loreena	Hill	United Kingdom
Mr	Sebastien	Kerever	France
Ms	Lorna	Lawther	United Kingdom
Ms	Connie	Lethin	Sweden
Ms	Sara	Levati	United Kingdom
Ms	Laura-Maria	Murtola	Finland
Ms	Maria Victoria	Navarta-Sanchez	Spain
Ms	Claudia Jorge de Sousa	Oliveira	Portugal
Ms	Tarja	Poikkeus	Finland
Ms	Anne Christin	Rahn	Germany
Ms	Ulla	Riis Madsen	Denmark
Ms	Maria	Rudkjaer Mikkelsen	Denmark
Ms	Carmen	Sadikovic)	Sweden
Ms	Eriikka	Siirala	Finland
Ms	Liesbeth	Van Humbeeck	Belgium
Ms	Catharina J.	van Oostveen	The Netherlands
Mr	Henk	Verlooo	Switzerland
Ms	Tuija	Ylitörmänen	Finland

Participants list Year 3

Title	Name	Surname	Country
Ms	Ulrika	Bengtsson	Sweden
Ms	Karin	Bölenius	Sweden
Ms	Margarita	Corry	Republic of Ireland
Ms	Birgitte	Graverholt	Norway
Ms	Agnė	Jakavonytė-Akstinienė	Lithuania
Ms	Rannveig	Jónasdóttir	Iceland
Ms	Outi	Kähkönen	Finland
Ms	Sanna	Koskinen	Finland
Ms	Cäcilia	Krüger	Germany
Ms	Maria-Anna	Laekeman	Belgium
Ms	Tone Elin	Mekki	Norway
Ms	Melanie	Messer	Germany
Ms	Mary Grace	Mifsud	Malta
Ms	Kjersti	Oterhals	Norway
Ms	Rebecca	Palm	Germany
Ms	Mira	Palonen	Finland
Ms	Floor	Ploos van Amstel	The Netherlands
Ms	Gitte Susanne	Rasmussen	Denmark
Ms	Ester	Risco Vilarasau	Spain
Ms	Míriam	Rodríguez Monforte	Spain
Ms	Tuva	Sandsdalen	Norway
Ms	Boel	Sandström	Sweden
Ms	Kristien	Scheepmans	Belgium
Ms	Jekaterina	Šteinmiller	Estonia
Ms	Siv	Skarstein	Norway
Ms	Joanne Lesley	Skellern	UK
Ms	Karen	Steenwinkel Pedersen	Denmark
Ms	Aurélie	Van Lancker	Belgium
Ms	Annick	Vanclooster	Belgium
Ms	Filipa	Ventura	Portugal
Ms	Ellen	Vlaeyen	Belgium
Ms	Tiina	Yli-Uotila	Finland
Ms	Franziska	Züfíga	Switzerland

Annex 4a: Programme of the conference

EANS Summer Conference 2014
Essentials of Nursing Care:
Methods and studies to improve the evidence base
Day 1: Wednesday 9th July

08.30 - 09.30	Registration and coffee
09.30 - 09.45 <i>Grand amphithéâtre</i>	Welcome Address
09.45 – 10:30 <i>Grand amphithéâtre</i>	Keynote Address Dr Lisette Schoonhoven <i>Basic care revisited</i>
10.30 – 11:00	COFFEE/TEA
11.00 - 12.30 B2	Concurrent session 1: Communication 1a. Sue Latter (UK) <i>Developing a complex intervention to help carers self-manage end-of-life pain medicines</i> 1b. Tove Lindhardt (Denmark) <i>Food'n'Go – Empower. Increased involvement and empowerment of elderly patients by the use of ICT (information-communication technology)</i>
11.00 - 12.30 C7	Concurrent session 2: Safety 2a. Margaret Smith (UK) <i>What are the safety implications of moving and handling interventions for older people with osteoporosis in acute care and how can these be addressed using a complex education intervention (CI)?</i> 2b. Betsie van Gaal (The Netherlands) <i>The development of e-health educational programmes for patients with a chronic condition</i> 2c. Michael Simon (Germany) <i>Hidden bias assessment in observational research: an analysis of clinical nurse specialists and the care experience of cancer patients</i>
12.30 – 13.30	LUNCH

<p>13.30 – 14.30 B2</p>	<p>Concurrent session 3: Nutrition</p> <p>3a. Getty Huisman-deWaal (The Netherlands) <i>Basic Care Revisited: Feasibility and effectiveness of nursing nutrition interventions in hospital</i></p> <p>3b. Sue Green (UK) <i>Exploring barriers and facilitators to screening for malnutrition by nurses</i></p>
<p>13.30 – 14.30 C7</p>	<p>Concurrent session 4: Communication (Older people)</p> <p>4a. Birgitte Graverholt (Norway) <i>Effects of interventions to reduce hospitalisations from nursing homes – a systematic review</i></p> <p>4b. Magnus Sandberg (Sweden) <i>Case management for frail older people – a qualitative study of receivers’ and providers’ experiences of a complex intervention</i></p>
<p>14.30 – 15.00</p>	<p>COFFEE/TEA</p>
<p>15:00 – 17.00 <i>Hall- Petit Amphithéâtre</i></p>	<p>Poster Session</p> <p>Our 3rd year summer school participants will each spend one minute in the auditorium inviting you to view their posters and you will then have the opportunity to find out more about their work and discuss it with them personally as they showcase their PhD studies.</p> <p>Chair: Professor David Richards</p>

EANS Summer Conference 2014

Essentials of Nursing Care:

Methods and studies to improve the evidence base

Day 2: Thursday 10th July

<p>09.00 – 10.30 B2</p>	<p>Concurrent session 5: Self care & empowerment</p> <p>5a. Ulrike Michaelis (Germany) <i>The Amputation Care Manager – development & evaluation of an advanced training programme for nurses responding to an investigated demand</i></p> <p>5b. Silvio van den Heuvel (The Netherlands) <i>Self-management in Bipolar Disorder: a Phenomenological Study of Different Perspectives</i></p> <p>5c. Gerd Ahlström (Sweden) <i>Empowerment-based nursing for better health</i></p>
<p>09.00 – 10.30 C7</p>	<p>Concurrent session 6: Public health & primary care</p> <p>6a. Ulrike Muench (Germany) <i>Generic medication use in primary care - does type of provider matter?</i></p> <p>6b. Cécile Dupin (France) <i>Health promotion programme in the making: a realistic evaluation to address the social determinants of health in Brittany (France)</i></p> <p>6c. Patricia Leahy-Warren & Karin Glavin (Ireland & Norway) <i>Postnatal Depression is a Public Health Nursing Issue: Perspectives from Norway and Ireland</i></p>
<p>10:30 – 11:00</p>	<p>COFFEE/TEA</p>
<p>11.00 – 12.30 B2</p>	<p>Symposium: RTPC study</p> <p><i>From home towards nursing home in Europe: Results of PhD projects within the RightTimePlaceCare study</i></p> <p>Chairs: Gabriele Meyer and Jan Hamers</p>
<p>11.00 – 12.30 C7</p>	<p>Concurrent session 7: Communication</p> <p>7a. Annamaria Bagnasco (Italy) <i>Communication to improve patient safety in the Paediatric Emergency Department</i></p> <p>7b. Julia Wood (UK) <i>Communication And Respect for people with Dementia: Student learning (CARDS): A means to develop dementia friendly communities</i></p> <p>7c. Ann van Hecke (Belgium) <i>Quality of nurse consultations in patients with cancer: results of a video-taped observational study</i></p>

12.30 – 13.30	LUNCH
13.30 – 15.00 <i>Grand amphithéâtre</i>	The EANS Summer School Debate Our 2 nd year summer school participants will lead a debate on a hot topic for research in nursing and health care. Members of the audience will be invited to contribute to the debate from the floor before we take a vote and see who is able to marshal the most persuasive arguments. Chair: Professor Peter Griffiths
15.00 – 15.30	COFFEE/TEA
15.30 - 16.15 <i>Grand amphithéâtre</i>	Keynote Address Professor Peter Griffiths <i>Back to basics. Achieving 'fundamental' care</i>
16.15 – 16.30 <i>Grand amphithéâtre</i>	Closing remarks David Richards, President, European Academy of Nursing Science
19.00	GALA DINNER Fine dining, speeches, prizes and presentations

Annex 4b: Full list of teachers

- **D Richards**
- **G Borglin**
- **H Allan**
- **W Sermeus**
- **M Horne**
- **S Köpke**
- **P Griffith**
- **L Schoonhoven**
- **B McCormack**
- **C Böttcher Berthelsen**
- **G Meyer**
- **J Taylor**
- **S Zwakhalen**
- **H Leino-Kilpi**
- **T Van Achterberg**
- **A Zabalegui**
- **T Lindhardt**
- **M Heinen**
- **J Hamers**

recherche

La Summer School de l'Académie européenne des sciences infirmières

En juillet dernier, le département des sciences infirmières et paramédicales de l'École des hautes études en santé publique (EHESP) accueillait à Rennes la Summer School et la Summer Conference 2014. Organisées par l'Académie européenne des sciences infirmières, ces universités d'été ont rassemblé plus de cent cinquante infirmières chercheuses et doctorantes représentant une vingtaine de pays européens.



La Summer School contribue au développement d'une communauté de chercheurs en soins infirmiers.

Dans une discipline professionnelle comme les soins infirmiers, la recherche est un moyen au service de la qualité des soins et de la sécurité des patients. C'est pourquoi l'action menée par l'Académie européenne des sciences infirmières (European Academy of Nursing Science - EANS) s'inscrit dans une volonté de développer la capacité de recherche en sciences infirmières, d'augmenter l'impact des résultats et de faciliter le réseautage entre infirmiers chercheurs.

DES PROGRAMMES PLURIDISCIPLINAIRES EUROPÉENS

Pour contribuer au développement d'une communauté européenne de chercheurs en soins infirmiers, le programme de formation proposé par

l'EANS dans le cadre de la Summer School répond à plusieurs objectifs :

- **doter la génération montante d'infirmiers chercheurs du savoir et de l'expertise** leur permettant d'utiliser des méthodologies appropriées au développement et à l'évaluation de l'impact d'interventions complexes dans une dynamique de recherche translationnelle ;
- **développer la capacité de ces "chercheurs en devenir" à concevoir, planifier et mettre en œuvre des programmes de recherche** constitués d'études utilisant des méthodologies mixtes afin de tester l'impact des interventions de soins complexes ;
- **créer, au sein des pays, un environnement de formation européen** partagé destiné aux infirmiers doctorants ;

• **accroître les opportunités offertes aux infirmiers doctorants** d'étudier, de travailler et de mener à bien des travaux de recherche dans d'autres pays d'Europe.

TÉMOIGNAGES

DE DOCTORANTES

■ **Cécile Dupin a terminé le programme en 2013 et vient tout juste de soutenir sa thèse**, qui portait sur la recherche infirmière en France, selon une approche sociologique et épistémologique. Elle travaille aujourd'hui au sein de l'équipe de la Chaire "Institut national de prévention et d'éducation pour la santé (Inpes), promotion de la santé" à l'École des hautes études en santé publique (EHESP). Impliquée dans des travaux sur les modes d'évaluation des projets de promotion de la santé qui luttent contre les inégalités sociales et territoriales, elle constate que la formation doctorale de l'EANS lui a permis d'acquérir des savoirs et de développer des compétences en termes de développement et d'évaluation d'interventions complexes. Les liens développés avec d'autres chercheurs l'ont notamment amenée à réaliser deux séjours de recherche en Suède et à développer une étude franco-suédoise très utile pour sa thèse.

■ **Judith Leblanc a suivi la Summer School 2014 comme doctorante de 1^{re} année en santé publique** (ED 420, CRC-Est Hôpital Saint-Antoine AP-HP). Pour elle, l'in-

térêt premier de la Summer School réside dans son caractère multiculturel, source de rencontres permettant d'établir dans le futur des collaborations avec des chercheurs européens. De ses premières universités d'été, elle retient notamment une journée dédiée aux méthodes de revues systématiques ainsi que des échanges avec des professeurs en sciences infirmières de renom et des éditeurs de revues internationales à comité de lecture. Son projet de thèse évalué, à partir d'un essai contrôlé randomisé qu'elle coordonne, une contribution nouvelle de la profession infirmière au dépistage du VIH et de ses bénéfices pour les patients et le système de santé.

■ **Cécile Dury participe à la Summer School en tant que doctorante de 2^e année**. Elle est responsable pédagogique de la section "Bacheliers en soins infirmiers" de la Haute École de Namur-Liège-Luxembourg (Henallux) en Belgique. Elle est inscrite au doctorat en sciences de la santé publique à l'Université de Liège avec un sujet de recherche centré sur les caractéristiques de la formation clinique favorisant l'apprentissage des étudiants infirmiers. Le fait d'être membre de l'EANS représente pour elle l'opportunité de bénéficier de l'expertise des formateurs venus de pays européens divers, tous impliqués dans la recherche, ayant publié dans les revues internationales en sciences

infirmières. Cette expérience d'apprentissage, riche des échanges entre étudiants, lui donne également une opportunité pour développer son réseau professionnel.

■ **Sébastien Kérverer est lui aussi en 2^e année d'école doctorale à l'EANS.** Il prépare une thèse d'épidémiologie clinique / biostatistiques à l'hôpital Saint-Louis de Paris (AP-HP).

Le thème principal de ses recherches se concentre sur les limitations et arrêts des thérapeutiques ; un thème qu'il aborde d'un point de vue paramédical et méthodologique. Pour lui, le fait que les enseignements et conférences de la Summer School soient dispensés en anglais ne pose pas de problème. Il trouve, au contraire, le caractère anglophone des échanges très formateur

pour aborder les présentations en anglais à réaliser lors des congrès internationaux. Cette année, il a particulièrement apprécié un cours dispensé sur la méthodologie des études de coût/efficacité. ■

Sylvie Warnet

Note

1. Créée en 2002, l'EANS est une organisation indépendante qui regroupe aujourd'hui plus de 200 membres issus de plus de 25 pays européens. Elle propose notamment un programme de formation à destination des infirmières doctorantes qui se déroule sur trois années (10 jours en année 1, puis 5 jours en années 2 et 3). www.european-academy-of-nursing-science.com

ENCADRE

La recherche pour améliorer les soins aux patients

David A. Richards, infirmier PhD, président de l'Académie européenne des sciences infirmières, estime qu'il est essentiel de réorienter la recherche infirmière de manière à ce qu'elle explore les moyens permettant aux infirmières d'améliorer les soins dispensés aux patients.

Quels sont les enjeux de la recherche en sciences infirmières au niveau européen ?

David A. Richards. Les publications récentes montrent que la recherche infirmière est largement répandue en Europe. Des pays se démarquent par le nombre de travaux de recherche publiés, notamment le Royaume-Uni, les pays scandinaves et les Pays-Bas.

Les études qui recueillent et traitent des données primaires¹ constituent la majorité des recherches. Toutefois, la plupart des recherches infirmières publiées dans les revues scientifiques sont de nature descriptive. Il faut souligner des travaux spectaculaires publiés récemment par des équipes pan-européennes comme l'étude RNACAST² qui examinait les relations entre les effectifs infirmiers, les qualifications possédées et les résultats de soins observables chez les patients. Seul un tiers des articles actuellement publiés dans

les revues scientifiques infirmières sont des études interventionnelles. Une faible proportion des études publiées (environ 10 % du volume total), sont partie intégrante d'un programme de recherche. La recherche infirmière expérimentale, dont l'objectif vise à tester l'impact d'interventions et d'activités infirmières, ne représente qu'un tiers des publications. La plupart des articles permettent de comprendre des phénomènes importants mais peu conduisent ensuite au développement d'interventions visant à améliorer les soins. Il me paraît donc essentiel de réorienter la recherche infirmière afin qu'elle explore les moyens permettant aux infirmières d'améliorer les soins dispensés aux patients.

Quelles sont les finalités de l'université d'été de l'EANS ?

DAR. L'EANS est un élément moteur qui permet à la génération montante d'infirmières engagées dans une formation doctorale d'acquies le savoir et les capacités requises à l'utilisation de méthodologies nécessaires au développement d'interventions complexes et à l'évaluation de leur impact. Ces méthodologies ne faisaient souvent pas partie de la formation doctorale des chercheurs contemporains. Nous tenons à nous assurer que les méthodologies de

recherche mixtes deviennent la norme en matière de recherche infirmière. Nous souhaitons également que la complexité inhérente aux soins infirmiers soit reconnue explicitement dans les programmes de recherche. Il est important que les travaux de recherche infirmière impliquent plusieurs pays, plusieurs disciplines et qu'ils s'inscrivent dans des programmes de recherche.

Chaque année, 100 infirmières participent à la summer school ; elles sont toutes doctorantes et issues de plus de 20 pays. Elles représentent le futur de notre profession. Ces chercheuses développeront des données probantes en soins infirmiers qui guideront les démarches d'amélioration de la qualité des soins. C'est un privilège de les rencontrer et de leur dispenser des enseignements.

Pourquoi avoir choisi le retour aux fondamentaux du soin comme fil conducteur de la summer school 2014 ?

DAR. Récemment en Europe, les soins infirmiers ont été montrés du doigt et ont fait l'objet de critiques de la part d'associations de patients et de politiciens, qui les accusaient d'avoir perdu leur cœur de métier en formant des infirmières trop distinguées pour réaliser des toilettes. Les politiciens ont déploré que formation et pratique infirmière éloignent les professionnelles du chevet



David A. Richards, président de l'Académie européenne des sciences infirmières, est professeur au département de recherche en santé mentale de la faculté de médecine d'Exeter, au Royaume-Uni.

des patients mais aussi du caring. En conséquence, un nombre important d'équipes de recherche en Europe ont recentré leur attention sur les soins infirmiers fondamentaux tels que l'aide apportée au patient dans les soins d'hygiène, l'habillage, la mobilité, la nutrition... Nous avons souhaité que cette conférence permette à ces savoirs d'être diffusés et que les participants aient envie de s'engager dans le développement, l'évaluation d'interventions relatives à ces activités infirmières essentielles. Pour contribuer à une utilisation la plus large possible des données probantes ainsi produites. ■

Propos recueillis par **Christophe Debout, Yasmina Ouharroune et Sylvie Warnet**

Notes

1. Il faut les distinguer de celles qui consistent à réaliser une revue de données existantes.
2. www.rn-cast.eu